UAB Universitat Autònoma de Barcelona

Facultat de Medicina

ACCREDITATION SELF-ASSESSMENT REPORT

Bachelor's Degree in Medicine

Bellaterra (Cerdanyola del Vallès), 2024

Acronyms

ACOE – Assessment of objective and structured competences
ACV – Abbreviated Curriculum Vitae
AIMII – Integrated Learning in Medicine II
ANECA – National Agency for Quality Assessment and Accreditation
AQU Catalunya – Catalan University Quality Assurance Agency
ARI – Area of International Relations
ARWU – Academic Ranking of World Universities
BMSTU – Basic Medical Sciences Teaching Unit
CAP – Primary Healthcare Centre
CBATEG – Centre for Animal Biotechnology and Gene Therapy
CEEAH – Ethics Committee on Animal and Human Experimentation
CFGS – Higher Vocational Training Cycle
CMT3 – Chair in Transfusion Medicine and Cell and Tissue Therapy
COMB – Barcelona Medical Association
CRD – Teaching Resources Centre
CYD – Knowledge and Development Foundation
DCS – Distributed Computing Service
DDD – Digital Repository of Documents
DOGC – Official Gazette of the Government of Catalonia
DWH – Datawarehouse
EAC – External Assessment Committee
ECTS – European Credit Transfer System
EDS – European Diploma Supplement
EGRETA– Research and Transfer Management Platform
EHEA – European Higher Education Area
ENQA – European Association for Quality Assurance in Higher Education
EQF – European Qualifications Framework
ESG – European Standards and Guidelines
FAS – UAB Solidarity Foundation
FDES – Higher Education Teacher Training
FECYT – Spanish Foundation for Science and Technology
FM – Faculty of Medicine
FP2 – Level-two Vocational Training
GTPTU – Germans Trias i Pujol Teaching Unit
HIDA – Classroom teaching hours
HTU – Hospital Teaching Unit
I3PT – Parc Taulí Research and Innovation Institute
IAC – Internal Assessment Committee
IBB – Institute of Biotechnology and Biomedicine
ICE – Institute of Education
ICS – Catalan Institute of Health
ICT – Information and Communication Technology
IGTP – Germans Trias i Pujol Research Institute
INC – Institute of Neurosciences
IQAS – Internal Quality Assurance System
IR–HSCSP – Sant Pau Research Institute Foundation
MECES – Spanish Framework of Higher Education Qualifications
MIC – Medicine and Surgery
OQD – Office for Teaching Quality
OQI – Occupational Quality Index
ORCID – Open Researcher and Contributor ID
PAAD – Lecturer teaching activity evaluation survey
PAD – Action plan on disability and inclusion at the UAB
PAT – Tutorial action plan
PAU – University entrance examinations
PAUL – Classroom activities
PBL – Problem-based learning
PCAh – Clinical Care Practice in Humans
PDI – Teaching and research staff
PHCA – Advanced Clinical Skills Practice in Humans
PIU – University investment plan
PIUNE – UAB Inclusion Service
PLAB – Laboratory practicals
PRC – Catalan research portal
PSCA – Clinical Simulation Practice in Humans
PTGAS – Technical, management, administration and services staff
PTTU– Parc Taulí Teaching Unit
QIS – Quality Indicators System
QS – Quacquarelli Symonds
RD – Royal decree
RID – Resident Intern Doctor
RIM – Resident Intern Midwife
RIN – Resident Intern Nurse
RLT – Staffing list
SAF – Physical Activity Service
SCC – Clinical case seminars
SCV – Standardised Curriculum Vitae
SDG – Sustainable development goals
SEM – Seminar
SEN – Specific educational needs
SIR – Scimago Institutions Rankings
SL – Service learning
SPTU – Sant Pau Teaching Unit
TE – Theory
TFG – Final degree project
THE WUR – The World University Rankings
TPD – Teaching Plan Transparency
TU – Teaching Unit
UAB – Universitat Autònoma de Barcelona
UPD – Teaching Planning and Programming Unit
UPF – Universitat Pompeu Fabra
VHIR –Vall d'Hebron Research Institute
VHTU – Vall d'Hebron Teaching Unit
VSMA – Verification, Monitoring, Modification and Accreditation
WFME – World Federation for Medical Education
WHO – World Health Organization

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Key information

Universitat Autònoma de Barcelona	
Address:	Campus de la UAB, 08193 Bellaterra (Cerdanyola del Vallès)
Legal status:	Public
Founded:	1968
Total number of Bachelor's degrees:	109
Total number of Univ. Master's degrees:	143

Faculty of Medicine	
Address:	Edifici M. Avinguda de Can Domènech. 08193 Bellaterra (Cerdanyola del Vallès)
Founded:	1968
Total number of Bachelor's degrees:	3
Total number of Univ. Master's degrees:	7
Telephone:	+34 93 581 10 97
Email:	dg.medicina@uab.cat

Bachelor's Degree in Medicine	
Introduced:	2009
Annual offer of places:	385
Student registrations (3-year average):	1,897
Student registrations with grants (3-year average):	442
Number of graduates (3-year average):	283
Total ECTS credits for the degree:	360
Total hours for the degree:	9,000

Executive summary of the self-assessment

In the most recent accreditation of the Medicine Degree (2017), an overall evaluation of accredited with progress towards excellence was achieved, with the same rating awarded in the following areas: Quality of the training programme; Relevance of public information; and Adequacy of teaching staff to the training programme. The remaining areas (Effectiveness of the internal quality assurance system, effectiveness of learning support systems, and quality of training programmes) received the evaluation of achieved.

In the 2017 accreditation, AQU highlighted the strengths of the degree, including the commitment of the teaching staff to teaching and improving the degree and its results; the interaction with students and the coordination mechanisms; the very positive feedback from employers regarding the training received by graduates; the high number of institutions involved in the supervision of the Final Year Project and internships; and the high quality of the Library Service.

Since then, the Faculty has worked not only to maintain these high quality standards but also to strengthen those aspects that have room for improvement. It is worth noting that this period has been marked by the COVID-19 pandemic, which posed challenges at all levels. In this regard, the

coordinators and teaching staff of the hospital teaching units had to make an enormous effort to continue their teaching duties under unprecedented pressure. Similarly, the UDCMB also faced difficulties, particularly the medical teaching staff who teach courses with a large number of enrolled students and the early years of the degree programmes, where students experienced significant anxiety and concern due to the unexpected changes and uncertainties. In addition, many students faced personal and professional challenges, with many working in the healthcare field. Under these circumstances, the commitment of the teaching staff, the **contingency plans** that were implemented, the existing coordination mechanisms, the ongoing dialogue with students, and the learning and use of new technologies, among other factors, made it possible for the Faculty and the degree programme to overcome this highly stressful situation and emerge stronger.

Additionally, during this period, it is important to mention the cyberattack suffered by the UAB (2021), which disrupted the normal functioning of the Faculty for several months until access to data, documentation, and online work was restored.

Finally, during this period since the last accreditation, it is important to note the impact of the increase in the number of students, not only in the Medicine Degree but also in Nursing, in response to the social demand for healthcare professionals. This increase has led to greater needs in terms of infrastructure and teaching staff, as well as the need to adapt the teaching programme.

The self-assessment of the period being accredited is highly satisfactory. The standards that are considered to have been achieved with progress towards excellence are: Mission and values; Curriculum; Teaching staff; Educational resources; and Governance and Administration. These are considered the strengths of the degree as described in the various sections of this self-assessment report. Nevertheless, with a clear focus on continuous improvement, some aspects have been identified for strengthening. In this regard, it is worth mentioning that, concerning the curriculum, work is being done to implement more active teaching methodologies, consolidate clinical simulation across the entire degree programme, analyse student absenteeism in certain teaching activities, and introduce any necessary changes to reduce it, among other initiatives. Regarding teaching staff, although the degree has a sufficient, highly competent teaching team, both professionally and in terms of research, and one that is committed to teaching the degree programme, efforts will need to continue in the coming years to increase the percentage of permanent staff, especially in the clinical courses. Finally, in terms of educational resources, since the last accreditation, the Faculty has made and continues to make significant investments to improve and adapt them to new needs.

The remaining standards (Assessment and results, Students, and Quality Assurance and Public Information) are considered to have been achieved. In the first case, one area for improvement is the low participation rate in all surveys when gathering satisfaction levels from different stakeholder groups. Despite the efforts of the Faculty of Medicine and the UAB, this is a common issue across the entire university system. In the case of students, it is important to highlight the impact of the large volume of credit recognition requests on both academic management and the organisation of teaching. Finally, regarding Quality Assurance, the Faculty is currently finalising the review of its IQAS, which will undoubtedly improve the quality of teaching in the degrees offered, particularly in the Medicine Degree.

Presentation of the Faculty of Medicine

HISTORY AND STRUCTURE

The Faculty of Medicine of the Universitat Autònoma de Barcelona (UAB) was created by decree-law on 27 July 1968. From the start, the aim was for a faculty that complied with the requirements of the World Health Organization (WHO), ensuring that theoretical teachings were complemented with good clinical practical training – a highly innovative proposal compared to the prevailing model at that time. It was therefore essential to establish agreements with various health institutions that were constituted as Hospital Teaching Units (HTU). The first was that of the Hospital de la Santa Creu i Sant Pau in Barcelona, which was also the first headquarters of the Faculty of Medicine, and where classes began with 147 students registered, in October 1968. Five years later (1973) the headquarters of the Faculty of Medicine was moved to the Bellaterra Campus, where it is located today, together with the Basic Medical Sciences Teaching Unit (BMSTU). The rest of the HTUs have been progressively incorporated: in 1971 that of the Vall d'Hebron Hospital (Barcelona), in 1973 that of the Hospital del Mar (Barcelona), later integrated into the Parc Salut Mar, in 1987 that of the Germans Trias i Pujol Hospital (Badalona) and, finally, in 2006 that of the Parc Taulí Health Consortium (Sabadell). Recently, in 2022, the HTU of the Parc de Salut Mar disassociated itself from the UAB. In addition, numerous collaboration agreements have been established in the field of primary healthcare and also with other health centres and top-level hospitals in the area (see section 6. Educational resources).

The full potential of this great healthcare network, together with the outstanding research carried out by the teaching and research staff, both in the departments and research institutes of the Bellaterra Campus (the IBB - Institute of Biotechnology and Biomedicine, the INC - Institute of Neurosciences, and the CBATEG -Centre for Animal Biotechnology and Gene Therapy), as well as in the research institutes of the hospitals (the IR-HSCSP – Sant Pau Research Institute Foundation, the VHIR – Vall d'Hebron Research Institute, the IGTP – Germans Trias i Pujol Research Institute, and the I3PT – Parc Taulí Research and Innovation Institute, are the pillars of teaching and research at our Faculty. This base of expertise, added to the vocation of its teaching staff, is the guarantee of our commitment to students, to the University and, ultimately, to society, seeking teaching excellence closely integrated into healthcare practice and first-class basic, clinical and translational research. The Faculty has always made a clear and strategic commitment to the incorporation of new pedagogical tools. Specifically, in recent years efforts have focused on the implementation of clinical simulation, information and communication technologies (ICT), communication skills, patient safety, the healthcare system and clinical management. In the case of simulation, the necessary resources have been provided for basic training and teacher training, and to provide adequate infrastructures to implement this innovative teaching methodology in all teaching units.

OFFER OF COURSES

The Faculty of Medicine offers a strong and academically robust range of studies in the field of healthcare and health technologies, including three Bachelor's degrees, seven University Master's degrees, eight doctoral programmes, and more than 50 UAB-specific postgraduate courses and Master's degrees.

The Faculty of Medicine coordinates three Bachelor's degrees**: Medicine**, **Nursing** and **Physiotherapy**.

The Bachelor's Degree in Nursing is also taught with the affiliated centres Gimbernat University School of Nursing and Physiotherapy, Sant Pau University School of Nursing and Terrassa University School of Nursing and Occupational Therapy. Similarly, the Degree in Physiotherapy is also taught in the affiliated Gimbernat centre.

The Faculty also participates in the Bachelor's Degree in **Biomedical Sciences**, coordinated by the Faculty of Biosciences, and in the Bachelor's Degree in **Speech Therapy**, coordinated by the Faculty of Psychology, both centres of the UAB. Finally, the Faculty participates in the Bachelor's Degree in Medicine shared between the UAB and Pompeu Fabra University (UPF). This degree, which was first taught in the 2008-09 academic year, has been in the process of being phased out since the 2021-22 academic year, given the disaffiliation of the Parc Salut Mar from the UAB, and will end in the next academic year 2029-2030.

The studies taught at our Faculty are attractive to future students and respond to the current needs of society in the field of health, as shown by various indicators. Taking the last six years as a reference, it is worth highlighting, firstly, an increase in the number of applications for courses, both in terms of total and first-option applications, sustained over time and especially from the 2020-21 academic year, marked by the COVID-19 pandemic, which has represented a turning point. Secondly, the cut-off mark for admission has been growing continuously for the three Bachelor's degrees, even with an increase in the number of places in Medicine (from 320 to 385) and Nursing (from 90 to 240) (**Table P1**). Finally, in the results of the graduates' satisfaction survey when asked if they would *'choose the same degree again'*, our Faculty has obtained an average of 91.53% affirmative responses in the last 4 academic years, while the UAB average is 71.99%.

The Faculty of Medicine organises its degrees by teaching preclinical courses at the BMSTU, on the Bellaterra Campus, and clinical courses at the different hospital teaching units. Specifically, the teaching of the first two years of the Degree in Medicine is offered at the BMSTU and the remaining four years at the other active HTUs mentioned above. In the case of the Bachelor's Degree in Nursing, the first two courses are also taught at the BSMTU and the rest of the clinical courses, at the HTU of the Vall d'Hebron University Hospital and from the 2024-2025 academic year, they will also be offered at the HTU of Germans Trias i Pujol and Parc Taulí, responding to the increase in the offer of 150 new public places and covering this demand with an increase in resources, both those intended for the hiring of specialised teachers and those for infrastructures. The first year of the Degree in Physiotherapy is taught at the BMSTU and the other courses were taught at the HTU of the Parc Salut Mar until the 2020-21 academic year, and from the 2021-22 academic year at the HTU of the Hospital de Sant Pau (second and third year) and the Vall d'Hebron Hospital (fourth year).

It should be noted that with the incorporation of nursing studies in the 2009-2010 academic year, the Faculty of Medicine became the first in Spain to jointly teach future professionals in Medicine and Nursing. And in the 2010-2011 academic year, the teaching offer was extended with the first cohort of Physiotherapy studies, making the UAB the first university to offer these public university studies in Catalonia. We consider the confluence of different disciplines of health sciences in the same faculty to be an added value because it forges a spirit of cooperative work that begins during training and continues to be present and constant throughout professional life.

The Faculty of Medicine teaches and coordinates three University Master's degrees in the field of Medicine and Nursing: **Pharmacology**; **Applied Clinical Research in Health Sciences**; and **Nursing Innovation Applied to Vulnerability and Health**. It also participates in four Interuniversity Master's

degrees coordinated by other universities: **Public Health** (coordinated by Pompeu Fabra University); **Introduction to Research in Mental Health** (coordinated by the University of Cantabria); **Clinical Investigation** (coordinated by the University of Barcelona); and **Pharmacovigilance and Pharmacoepidemiology** (coordinated by the Université de Bordeaux in France). It should be noted that we are the only Spanish university to participate in the latter international Master's degree.

University Master's degrees allow access to research work for writing a doctoral thesis and obtaining a doctoral degree. Through its departments and research institutes the Faculty leads eight doctoral programmes. All these programmes have been favourably accredited by AQU (**Pharmacology**; **Advanced Immunology**; **Psychiatry**), and some are in the process of accreditation towards excellence (**Surgery and Morphological Sciences**; **Medicine**; **Methodology of Biomedical Research and Public Health**; **Neurosciences**; **Paediatrics, Obstetrics and Gynaecology**). The high interest that these doctoral programmes attract is evident in the large number of high-level doctoral theses that are defended annually at the Faculty of Medicine.

With regard to continuing education, the Faculty of Medicine's firm teaching commitment to postgraduate studies is of note. Either directly or through centres with which we have an agreement, students can take a wide and varied range of **UAB-specific Master's degrees and lifelong learning diplomas**, and **specialisation courses**, in the fields of Medicine, Nursing and Physiotherapy.

THE UNIVERSITY COMMUNITY OF THE FACULTY OF MEDICINE

Teaching staff

The Teaching and Research Staff (PDI) at the Faculty of Medicine are made up of 3,136 people, of which 60% are women and 40% are men. There are 19 UAB Departments at the Faculty, of which 10 are **attached to the centre**. The teaching staff is made up of permanent teaching staff (professor, junior and senior lecturers, permanent collaborators), non-permanent teaching staff (adjunct medical, nursing and physiotherapy lecturers; tenure-track lecturers, visiting staff and trainee research staff) and teaching assistants (clinical adjunct lecturers).

The teaching staff for the **basic subjects** carry out their research work in the following departments and research institutes of the Bellaterra Campus of the UAB:

- Biochemistry and Molecular Biology
- Cell Biology, Physiology and Immunology
- Morphological Sciences
- Philosophy - History of Medicine
- Nursing
- Psychiatry and Legal Medicine
- Paediatrics, Obstetrics and Gynaecology and Preventive Medicine and Public Health
- Institute of Biotechnology and Biomedicine
- Institute of Neurosciences
- Centre for Animal Biotechnology and Gene Therapy

The teaching staff for **clinical subjects** of the Bachelor's Degree in Medicine is made up of staff doctors from the various affiliated university hospitals. They are specialists contracted as medical adjunct lecturers, nurses or physiotherapists or appointed as teaching assistants (clinical adjunct lecturers).

These teaching staff, who complete their care and teaching tasks while carrying out their research in the institutes of the hospitals, work in the following university departments of the UAB:

- Biochemistry and Molecular Biology
- Cell Biology, Physiology and Immunology
- Morphological Sciences
- Surgery
- Pharmacology, Therapeutics and Toxicology
- Genetics and Microbiology
- Nursing
- Medicine
- Paediatrics, Obstetrics and Gynaecology and Preventive Medicine and Public Health
- Psychiatry and Legal Medicine

The teaching staff of the Bachelor's Degree in Nursing, in addition to the teachers of basic medical sciences, are made up of the category of permanent collaborating teaching staff from the former Vall d'Hebron School of Nursing, and by teaching staff contracted as senior lecturers, tenure-track lecturers, visiting lecturers and adjunct lectures in nursing from the various hospitals. All of them, except those in basic medical sciences, are part of the UAB Department of Nursing.

The teaching staff of the Bachelor's Degree in Physiotherapy, in addition to the teachers of basic medical sciences, are made up of physiotherapists from the staff of the Santa Creu and Sant Pau University Hospitals and Vall d'Hebron (and until 2022 of the Parc de Salut Mar) hired as physiotherapist adjunct lecturers. The Department of Medicine of the UAB is responsible for these lecturers.

Technical, management and administrative and services staff

The technical, management and administration and services staff (PTGAS) of the Faculty of Medicine are distributed among the five teaching units, and are responsible for carrying out technical, management and administrative tasks as well as supporting teaching and research, and advising and providing assistance to the governing bodies. The PTGAS attached to the Faculty is made up of a total of 238 people, of which 65% are women and 35% are men. In this group, therefore, as is the case with the teaching and research staff, women are in the majority. The total PTGAS is distributed as 50 people in centre services (21.0%), 91 in research institutes (38.2%), 66 in departments (27.7%) and 31 in hospital teaching units (13.0%).

Students

The capacity of the Faculty of Medicine's offer of courses to respond to the needs and challenges of society is evident in the high number of students registered for the different Bachelor's degrees and University Master's degrees. In its more than half century of history, the Faculty has gone from 147 students in the first cohort of the Degree in Medicine and Surgery, to 2,982 students registered in the 2022-23 academic year (**Table P2**). Since the implementation of the different degrees (2009-2010 academic year) to the present, a total of 1,854 students have graduated in Medicine (69.5% women), 763 in Nursing (85.3% women) and 571 in Physiotherapy (57.3% women). In all Bachelor's degrees, and especially Nursing, the majority of graduates are women. These percentages are in line with the known data on the greater participation of women, compared to men, in health degrees and professions, both nationally and internationally.

The Faculty of Medicine offers and promotes the participation of students in international mobility programmes, such as the Erasmus Programme and the UAB Exchange Programme as well as the specific international internship programmes (Erasmus+ Internships and *UAB Exchange Programme Traineeships*), as well as promoting national mobility, through the SICUE Programme, with various agreements signed with Spanish universities. Participation in these programmes in the 2022-23 academic year, enabled 90 students to have stays in 38 universities, and the reception in our classrooms of 71 students, from 16 different countries.

RESEARCH AND KNOWLEDGE TRANSFER

A key strength of the Faculty of Medicine is the basic and clinical research that is carried out. In addition, the collaborations between the teaching and research staff of the departments, the researchers assigned to the research groups, and the professionals and experts of health institutions and other organisations are also very significant. This kind of organisation of research makes translational research a reality, transferring the results of the laboratory for the benefit of patients and society.

The research carried out by the Faculty of Medicine takes place both in the departments and research institutes of the Bellaterra Campus (IBB, INC and CBATEG) and in the research institutes of the hospitals (IR-HSCSP, VHIR, IGTP and I3PT) to which a large number of teaching staff are attached.

The **UAB Chairs** allow for the establishment of long-term agreements between the university and public or private entities or companies to carry out teaching and research activities and contribute to the transfer of knowledge and technology to society. The Faculty participates very actively in this project, with several UAB Chairs currently headed by its teaching staff: **Chair of Health Management, Management and Administration** (Health and Ageing Foundation); **Chair in Transfusion Medicine and Cell and Tissue Therapy** (CMT3) (Health and Aging Foundation); **Chair for the Health of Professionals in the Health Field** (Galatea Foundation, Barcelona Medical Association and Mutual Medical Foundation); **Chair of Urological Robotic Surgery** (Puigvert Foundation); **Chair in Surgery Research with the company iVascular**; **Avedis Donabedian Foundation Chair** and the Chair in Muscular and Rare Diseases (Sanofi).

RECOGNITION

Over the years, one of the characteristics that has best defined us has been the enthusiasm of the professionals of the Faculty of Medicine in providing excellent training, and it is very satisfying for us to point out that the **various evaluations** that are periodically carried out of our results have always placed us among the top universities in Spain and in good positions in terms of international rankings. These rankings include:

- international benchmark rankings such as QS World University (QS WUR 2024), placing us in the top 12% of universities in the world; The World University Rankings (THE WUR 2024), among the top 250 in the world; Academic Ranking of World Universities (ARWU 2023), as the third best university in Spain and between positions 301 and 400 in the world.
- international benchmark rankings for environmental management and sustainability such as the Green Metric Ranking of World Universities 2023, in 78th position worldwide and third in Spain

- national benchmark rankings such as that of the CYD Foundation, placing us as the top Spanish university with the highest number of high-performance indicators.
- research rankings such as the Scimago Institutions Rankings (SIR 2023), in position 194 of the world's universities and the second in Spain.

The UAB is also among the top 150 universities in the world in various **disciplines** and fields, including Life Sciences and Medicine.

Self-assessment report preparation process

The accreditation process forms part of AQU Catalunya's **VSMA framework** for the validation, monitoring, modification and accreditation of recognised degree programmes, guaranteeing the continuous assessment of the performance of degree programmes, promoting a culture of quality and accountability, supporting university managers in the construction of the strategic vision of these degrees and helping to strengthen transparency, leadership and social recognition of the university.

The accreditation self-assessment report is the tool that allows analysis and reflection on the way that the degrees are running and stimulates the process of continuous improvement that culminates in the external validation of the results achieved. This self-assessment report includes an analysis of the Bachelor's Degree in Medicine, structured according to the different standards established by AQU Catalunya, which are based on European standards, as well as the dimensions necessary to obtain recognition from the **World Federation for Medical Education (WFME).**

The preparation of this self-assessment report has been organised and coordinated by the Dean's Office of the Faculty of Medicine, through the Vice-Dean's Office for Quality and Academic Accreditation and Quality Management, with the aim of guaranteeing the mechanisms for collecting data and documentation and in order to identify and analyse the information contained in the degree report and in the corresponding monitoring and accreditation reports available for the VSMA processes.

Phases in the production of the report

a) Planning (start July 2023)

At a meeting on 12 July 2023 between the Office for Teaching Quality (OQD) and the Dean's Office of the Faculty of Medicine, the AQU Catalunya accreditation calendar for the 2023-2024 academic year was announced and it was agreed to start the process of renewing the accreditation of the Bachelor's Degree in Medicine, and also apply for recognition from the WFME.

From that moment on, all the preparatory tasks for the accreditation of the degree were launched, as well as the review of those internal quality assurance system (IQAS) processes that were pending (see section 7. Quality Assurance and Public Information).

Through the Faculty Board and the Standing Committee, all the teaching unit coordinators and departmental directors have been kept informed of the start and progression of the accreditation process.

In April 2024, AQU Catalunya convened a *focused session* for the accreditation of the Bachelor's Degree in Medicine for the members of the Internal Assessment Committee (IAC) and the OQD, where the accreditation process and the basic standards of medical education were reviewed, and a simulation of the external visit of the External Assessment Committee (EAC) was proposed.

b) Appointment and constitution of the IAC (March 2024)

On 7 March 2024, the IAC was ***constituted*** and approved at the ***Standing Committee Meeting*** on 19 March. Its composition includes representatives of the different interest groups, with a good knowledge of the Faculty of Medicine and its Hospital Teaching Units, who actively participate in the processes associated with teaching quality assurance and who have a previous involvement in the

development and monitoring of the Degree in Medicine. The composition of the IAC is as follows:

Composition of the IAC	
Salvador Navarro Soto	Dean of the Faculty of Medicine
Montserrat Solanas García	Vice-Dean for Quality and Academic Accreditation
Albert Selva O'Callaghan	Coordinator of the Bachelor's Degree in Medicine
Maria Antonia Baltrons Soler	Coordinator of the Basic Medical Sciences Teaching Unit
Juan Morote Robles	Coordinator of the Vall Hebron Hospital Teaching Unit
Josep Antoni Montiel Dacosta	Coordinator of the Sant Pau Hospital Teaching Unit
David Parés Martínez	Coordinator of the Germans Trias i Pujol Hospital Teaching Unit
Javier Serra Aracil	Coordinator of the Parc Taulí Hospital Teaching Unit
Maria Catalina Gallego González	Centre Administrator
Andrés Real Fernández	Student of the Bachelor's Degree in Medicine
Jordi Alfonso Quintana	Teaching Quality Manager of the Centre

In the same session of the constitution of the IAC, all its members received contextual information of the ***accreditation process*** that was about to start, explaining all the ***sections*** contained in the accreditation self-assessment report, communicating the ***focus subjects*** and the criteria for the collection of assessment evidence, and presenting a proposed ***calendar*** indicating each of the phases of the process.

c) Collection of information and writing of the self-assessment report (March – July 2024)

The self-assessment report is adapted to the guidelines set out in the ***Guide to the accreditation of Medical Study programmes according to the AQU Catalunya standards and the WFME global standards for quality improvement: Basic Medical Education (2023)***. The structure of the self-assessment report follows the template provided by AQU Catalunya, which includes the AQU Catalunya and WFME standards. Table 1 of this guide shows the relationship between the AQU Catalunya standards (2022), the WFME standards (2020) and the ESG standards (2015).

The information collected and selected for analysis and reflection corresponds to the entire period between accreditations (2017-2023), with special emphasis on the last year of this period, considered a reference year (2022-23 academic year). It is important to note that this self-assessment report is based on the ***UAB Statutes*** that were current at the time, approved by the General Senate on 22 May 2003 and published in the Official Gazette of the Government of Catalonia on 22 October 2003 (Decree 237/2003). It should be noted, however, that during the 2023-24 academic year, a process of revision of these Statutes adapted them to the **Organic Law 2/2023 of March 22, on the University System (LOSU),** and they were approved in 2024.

The sources used were the verified ***Degree Report***, ***the final report of the External Evaluation*** of the

last accreditation carried out (2017), the **monitoring reports of** the 2017-18 to 2021-22 academic years and the information published on the institutional websites (**Digital Repository of Documents (DDD), Degree in Medicine File**, **i-SIQ Quality Indicator System** and the UAB DATA, available through the intranet).

At the same time, a **SharePoint space** was set up that has allowed all the documentation of the process to be deposited, work documents to be shared among IAC members and accessed from any device with an Internet connection. To facilitate the reading of this self-assessment report, links to the evidence have been included in the text, as well as the tables, which are located at the end of the document for your reference. These tables have a link back to the read point. Lists of evidence and tables have also been included at the end of the document.

Throughout the process of preparing the self-assessment report, two working subcommittees one made up of the Dean (coordinator of the degree during the period that is accredited), the Vice-Dean for Quality and Academic Accreditation, the current coordinator and the Teaching Quality Manager ; and another made up of the same Vice-Dean, the Teaching Quality Manager and the centre administrator – held frequent periodic meetings to jointly analyse the specific data collected for each area and carry out an intense process of reflection in order to respond to the standards and dimensions of the self-report, assessing the degree of compliance with the objectives set and providing new **proposals for improvement** when deemed appropriate.

In **successive meetings** of the IAC, the subcommittees reported on the progress and incidents that occurred during the process, the contributions and reflections of all its members were collected, and the final version of the self-assessment report was approved. In the corresponding Degree Committee meetings and sessions of the Standing Committee that took place during this period, the status of the preparation process for the self-assessment report was reported.

On 21 June, a first version of the self-assessment report was delivered to the OQD for technical review. Subsequently, the indications and suggestions of the OQD were incorporated and the final version of the self-report was drawn up for public dissemination.

d) Public presentation of the self-assessment report and approval (July 2024)

From 11 to 13 July, a public presentation period opened to collect contributions, amendments and/or suggestions sent to us by email from the Faculty Dean's Office. The document was made public on **the main page of the Faculty's website** where the news was published and access to the self-report was given and is also disseminated through the **X** social network (*Twitter*). At the same time, the publication of the self-assessment report was communicated via **email** to the members of the dean's team, to the departmental directors and managers, and to the coordination teams and the management of the teaching units, requesting maximum dissemination among the members of the PDI and PTGAS. The document was also **disseminated** to students through the communication spaces of the different teaching units and by email to the Faculty's Student Council.

During the public presentation period, a series of contributions were received which, in agreement with the members of the CAI, have been incorporated into the self-assessment report. In this regard, the section *Presentation of the Faculty of Medicine*, accredited doctoral programmes in progress towards excellence have been highlighted and the list of UAB Chairs in which the Faculty participates has been updated. Furthermore, in the substandard 4.3. Recognition of credits and prior learning has been included a review of the challenges and difficulties related to this recognition. The presentation

and approval of the final version of the self-assessment report has taken place at the **Faculty Board** on 16 July 2024.

1. MISSION AND VALUES

The Centre has a public statement setting out its values, priorities and objectives. (BME 1.1)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, this standard was not evaluated.

Analysis and assessment

The Faculty of Medicine, and specifically the Bachelor's Degree in Medicine, is committed to training future medical professionals to contribute to the improvement of the health and well-being of people and communities, and to guarantee good patient care in healthcare institutions, preserving the principles of autonomy, respect and safety for them. This commitment is part of the **mission, vision and values** of the Faculty of Medicine.

As described in the presentation of this self-report, our Faculty was one of the first to be founded at the UAB, offering studies since 1968. Over the years, the Faculty has trained many generations of excellent doctors who have contributed and continue to contribute to providing the best possible service to society. All this has been possible thanks to the excellence, effort, dedication and enthusiasm of our professionals.

In order to fulfil this mission and maintain coherence with the values promulgated, the Faculty of Medicine aligns itself with the **UAB Strategic Plan,** complies with a Quality Policy and is committed to excellence through a **scoreboard**, which contains the objectives, milestones, specific actions and strategic indicators that allow these actions to be monitored, offer guidance guide towards continuous improvement and help in decision-making.

This Centre's Quality Policy is aligned with the following key areas of the UAB:

1) **Teaching Quality:** Multidisciplinary multilingual teaching offer capable of responding to the needs of society, with the support of research and innovative and quality teaching models.
2) **Responsibility:** Responsibility in social transformation through the generation and transfer of knowledge.
3) **UAB Community:** The people of the UAB are our main asset.
4) **UAB Campuses:** The UAB Campuses as spaces to promote the relationship, confluence and cohesion of the different groups of the university community.
5) **Efficient governance model:** Autonomous, participatory and transparent governance model, with an effective and efficient management system.

6) **International Projection:** Consolidation of international recognition as an innovative and quality university.

It should be noted that since it was established the Faculty of Medicine has had a clear commitment and vocation to fulfilling the international standards set by the World Health Organization (WHO). It is aligned with the **Sustainable Development Goals (SDGs),** mainly Goal 3 (Health and Well-being), but also Goal 4 (Quality Education), Goal 5 (Gender Equality) and Goal 10 (Reduction of Inequalities). The

Bachelor's Degree also revolves around the concept of **One Health** in order to contribute to the global goal of increasing interdisciplinary collaboration in the healthcare of people, animals and the environment, in order to promote the improvement of health.

The Bachelor's Degree in Medicine taught at the Faculty is committed to the comprehensive training of students, both from the point of view of knowledge and skills, as well as the values of the medical profession, providing society with excellent, committed, honest and upright health professionals.

The ***Bachelor's Degree Report*** describes the competences that graduates in Medicine must achieve, among which the following are particularly important:

- Respect the diversity and plurality of ideas, people and situations (general competence G03).
- Generate innovative and competitive proposals in research and professional activity (general competence G04).
- Maintain and update professional competence, paying special attention to the autonomous learning of new knowledge and techniques and to the motivation for quality (transferable competence T01).
- Reason and make decisions in situations of ethical, religious, cultural, legal and professional conflicts, including those that are due to economic restrictions, the commercialisation of health care and scientific advances (specific competence E07).
- Recognise the determinants of health in the population, both genetic and dependent on sex, lifestyle, demographics, environmental, social, economic, psychological and cultural factors (specific competence E15).
- Recognise the role of complexity, uncertainty and probability in decision-making in medical practice (specific competence E34).
- Establish the diagnosis, prognosis and treatment by supporting decisions with the best possible evidence and a multidisciplinary approach based on the needs of the patient and involving all members of the health team, as well as the family and social environment. (specific competence E42).
- Propose and decide on the appropriate preventive measures for each clinical situation (specific competence E44).

2. CURRICULUM

The curriculum responds adequately to the discipline(s) and training objectives of the study programme. The learning outcomes correspond to the level of the medical study programme, in accordance with the Catalan Higher Education Qualifications Framework (MCQES). And the roll-out schedule, allocation of ECTS credits to subjects, and teaching staff assigned are appropriate and acceptable. (AQU S2)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *1. Quality of training programmes*, obtained the result: *progressing towards excellence*. Substandard *1.1. The competences profile of the degree is consistent with the requirements of the discipline and with the corresponding training level of the MECES,* and substandard *1.2. The curriculum and the structure of the curriculum are consistent with the competences profile and with the objectives of the degree*, obtained the result: *compliant.*

Analysis and assessment

The competency profile and the structure of the curriculum of the Bachelor's Degree in Medicine is updated according to the requirements of the discipline and responds to the level of training required in the *Spanish Qualifications Framework for Higher Education* (MECES).

Since its **verification**, the curriculum and the structure of the curriculum have been consistent with the competences profile and with the objectives of the degree. In this sense, the nature of the content and its sequencing, the learning outcomes and the evaluation processes, are designed to meet these objectives.

The methodology used in the **monitoring** of the degree through the annual reports is appropriate to detect the strengths and aspects for improvement, and to achieve the alignment of teaching with the competences profile of the degree. The process of annual reflection on the development of the degree is the basis of **accreditation**, in the sense that this accreditation is the culmination of the monitoring process. Therefore, the monitoring and accreditation process can be understood as a single process of continuous improvement.

The Bachelor's Degree in Medicine, like the rest of the Faculty's degrees, has the necessary and appropriate teaching coordination mechanisms to ensure the proper organisation and delivery of the curriculum in accordance with the established responsibilities and current regulations.

Taking into account the aforementioned aspects, the same result is maintained as in the last AQU Catalunya accreditation (2017): *progressing towards excellence*.

2.1 Intended curriculum outcomes

The centre has defined the learning outcomes that students should have achieved by graduation, as well as the intended learning outcomes for each part of the course. (BME 2.1)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *1. Quality of training programmes*, obtained the result: *progressing towards excellence*. Substandard *1.2. The curriculum and the structure of the curriculum are consistent with the profile of competences and with the objectives of the degree*, obtained the result: *compliant*.

Analysis and assessment

The Bachelor of Medicine is ascribed to MECES level 3 (EQF 7), and therefore, the aim is to help students become independent, versatile and highly qualified thinkers with the research experience, information literacy and interpersonal and communication skills necessary to develop an advanced career or pursue doctoral studies at a later stage.

The Bachelor's Degree has been designed to enable graduates to demonstrate that they have achieved the descriptors and learning outcomes specified in the criteria of MECES level 3.

As described in the ***Bachelor's Degree Report***, the competences of the Bachelor's Degree in Medicine are regulated and based on Ministerial Order ***ECI/332/2008***, of 13 February, which establishes the requirements for the verification of official university degrees that enable the practice of the medical profession. These competences are grouped into 7 areas:

1) Professional values, attitudes and ethical behaviours
2) Public health and health systems
3) Scientific foundations of medicine
4) Critical and research analysis (critical thinking, reasoning and clinical and research judgment)
5) Clinical skills
6) Communication skills
7) Skills in obtaining and handling information and information technologies

The aforementioned specific competences are complemented by the basic ones, established by the MECES, and by the general and transferable competences of the UAB. The set of competences for the Bachelor's Degree in Medicine is shown in **Table 2.1**.

The ***Bachelor's Degree Report*** describes the learning outcomes that students must achieve for each subject and the **course guides** specify these outcomes by subject. The coherence and consistency of the competence profile of the Bachelor's Degree in Medicine is demonstrated by the result of excellence received in the previous accreditation (2017).

2.2 Curriculum organisation and structure

The centre has documented the overall organisation of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component disciplines. (BME 2.2)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, the standard *1. Quality of training programmes* obtained the result: *progressing towards excellence*. Substandard *1.2. The curriculum and the structure of the curriculum are consistent with the competences profile and with the objectives of the degree*, obtained the result: *compliant*, and the substandard *1.4. The degree has adequate coordination mechanisms*, achieved the assessment: *progressing towards excellence*.

Analysis and assessment

The curriculum of the Bachelor's Degree is structured as follows (Table 2.2):

MECES level[1] (corresponding to EQF[2])		3 (7)
Study mode		Face-to-face
Duration		12 semesters
ECTS[3] distribution	Basic Training	92
	Compulsory Training	176
	Internship Training	67
	Elective Training	18
	Final Degree Project	7
	Total	**360**

[1]MECES: Spanish Qualifications Framework for Higher Education; [2]EQF: The European Qualifications Framework for Lifelong Learning; [3]ECTS: European Credit Transfer System
Source: Degree Report

The current **curriculum**, implemented from the 2022-23 academic year, has been designed following a series of basic principles:

- Concentrate basic training in the first two years.
- Reduce as much as possible the number of compulsory subjects during the last year, to facilitate for students complete immersion in the services and care centres during supervised clinical practices.
- Incorporate integrated learning into the curriculum through the subject Integration of Basic and Clinical Sciences, offering a comprehensive training of medical knowledge, so that the biological bases of medicine and clinical disciplines are not considered isolated subjects without continuity. This integrated learning presents a cross-cutting approach to health problems and allows students to obtain a more global vision of medicine.

- Incorporate new pedagogical tools such as clinical simulation, information and communication technologies (ICT), communication skills, patient safety, the health system and clinical management.
- Maintain and strengthen clinical care practice, recognising it as one of the essential axes on which directed practical instruction, carried out during the care activity, in hospitals or Primary Healthcare Centres revolves.

The aim of the way the curriculum is structured is to achieve the general objectives of the degree defined in the report. The first two years (120 ECTS credits) provide students with the foundations of knowledge of basic medicine and preclinical skills. From the 3rd to the 5th year (180 ECTS credits), training in the acquisition of clinical skills predominates. In the last year (60 ECTS credits), clinical care practices, simulation applied to medical and surgical knowledge, bioinformatics and the Final Degree Project are programmed.

The organisation of the curriculum and the respective **timetables** is the responsibility of the degree coordinator and the coordinators of each subject, together with the teaching programme manager of the Academic Management Office. The process ***PC02 Teaching programming of subjects*** included in the Internal Quality Assurance System of the Faculty of Medicine (IQAS-FM) describes how the courses are rolled out in three phases: teaching planning (with the forecast of the offer of subjects, groups, teaching typologies and number of face-to-face hours by type, number of potential students and departmental areas that will participate in the teaching of the academic year), the teaching programme (with the definition of the complete calendar of teaching activities for the course based on the authorised planning) and the teaching assignment (with the designation by the departments of the academic staff participating in the teaching activities of each subject, their dedication and degree of responsibility).

The Faculty of Medicine and the Bachelor's Degree are organised at different Teaching Units (TUs). The first two years of the degree are carried out at the Basic Medical Sciences Unit (BMSTU), located on the Bellaterra Campus (Cerdanyola del Vallès) of the UAB. This allows the students of these first years to experience studying on a university campus, where they have the opportunity to participate in cultural and sports activities together with students from other degrees courses and of different nationalities, and where they can benefit from the residential and commercial facilities of the University Village. From the third year and until the end of the studies in the sixth year, students take clinical training in one of the hospital TUs, located in the metropolitan area of Barcelona and its surroundings (TU of the Hospital de Sant Pau and TU of the Hospital de la Vall d'Hebron – both in Barcelona; TU of the Germans Trias i Pujol Hospital in Badalona; and TU of the Hospital Parc Taulí in Sabadell). The percentage of students received by each Hospital Teaching Unit is different and depends on its capacity. **The assignment of students to the Hospital Teaching Units** is carried out using a scale that takes into account the grade point average of the academic record (90%) and the credits passed (10%) up to the first semester of the 2nd year.

As previously stated, (in the section *Presentation of the Faculty of Medicine*), the Degree in Medicine is organised into five Teaching Units (TU) in different geographical locations (Cerdanyola del Vallès, Barcelona, Sabadell and Badalona). The complexity of this structure requires great internal and functional coordination, shared responsibilities that are structured as follows:

- a **degree coordination** team,
- coordination of each of the **teaching units**,

- a **general course coordination and** a **course coordination** for each **teaching unit** for clinical courses,
- a **general coordinator** for each **subject** and one for each teaching unit, if applicable,
- **academic management** and administrative **management** for each of the **teaching units**.
- the **course councils**, which allow coordination and communication between the course and corresponding subject coordinators with the students through their representatives, elected as members of the **Student Council**. These councils are key for exchanging information on the development of teaching, detecting strengths and weaknesses and presenting **proposals for improvement**.
  - **Minutes** of the course councils

On a more general level, the degree is coordinated with the governing bodies of the centre:

- The **Faculty Board**, which is the body that oversees the execution of the Faculty's action policies. It approves the teaching plans and the organisation of teaching and academic activities. Draw up draft curricula and participate in the preparation of proposals for the creation of new degrees or the abolition of existing ones (see section *8. Governance and Administration*).
- The **Standing Committee**, which is a committee delegated to the Faculty Board that assumes the powers delegated to it (see section *8. Governance and Administration*).
- The **Teaching Unit Board**, which, as the collegiate representative body of each teaching unit of the Faculty, oversees the organisation of the teaching at the teaching unit, creates committees and prepares and approves the distribution of the assigned annual operating budget. It also approves the annual coordination report and submits proposals for action related to the teaching unit to the Faculty Board (see section *8. Governance and Administration*).
- The **Degree Committee,** which as a delegated body of the Faculty Board, allows the debate and analysis of cross-cutting issues and ensures the monitoring and continuous improvement of the degree. It includes what happens in the course councils and the corresponding measures are adopted for proper functioning.

  Agreements and **minutes** of the Degree Committee

All the **teaching coordination mechanisms** established in the Faculty of Medicine promote participation and adequate joint coordination at both centre and degree level.

2.3 Curriculum content

The centre can justify inclusion in the curriculum of the content needed to prepare students for their role as competent junior doctors and for their subsequent further training. (BME 2.3.a)
Content in at least three principal domains is described: basic biomedical sciences, clinical sciences and skills, and relevant behavioural and social sciences. (BME 2.3.b)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, the standard *1. Quality of training programmes* was awarded: *progressing towards excellence*. Substandard *1.1. The competence profile of the degree is consistent with the requirements of the discipline and with the corresponding training level of the MECES,* and substandard *1.2. The curriculum and the structure of the curriculum are consistent with the competences profile and with the objectives of the degree*, obtained the result: *compliant*.

Analysis and assessment

The overall objective of the degree is to train future medical professionals who have the medical, scientific and social skills to carry out their professional activity with criteria, rigour and respect and to form part of a healthcare system, becoming social members who contribute their professionalism, empathy and medical expertise to society.

The trained medical professional must be able to:

1. Demonstrate knowledge and understanding of the structure, functions and behaviour of healthy and sick human beings, as well as the relationships between the state of health of human beings and their physical and social environment, the sciences on which medicine is based, scientific methods, including the principles of measuring biological functions, the evaluation of scientifically proven facts and data analysis.
2. Demonstrate the knowledge acquired in clinical experience in hospitals under appropriate supervision.
3. Apply knowledge of the subjects and scientific bases of clinical practice, demonstrating a coherent vision of mental and physical illnesses, of medicine in the preventive, diagnostic, therapeutic and human reproduction aspects.
4. Gather and integrate relevant data from studies, analyses and/or experiments for the diagnosis, formulation of prognosis and treatment of physical and mental illnesses and appropriate guidance in cases of complexity, always being informed about scientific and technological advances in order to use them appropriately.
5. Develop disease prevention and health promotion activities and communicate appropriately to facilitate mediation between patients and their families, showing respect for ethics, fundamental human rights, human life, the values of peace and democracy, equal opportunities, non-discrimination and universal accessibility for people with disabilities.

6. Develop the learning skills necessary to carry out postgraduate studies with a high degree of autonomy and to stay up to date in order to guarantee quality medical care.

For the design of the Degree in Medicine, all the documentation cited in the Justification section of the ***Degree Report*** was taken into account, with special emphasis on European Directive ***2005/36/EC*** of the European Parliament and of the European Council of 7 September 2005 on the recognition of professional qualifications, the former ***RD 1393/2007*** of 29 October establishing the organisation of official education, Ministerial Order ***ECI/332/2008***, of 13 February, which establishes the requirements for the verification of official university degrees that qualify for the practice of the medical profession and the UAB's own guidelines. Following the legal requirements, the degree report will soon be adapted to the new ***RD 822/2021***, of 28 September, which establishes the organisation of university education and the quality assurance procedure.

The structure of the curriculum for the Bachelor's Degree in Medicine complies with the corresponding legal requirements, which set out that the it must consist of 360 ECTS credits distributed over 6 academic years and structured with the scheme of subjects and blocks, with the defined competences, indicated in the aforementioned Ministerial Order ***ECI/332/2008***:

- Module 1. Morphology, Structure and Function of the Human Body
- Module 2. Social Medicine, Communication Skills and Introduction to Research
- Module 3. Human Clinical Training
- Module 4. Diagnostic and Therapeutic Procedures
- Module 5. Supervised Internships and Final Degree Project

The different disciplines and subjects of the curriculum are organised to cover these 5 modules adequately (see Table 13 of the ***Degree Report***).

These modules specifically encompass the main areas of medical training:

- Basic biomedical sciences, fundamental for the understanding and application of clinical science.
- Clinical science and skills, including the professional knowledge and skills necessary for the student to assume appropriate responsibility for patient care after graduation.
- Behavioural sciences and social sciences, which are relevant to the local context and culture, and include principles of professional practice such as ethics.

The curriculum is organised by subject type, distributed as 92 ECTS credits for Basic Training, 176 ECTS credits for Compulsory Training, 67 ECTS credits for Practical Training, 18 ECTS credits for Elective Subjects and 7 ECTS for Final Degree Project.

As mentioned above, the degree that is being accredited has been favourably verified. The **degree report** on the Bachelor's Degree in Medicine, as well as the corresponding **validation and accreditation** resolutions, can be consulted on the UAB website. As a result of the annual monitoring and analysis process, several modifications were made (**Table 2.3**) which have been approved by the University's governing bodies. Any substantial modifications were submitted to AQU Catalunya for resolution and approval.

Among these modifications is the increase of 30 places that was implemented in the 2021-22 academic year. This increase is directly linked to the phasing out of the joint Bachelor's Degree in Medicine shared between the UAB and UPF. Of particular note is the **amendment** approved by AQU

Catalunya on 27 May 2022 and progressively implemented in 2022-23 (1st and 2nd years) and 2023-24 (3rd to 6th year). This modification has involved a profound restructuring of the previous curriculum, giving way to a **new curriculum**. The transition from one curriculum to another has required planning the **equivalences** between subjects.

As mentioned above, this latest modification of the curriculum strategically prioritised a series of fundamental aspects such as: increasing clinical practice in our Hospitals and Primary Healthcare Centres; incorporating new pedagogical tools such as clinical simulation; to incorporate an integrated vision of learning throughout the degree; to improve the training of students in transferable skills and values of medical professionalism, such as patient safety, communication skills, decision-making and empathy; and improve knowledge of the Health System and Clinical Management.

The design of this plan is the result of an in-depth internal discussion, through the available teaching coordination mechanisms, and taking into account the assessments of the social and medical field, including the University Hospitals themselves, the Department of Health, the General Directorate of Professional Planning and Health Regulation, the Professional Dialogue Forum, as well as Barcelona Medical Association (CoMB) and the Scientific Societies.

This approach has made it possible to revise the content of the subjects to update them, incorporating, for example, genomics in the subject *Medical Genetics*, and to avoid overlaps; to resize the crediting of some subjects; and to incorporate new subjects such as *Oncology*, which includes palliative care, *Family and Community Medicine*, *Bioinformatics*, and *Simulation Applied to Medical and Surgical Knowledge*, in the 6th year, which is a practical compendium of the entire degree based largely on the type of clinical simulation.

In relation to the increase in clinical practice, this curriculum entails an increase in the credits for the subject *Clinical Care Practice I* (1st year), *Clinical Care Practice II* (2nd year), and the creation of the subjects *Medical-Surgical Practices I, II and III* (4th and 5th years), and that of *Clinical Practice in Ophthalmology and Otorhinolaryngology* (4th year). The medical-surgical practices are based exclusively on the type of Clinical Care Practice in Humans (PCAh) and include all the disciplines worked on in the subjects *Medicine and Surgery* (MIC), taught between the 4th and 5th year. In the 6th year, all the subjects that are solely and exclusively clinical practices appear: *Clinical Practice in Internal Medicine, in Medical Specialisation, in General Surgery, in Surgical Specialisation, in Obstetrics and Gynaecology, in Paediatrics, in Mental Health* and *in Primary Healthcare*.

Curricular internships are carried out:

- at the Primary Healthcare Centres (CAP) associated with the four university hospitals of our Faculty (Sant Pau, Vall d'Hebron, Germans Trias i Pujol and Parc Taulí)
- in the university hospitals themselves
- at other healthcare institutions:
    - with an agreement with the UAB
    - of General Mobility programmes or Practical Mobility programmes

Table 2.4a and **Table 2.4b** show the centres where the internships were carried out during the 2022-23 academic year, indicating the number of students and their grades. Process **PC04 Management of Internships** describes the activities necessary for their realisation, including the criteria for selecting the centres, as well as the mechanisms through which institutional relations are formalised. In addition, all the information related to the internships and aimed at students is widely described and

published on the Faculty's **website**. In section 6.2. This self-report provides more information related to resources for clinical training.

It should be noted that clinical simulation is a teaching type that has appeared strongly in this curriculum, beginning in the 2nd year with the subject *Integrated Learning in Medicine II* (AIMII), it is present in the vast majority of subjects from 3rd to 5th year, and is the basis of the subject *Simulation Applied to Medical and Surgical* Knowledge taught in the 6th year. It should be noted that this subject also incorporates content on the health system and clinical management, taught by the managers and directors of our university hospitals. This knowledge is also useful for students when, once they have completed their degree, they have to choose a hospital to do their residency. This subject also prepares students for the objective and structured competences assessment exam (ACOE) carried out by the Department of Health of the Government of Catalonia.

Clinical simulation also allows students to actively work on transferable skills, mainly communication skills, as well as to apply procedures for patient safety. In the near future, we are determined to study the possibility of transferability among the students of the three Bachelor's Degrees of the Faculty (Medicine, Nursing and Physiotherapy) in the context of those subjects that include simulation as a teaching type (**Proposal for improvement** 14 of the Degree in Medicine). Recently, it has been **shown** that when the practice of advanced clinical simulation precedes the clinical care practice, the results and related competences improve. It is for this reason that in the near future we plan to increase the type of simulation and adapt the teaching programming in order to meet this objective (**Proposals for improvement** 15 and 16 of the Degree in Medicine).

2.4 Educational methods and experiences

The centre employs a range of educational methods and experiences to ensure that students achieve the intended outcomes of the curriculum. (BME 2.4)
The study programme encourages students to take an active role in the learning process. This approach is reflected in the teaching method and activities and in the student assessment. (AQU S5)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, Standard *6. Quality of the results of the training programmes* obtained the result: *compliant*. Substandard *6.2. The training activities, the teaching methodology and the evaluation system are adequate and relevant to guarantee the achievement of the expected learning outcomes* obtained the result: *compliant*.

Analysis and assessment

The ***Bachelor's Degree Report*** describes the teaching methodology and training activities for each subject, including the subjects that comprise them. The ***Programming Criteria for Official Studies of the Universitat Autònoma de Barcelona*** define the characteristics of the different types of teaching. Based on this regulatory framework, the Bachelor's Degree in Medicine includes the following:

- general courses of directed instruction: Theory (TE), Classroom Activities (PAUL), Laboratory Practicals (PLAB), Seminars (SEM) and Problem-Based Learning (PBL);
- specific teaching courses directed by the health field: Clinical Care Practice in Humans (PCAh), Advanced Clinical Skills Practice in Humans (PHCA), Clinical Simulation Practice in Humans (PSCA) and Clinical Case Seminars (SCC);
- general supervised teaching course: basically those used in the Bachelor's Degree Final Project (TFG).

These teaching types are complemented by autonomous study by students, such as: preparation of oral presentations, preparation of assignments, reading of articles and/or reports, personal study, etc.

Table 2.5 shows the different types of teaching used for each subject and academic year of the degree (in hours and in percentage of the total number of hours). Comparatively, there are higher percentages for Theory (TE) in the first two years of the degree (around 50%), it remains at lower and relatively stable values throughout the clinical stage of the studies, until the final year when it is minimal, representing only 4% of the hours taught. On the other hand, Laboratory Practices (PLAB) is practically exclusive to the first two years (around 20%), since the practical part of the basic subjects taught in the first stage of the degree are carried out in experimental laboratories and dissection rooms. It should be noted that the specific typologies of the health field, such as Clinical Care Practice in Humans (PCAh), although they are beginning to be incorporated in 1st year studies, gain weight as the studies progress, with a maximum of 66% in the final year (87% if the TFG is excluded). Similarly, Clinical Simulation Practice in Humans (PSCA), which begins in the 2nd year, increases throughout the degree until it reaches 4% in the 6th year. This relatively low percentage due to the high cost of this

type of teaching is qualitatively very important for the reasons that have already been explained. In the 2022-23 academic year, the Problem-Based Learning (PBL) methodology was introduced in the subjects of *Integrated Learning in Medicine III, IV and V*, where this methodology has a very active role and the ratio between staff and students is very favourable. This is important because for years a considerable degree of absenteeism was detected in non-compulsory, less active teaching activities, mainly the most classical types such as theory classes. This general problem in all universities and Bachelor's degrees requires a rethinking of how teaching is delivered at the present time (**Proposals for improvement** 17 and 18 of the Degree in Medicine).

Based on the AQU Catalunya proposal, seven subjects representative of the Bachelor's degree have been selected to analyse the teaching methodology implemented. The characteristics of these subjects and the teaching staff who give them are shown in **Table 2.6** and **Table 2.7**, respectively.

- Medical Physiology I

The subject *Medical Physiology I* (8 ECTS credits) is programmed during the first semester of the 2nd year. It offers knowledge of the normal functioning of the following systems of the human body: blood, cardiovascular, respiratory, renal and digestive.

The general learning objectives of the subject are to: (i) learn the basic concepts of the physiology of the cardiovascular, respiratory, renal and digestive systems of the human organism in a state of health; (ii) acquire a complete and integrated vision of the interrelationships of the different systems of the organism; (iii) integrate the knowledge of physiology with that acquired in other basic subjects, which deal with the structure and cellular and molecular aspects of the organism, in order to achieve a global vision of the functioning of the human body; (iv) enable the student to apply physiological knowledge in the deduction of the consequences of diseases; (v) acquire the practical skills in each of the areas of physiology and those that are necessary for carrying out the most common functional study techniques in the biomedical field; (vi) acquire attitudes aimed at health promotion and disease prevention, oriented towards health medicine, and appropriate for medical practice based on scientific evidence.

The subject has a mixed teaching modality format with: (i) theoretical classes (TE), where the syllabus of the subject is presented in a systematised way, highlighting the most important concepts; (ii) laboratory practice (PLAB): where practical sessions are held for the observation and performance of procedures, practical learning of functional assessment techniques and their medical application; (iii) classroom activities (PAUL), where the presentation, discussion and work on cases and problems of related to the learning of the subject are carried out.

- **Study Guide**
- **CV Academic Staff**

- Foundations of Clinical Surgery

The subject *Foundations of Clinical Surgery* (5 ECTS credits) is programmed during the 3rd year, in the first or second semester depending on the Hospital Teaching Unit. The general objective is to get to know the basics, the biological foundations of surgery and major surgical syndromes, as well as to be able to perform the most basic surgical techniques.

This subject is made up of: The history and development of surgery; Pre-operative assessment, informed consent and preparation of the operative report; The operating room: structure, distribution and functioning of the surgical area; Classification and handling of surgical instruments and material; Pathophysiology of wounds; Haemorrhage, haemostasis and blood product transfusions; Healing; Systemic response to surgical aggression; Monitoring of surgical patients; Fluid and electrolyte balance, nutrition and diet therapy in surgical patients; Oncological surgery; Transplant surgery; Community surgical infections: local and systemic pathophysiology; Polytrauma pathophysiology and initial care: support measures, primary and secondary examinations; General principles of anaesthesia and resuscitation; Post-operative care; Complications of surgery and its prophylaxis: nosocomial infections of the surgical patient.

This subject is made up of theoretical classes (TE), laboratory practice (PLAB), and clinical care practice in humans (PCAh).

- **Study Guide**
- **CV Teaching staff**

- Medicine and Surgery I

The subject *Medicine and Surgery I* (7.5 ECTS credits) is programmed during the 4th year, in the first or second semester depending on the Hospital Teaching Unit. The general objective is the study of conditions of the musculoskeletal system and systemic autoimmune diseases, and it therefore involves knowledge of the general and basic aspects of musculoskeletal diseases, as well as the conditions, fundamentally, of the connective tissue.

The content of this subject is structured into four main blocks:

- Development of semiology and complementary exploration of the musculoskeletal system and systemic autoimmune diseases
- General aetiology of musculoskeletal diseases and systemic autoimmune diseases
- Pathophysiology and major syndromes of the musculoskeletal system
- Systemic autoimmune conditions or collagenopathies

The subject is made up of theoretical classes (TE), seminars (SEM), clinical case seminars (SCC) and clinical care practice in humans (PCAh).

- **Study Guide**
- **CV Teaching staff**

- **Preventive Medicine and Public Health**

The subject *Preventive Medicine and Public Health* (6 ECTS credits) is programmed in the 5th year, in the first or second semester depending on the Hospital Teaching Unit. The general objective of the subject is to get to know the field and activities involved in public health and to be able to apply preventive medicine in medical actions. It includes gaining both an individual and collective vision of health promotion and risk prevention, as well as strategies and techniques for disease prevention and the promotion of health.

The subject consists of both specific content, such as the foundations of public health, health promotion actions and programmes, the organisation and functioning of the health system, the objectives and instruments of health management and evaluation, and the notion of international health, among others; and, on the other hand, a set of topics that are taught alongside the subjects of medical pathology, such as preventive actions in communicable diseases and chronic diseases.

The subject is made of in theoretical classes (TE), Clinical Case Seminars (SCC), Clinical Care Practice in Humans (PCAh) and Clinical Simulation Practice in Humans (PSCA).

- **Study Guide**
- **CV Teaching staff**

- **Clinical Care Practice IV**

The subject *Clinical Care Practice IV* (33 ECTS credits) is scheduled in the 6th year, once the student already has knowledge of the scientific foundations of medicine and the different medical and surgical pathologies. The general objective is to consolidate this knowledge and achieve the clinical, communicative skills and the search and handling of relevant scientific information in order to be able to:

- Recognise basic health problems and make reasoned proposals for their solution, using the appropriate sources of clinical and biomedical information, interpreting the results obtained in a scientific way
- Communicate with other health professionals, with patients and their families, clearly and effectively
- Update knowledge independently

To do this, they must be able to:

- Prepare a medical history in a structured way. Carry out a complete physical examination
- Develop a reasoned differential diagnosis. Formulate a diagnostic hypothesis
- Justify the laboratory, imaging or other diagnostic tests that must be requested.
- Correctly interpret the results obtained with them
- Propose an appropriate treatment. Inform the patient and family members. Write an explanatory report
- Use ICT to access clinical and biomedical databases, obtain relevant information and

communicate

The directed learning activities are as follows:

- Rotations: Care Clinical Practice in Humans (PCAh) in Internal Medicine and Medical Specialisation, in Primary Healthcare, and in General Surgery and Surgical Specialisation.
- Clinical sessions: Care Clinical Practice in Humans (PCAh) in Internal Medicine and/or Medical Specialisation.
- Preparation for the ACOEs: classroom activities (PAUL).
- Computer Room: classroom activities (PAUL) for learning bibliographic research with a view to better preparation and presentation of clinical cases.
- Learning with simulators in the skills classroom: laboratory practice (PLAB) in Medicine and Surgery.
- On-Call: Clinical Care Practices in Humans (PCAh) in Medicine and Primary Healthcare.
- Basic Pharmacotherapy Standards: Seminars (SEM)

➢ **Study Guide**

➢ **CV Teaching staff**

- Clinical Care Practice V

The subject *Clinical Care Practice V* (15 ECTS credits) is programmed in the 6th year, once students already have knowledge of the scientific foundations of paediatrics, obstetrics and gynaecology, and psychiatry. The general objective is to consolidate this knowledge and achieve clinical, communicative skills and the search and handling of scientific information related to paediatrics, obstetrics and gynaecology, and psychiatry:

The objectives are as follows:

- Make a diagnosis by compiling a medical history and establishing a differential diagnosis, under the supervision of the teaching staff.
- Make a diagnosis and establish the treatment of a specific pathology, under the supervision of the teaching staff.
- Establish good interpersonal communication that enable efficient and empathetic communication with patients, family members, companions, medical staff and other healthcare professionals.

The training is distributed in 3 blocks:

1. Paediatrics:
   - Rotation through the different care teams of the Paediatric Services of the Teaching Units.
   - Laboratory or skills practice/Classroom practice.

2. Obstetrics and Gynaecology:
   - Rotation through the different care teams of the Obstetrics and Gynaecology Services of the Teaching Units.
   - On-call duties.

- Laboratory or Skills Practices/Classroom Practices.

3. Psychiatry:
   - Rotation through the different care teams of the Psychiatry Services of the Teaching Units.
   - Attendance and participation in the Emergency Team meetings/participation in the Clinical Sessions of the Psychiatry Service/ psychiatric on-call assistance: at the discretion of the Teaching Unit.
   - Laboratory or Skills Practice/Classroom Activities.

The directed learning activities are Classroom activities (PAUL), Clinical Care Practice in Humans (PCAh) and Laboratory practicals (PLAB).

➢ **Study Guide**
➢ **CV Teaching staff**

- Final Degree Project

The subject **Final Degree Project** (TFG) (6 ECTS credits) is programmed in the 6th year. The general objectives are:

- Formulate a problem or research question by identifying the different components of that question.
- Carry out a literature review on the scientific evidence that exists on the chosen research problem.
- Write the background or theoretical framework, the scientific basis of the research question.
- Formulate the hypothesis and the research objectives.
- Justify the usefulness and application of the research results.
- Specify the ideal methodology to achieve the objectives of the research.
- Consider possible ethical conflicts.
- Develop a work plan with a schedule that guarantees that the research project is viable over time.
- Identify the research team and estimate the budget.

Students must work individually to prepare a research project for which they must submit a written report with the following sections: title and author; background; initial hypothesis and objectives; material and methods; work plan and schedule; expected results and applicability; dissemination plan; research team; budget; bibliography; and annexes. In addition, students must present and defend their project before a panel with audiovisual support.

The teaching staff of the different departments of the Faculty propose a list of generic research topics and students can choose the topic of their work freely according to the academic record. Each student will have an assigned tutor who will monitor their work. **Table 2.8** shows the TFG presented and their final grade for the 2022-23 academic year.

Recently, the possibility of carrying out a TFG through Service Learning **(SL)** has been introduced in the Degree in Medicine (**Proposals for improvement** 11, 12 and 13 of the Degree in Medicine). It is an educational proposal through which students are trained by participating in a project aimed at solving a real need in a community and thus improving people's living conditions. This methodology has been used for some years in the Bachelor's Degree in Nursing with success and very positive

feedback, both by the teaching staff who tutor the assignments and by the students who carry them out.

- **Study Guide**
- **CV Academic staff**

Mobility

The UAB **promotes the international and national mobility** of students, in accordance with the established procedures and regulations. To ensure its success, the management of student mobility is defined in the process ***PC08 Management of student mobility*** of the IQAS-FM, and all the **related information** is available on the website of the Faculty of Medicine. Support for students who wish to do exchanges is offered in coordination with the Vice-Dean's Office for Mobility and Internships with the support of the Faculty's Academic Management Office, together with the **Area for International Relations** and, specifically, with the **Employability Service** for international internship programmes.

The Faculty of Medicine offers and encourages the participation of students in different mobility programmes (**Table 2.9**). It is therefore worth highlighting the participation of our students at the international level in the Erasmus Programme, which in the 2022-23 academic year allowed mobility stays by 39 students in 17 universities in 7 European countries; and the UAB Exchange Programme, which permitted stays in other countries outside the European Union, with 13 students participating in 7 universities in 6 countries during 2022-23. In addition, the relatively high mobility of final-year students of the Bachelor's Degree in Medicine who go abroad to do rotations through international internship programmes, Erasmus+ Internships and the UAB Exchange Programme Traineeships, is also of note. In 2022-23 a total of 21 students took part in these programmes. In relation to national mobility programmes, it is also worth highlighting the SICUE Programme, with a total of 17 exchanges, in 14 universities in 8 Autonomous Communities (Basque Country, Andalusia, Madrid, Valencia, Navarre, Cantabria, the Balearic Islands and the Canary Islands). For its part, the Faculty of Medicine hosted a total of 71 students participating in the aforementioned exchange programmes, 15 of whom were Spanish, 16 Italian, 9 German and the rest of other nationalities, mostly Latin American.

3. ASSESSMENT AND RESULTS

Assessment systems and criteria are varied, promote student participation and are relevant to certifying and distinguishing learning outcomes. (AQU S5c)
Study programme final theses and external work placements are monitored and assessed with relevant and appropriate criteria. (AQU S5d)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *6. Quality of the results of the training programmes* obtained the result: *compliant*. Substandard *6.2. The training activities, the teaching methodology and the evaluation system are adequate and relevant to guarantee the achievement of the expected learning outcomes* obtained the result: *compliant*.

Analysis and assessment

The UAB, through its academic regulations, defines and regulates the policy and systems for assessing the learning process. Based on this regulatory framework, the Faculty of Medicine, and in particular the Bachelor's Degree in Medicine, applies and adapts these assessment systems to guarantee, promote, guide, create and optimise learning, while providing the necessary feedback, both for students and for monitoring the degree itself.

These systems incorporate multiple formative assessments that ensure the achievement of the knowledge, skills and competences of the degree, so that all students have the same opportunities to achieve their potential. Through multiple channels, it ensures that the information reaches stakeholders in an appropriate and transparent way.

The documented evidence of the subjects, the TFG and the clinical practice show that the diversity and type of the assessment systems used make it possible to certify and distinguish between different levels of training and the degree to which the learning objectives and the level specified in the MECES are fulfilled.

The academic performance indicators show that the results of the training programme are very positive and that the established learning objectives are achieved very satisfactorily. The various surveys aimed at students, including those on job placements, demonstrate a high degree of satisfaction with their educational process.

Taking into account the aforementioned aspects, the same result as in the last AQU Catalunya accreditation (2017) is maintained: *compliant*.

3.1 Assessment policy and system

The centre has a policy that describes its assessment practices. (BME 3.1.a)
It has a centralised system for ensuring that the policy is realised through multiple, coordinated assessments that are aligned with its curriculum outcomes. (BME 3.1.b)
The policy is shared with all stakeholders. (BME 3.1.c)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *6. Quality of the results of the training programmes* obtained the result: *compliant*. Substandard *6.1. The learning outcomes acquired correspond to the intended learning objectives and to the level of the MECES of the degree,* and substandard *6.2. The training activities, the teaching methodology and the evaluation system are adequate and relevant to guarantee the achievement of the expected learning outcomes* obtained the result: *compliant*.

Analysis and assessment

The ***UAB Academic Regulations*** regulate the system for assessing the learning process for students taking Bachelor's degrees, University Master's degrees, and lifelong learning courses as well as the administrative procedures related to them: assessment and grading criteria, examination sessions, assessment review and complaints, signing off of final grades and custody of exam papers. For its part, and assuming the powers of the Assessment Committee through the Standing Committee, the Faculty has approved a ***General Assessment Framework*** where the assessment criteria and guidelines are set out and specified.

Assessment of UAB studies is a continuous process within the teaching period set for teaching the subject, in accordance with the sequencing of the curriculum and the UAB academic calendar. The aim of continuous assessment is for students to be able to see their academic progress throughout their training process to allow them to improve. However, students may request a single assessment under the terms provided for in the academic regulations.

The competence-based curriculum requires an assessment that uses instruments that allow the degree of achievement of the knowledge, skills and competences that students develop throughout the courses to be assessed, based on objective and quantifiable evidence, and transparent and public criteria, which are specified in the ***Degree Report***.

The IQAS-FM includes the ***PC07 Student Assessment*** process where the assessment system and all the corresponding administrative procedures are described. The assessment procedures and the grading criteria are published on the **Faculty website** and specifically in the **Study Guides** for each subject, which contain, in addition to other academic information, the evaluation system where the process and the programmed evaluation activities are indicated, with the corresponding relative weight of each activity in the final grade, the procedure for reviewing grades and the resit process.

3.2 Assessment in support of learning

The centre has in place a system of assessment that regularly offers students actionable feedback that identifies their strengths and weaknesses and helps them to consolidate their learning. (BME 3.2.a)
These formative assessments are tied to educational interventions that ensure that all students have the opportunity to achieve their potential. (BME 3.2.b)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *6. Quality of the results of the training programmes* obtained the result: *compliant*. Substandard *6.1. The learning outcomes acquired correspond to the intended learning objectives and to the level of the MECES of the degree,* and substandard *6.2. The training activities, the teaching methodology and the evaluation system are adequate and relevant to guarantee the achievement of the expected learning outcomes* obtained the result: *compliant*.

Analysis and assessment

Continuous assessment is a formative assessment that ensures that students can see their academic progress throughout their learning process so that they can detect strengths and weaknesses and, therefore, improve. Students receive information throughout the course on the assessment of their learning in all courses and subjects, including clinical practice, through individual or group tutorials, evaluation tests and review processes of the grades obtained. This process makes it possible to identify students with low performance who may require more individual support at an early stage and who will also be able to take advantage of the resit and recovery systems contemplated in the academic regulations.

The UAB, through the **Observatory for Equality,** has drawn up the **UAB Action Plan on Disability and Inclusion (II PAD),** which is an instrument that allows policies for the care of disability and inclusion in the university environment to be implemented. This plan includes a compilation of current regulations, the updating of data on the situation of people with disabilities and the assessment by the group with disabilities at the UAB and groups together a set of measures organised into key areas specifying the bodies responsible and those that execute the decisions, the instruments and the objectives to be achieved, as well as the calendar for the plan.

As part of a plan for policies of inclusivity at the UAB, the UAB Inclusion Service, and the Support Service for Students with Specific Educational Needs **(PIUNE),** dependent on the **UAB Solidarity Foundation** (FAS), play a major part. This support ensures that anyone, regardless of their disability or specific educational need, can access higher education with equal opportunities and enjoy a full and autonomous academic and social life at the university like the rest of their classmates. The teaching staff responsible for each subject receives a message from the PIUNE, through the tutors of these students in each teaching unit, with the personalised recommendations in each case so that they can inform the rest of the teaching team of the corresponding subject and ensure that the recommendations are applied. Recently, with the participation of all the centres the PIUNE has drawn up a ***Guide to adaptations for UAB students with disabilities or specific educational support needs (NESE)*** as a general framework for adapting learning and assessment systems.

The university also plans to provide academic support and tutoring through the **Tutoresport-UAB Programme** to students recognised as elite athletes. This programme, which began in the 1996-97 academic year and is a pioneer in Spain, offers the possibility of combining academic and sports activity, with the active collaboration of a tutor, who is a lecturer of the Faculty of Medicine, and who agrees with the teaching staff on all possible requests for changes of timetable or the planning of studies or assessment of these students.

Finally, the ***General Assessment Framework*** of the Faculty of Medicine specifies the assessment criteria and guidelines in other exceptional situations, such as in the case of chronic or acute illnesses or for other duly justified causes.

3.3 Assessment in support of decision-making

The centre has in place a system of assessment that informs decisions on progression and graduation. (BME 3.3.a)
These summative assessments are appropriate to measuring course outcomes. (BME 3.3.b)
Assessments are well-designed, producing reliable and valid scores. (BME 3.3.c)

☐ Progress towards progression	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *6. Quality of the results of the training programmes* obtained the result: *compliant*. Substandard *6.1. The learning outcomes acquired correspond to the intended learning objectives and to the level of the MECES of the degree,* and substandard *6.2. The training activities, the teaching methodology and the evaluation system are adequate and relevant to guarantee the achievement of the expected learning outcomes* obtained the result: *compliant*.

Analysis and assessment

The **study guides** detail the assessment systems for each subject in the curriculum covering both theoretical knowledge and knowledge acquired in practical activities through different types of tests. The final grade is the weighted average of all the activities. The assessment systems of the **focus subjects** are described below, and the corresponding evidence is provided:

- **Medical Physiology I**

The assessment of this subject includes the theoretical and practical knowledge covered during the different teaching activities in relation to the physiology of the cardiovascular, respiratory, excretory and digestive systems, as well as the general training to distinguish between normality and dysfunction. To pass the subject, students must pass each of these four blocks.

Continuous assessment includes two midterm exams during the course: in the first partial exam the cardiovascular and respiratory systems are tested, and in the second, the excretory and digestive systems. The exam in each block includes multiple-choice items to assess theoretical knowledge (75% of the overall grade of the system) and multiple-choice items and/or short written questions to assess practical knowledge (10% of the overall grade for the block). The remaining 15% of the overall grade of each system is obtained from the on-site internship assessments using different types of evaluation.

Students who do not pass the subject by continuous assessment can take a resit exam for the block(s) not passed. In this resit exam, theoretical knowledge (75% of the final grade) and practical knowledge (25% of the final grade) are assessed.

➢ **Assessment evidence**

- **Foundations of Clinical Surgery**

The continuous assessment of this subject is carried out through: 1) two midterm exams, each of which contains multiple-choice items (30% of the final grade) and short question essay tests (30% of the final grade); 2) assessment of practical knowledge and skills through objective and structured clinical evaluation (20% of the final grade) and assessment of Clinical Care Practices in Humans (PCAh) (10% of the final grade); 3) Oral evaluation of theoretical-practical knowledge (10% of the final grade).

Students who do not pass the subject by continuous assessment can take a resit exam for theoretical and practical knowledge.

➢ **Assessment evidence**

- **Medicine and Surgery I**

The continuous evaluation of this subject is carried out through 1) two partial exams of multiple-choice items to evaluate theoretical knowledge (35% of the final grade each); 2) evaluation of clinical knowledge and skills (30% of the final grade) which includes participation in clinical practice (10%), public presentation of a clinical case (10%) and an examination of clinical cases (10%).

Students who do not pass the subject by continuous assessment can take a resit exam for theoretical and practical knowledge.

➢ **Assessment evidence**

- **Preventive Medicine and Public Health**

The continuous evaluation of this subject is carried out through 1) two partial exams consisting of multiple-choice items to assess theoretical knowledge (between 30-45% of the final grade each); 2) assessment of practical knowledge and skills (up to 30% of the final grade) which includes the completion of a project and the presentation of clinical cases; 3) participation in the different teaching activities (up to 10% of the final grade).

Students who do not pass the subject by continuous assessment can take a resit exam for theoretical and practical knowledge.

➢ **Assessment evidence**

- **Clinical Care Practice IV**

The continuous assessment of this subject is carried out through a practical assessment (60% of the final grade) and the objective and structured assessment of competences (ACOE) (40% of the final grade).

The practical assessment includes three blocks, each of which represents 20% of the final grade. Within each block, the assessment consists of:

- Internal medicine and medical specialisation: rotation (60%), oral presentation of a clinical case (20%), on-call assistance (10%) and clinical sessions (10%).
- Primary: rotation (60%), mini-ACOE (20%), oral presentation of a clinical case (10%) and on-call assistance (10%).

- General surgery and surgical specialisation: rotation (70%) and oral presentation of a clinical case (30%).

The assessment of rotations is carried out taking into account different dimensions: attendance and punctuality (1-5 points), attitude (1-4 points), participation and integration (1-3 points), initiative (1-2 points) and communication (1-3 points). To pass the rotation, a minimum score of 11 out of 17 must be obtained.

In relation to the ACOE, there is a practical component (50%) and a theoretical component (50%). Attendance and participation in the skills classroom, the computer room, the seminars on basic pharmacotherapy standards and the theoretical and practical continuing education to prepare for the ACOE are a requirement for taking the ACOE exam.

➢ **Assessment evidence**

- Clinical Care Practice V

The continuous assessment of this subject is carried out through a practical assessment (60% of the final grade) and the objective and structured assessment of competences (ACOE) (40% of the final grade).

The practical assessment includes three blocks:

- Paediatrics (18.5% of the final grade): rotation (60%) and oral presentation of a clinical case (40%).
- Obstetrics/Gynaecology (18.5% of the final grade): rotation and optional mini-CEX (50%), oral presentation of a clinical case/work (30%) and on-call assistance (20%).
- Mental health (23% of the final grade): rotation (75%), clinical sessions/on-call assistance/emergency team meetings (25%).

The assessment of rotations is carried out taking into account different dimensions: attendance and punctuality (1-5 points), attitude (1-4 points), participation and integration (1-3 points), initiative (1-2 points) and communication (1-2 points). To pass the rotation, a minimum score of 11 out of 16 must be obtained.

In relation to the ACOE, there is a practical component (70%) and a theoretical component (30%). Attendance and participation in the skills classroom and continuing theoretical and practical training to prepare for the ACOE are a requirement for taking the exam.

➢ **Assessment evidence**

- Final Degree Project

The evaluation of the Final Degree Project is based on the assessment of the tutor (50% of the final grade) and the assessment of the oral presentation and defence by a panel made up of 3 lecturers (50% of the final grade).

The assessment of the tutor is based on:

- the initial tutorial (10%)
- the mid-term tutorial (25%)

- the final tutorial (25%)
- the report (40%)

All assessments are carried out using specific rubrics that include different factors such as objectives, discussion of the literature, methodology, planning, use of language and communicative aspects, among others.

➢ **Assessment evidence**

3.4 Quality control

The centre has mechanisms in place to assure the quality of its assessments. (BME 3.4.a)
Assessment data are used to improve the performance of academic staff, courses, and the institution. (BME 3.4.b)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *2. Relevance of public information,* obtained the result: *progressing towards excellence*. Substandard *2.1. The institution publishes truthful, complete, up-to-date and accessible information on the characteristics of the degree and its operational development*, obtained the result: *progressing towards excellence*.

Analysis and assessment

The UAB centralises data management through the Data Governance Office, which, among other functions, is responsible for leading the use of the data governance model at the university, sending data to external national bodies, sending data for national and international rankings, publishing data for access to information (transparency), promoting the detection and correction of data from corporate databases and offering support for incidents and queries related to this information generated.

As a basic tool for analysing the results and monitoring the degrees, the UAB has DATAWAREHOUSE (DWH) with access through the DATADASH publisher, where data from the university's corporate applications are periodically uploaded. These uploads, which are updated periodically, are not a copy of the databases, but are a selection of tables that are considered necessary or strategic for their exploitation and analysis. In addition, through the **Quality Indicator System (QIS)** and the **degree in figures** – a graphic display of the most outstanding indicators published on the website.

The definition of indicators, the collection of data and the contributions that occur both in the Course Councils and in the Degree Committees, allow the coordination of the degrees, with the support of quality management, to carry out the corresponding monitoring of the degrees, detect strengths and weaknesses and implement the necessary actions for improvement. These actions resulting from the analysis are grouped in the improvement plan where all the necessary information (objective, action, responsible, indicators and deadlines, among others) is available to be able to carry them out. The analysis of the indicators and results obtained and the proposed **proposals for improvement** are included in the **monitoring reports** for the degree that are produced out annually.

3.5 Academic results

The results of the training programme are adequate both with regard to the achievement of the learning outcomes and the indicators of academic performance, satisfaction and employability. (AQU S7)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, Standard *6. Quality of the results of the training programmes,* obtained the result: *compliant*. Substandard *6.3. The values of the academic indicators are appropriate for the characteristics of the degree*, and substandard *6.4. The values of the labour market outcomes indicators are appropriate for the characteristics of the degree*, obtained the result: *compliant*.

Analysis and assessment

Academic performance rates, and especially the dropout rate, are key indicators of teaching quality. Specifically, the analysis of first year studies is essential for assessing the transition from secondary school to university, which is a complex and multifactorial phenomenon. **Table 3.1.a** and **Table 3.1.b** show the academic performance rates obtained for the Bachelor's Degree in Medicine in the last five years (reported in cohorts).

The academic results obtained in the Bachelor's Degree in Medicine are very positive and are in line with those obtained in the rest of the Spanish universities and, in particular, in the Catalan sector. In the 2022-23 academic year, the performance and efficiency rates were 89.7% and 94%, respectively, values very similar to those obtained in recent years. The average duration of the studies is 6.3 years (between 6.7 and 5.9), coinciding with that of degrees in medicine in general. There has been a tendency for this average duration to decrease, probably related to the increase in credit and academic recognitions in recent years (see *section 4. Students*). The graduation rate (reported in cohorts like as dropout rate) stands at 82% for the last available cohort (2016-17), a percentage that is higher than the verified graduation rate indicated in the degree report (75%). The average dropout rate stands at 12.5%, lower than that verified in the report (15%), although there has been a tendency towards a slight increase.

As regards the results obtained in the first year, the performance and success rates for the 2022-23 academic year are 90 and 83%, values very similar to those obtained in previous years. The rate of submissions also remains relatively constant with an average value of 93%. All these results are very positive. The most frequent dropout rate in the 1st year in the courses analysed is 7%, with a decrease to 4% in the 2019-20 and 2020-21 academic years, probably as a result of the effects of the COVID-19 pandemic. It should be noted that approximately half of the total dropouts from the degree occur in the 1st year.

The **grades** of the subjects of the Degree in Medicine are very good, with an average percentage of passes of around 95%, with the most frequent grade being "notable" – the equivalent to a B or a 2:1 (46.5%), and an average percentage of students not presenting work or not attending exams of around 5%. The grades of the focus subjects (**Table 3.2**) are in line with these general figures, with the average percentage of passes being 94% and the percentage of non-presentations being 2.2%. The most frequent grades are "excel·lent" (A or 1st) and "notable" (77.2%), although the results of the 2nd

year subject (*Medical Physiology I*) show lower academic results (with a performance and success rate, around 70%). In relation to the *TFG* and the *Clinical Care Internships IV and V*, the most frequent grade obtained is "excel·lent" and a success rate of 100%, which demonstrates the high performance and learning in these highly relevant subjects in the last year of the Degree.

With regard to the degree of satisfaction of the different stakeholders, through the ***PS07 Satisfaction of Stakeholders process***, the Faculty organises the collection of information on the level of satisfaction related to the training programmes, and passes it to the degree coordinators and the management team so that they can analyse and assess it within the process of continuous improvement of the degrees. The Faculty of Medicine participates in the planning and dissemination of the following **institutional surveys**:

- Evaluation of the teaching performance by the teaching staff of the Bachelor's degree and University Master's degree (semesterly).
- Evaluation of the teaching of subjects/modules (semesterly).
- Level of satisfaction of Bachelor's and University Master's degree graduates (at the end of their studies).
- Degree of satisfaction with external internships and final projects (annual).
- Employment outcomes of Bachelor's and University Master's degree graduates (centralised by AQU Catalunya) (three-yearly).

With regard to the **survey on the evaluation of teaching performance by teaching staff (PAAD),** it can be seen that there have been improvements in the last three years, reaching, on a scale of 0 to 4, the figure of 3.37 (2022-23 academic year) – higher than the average for the Faculty (3.34) and the UAB (3.16). (**Table 3.3**). The average participation rate for these three years for the Bachelor's Degree is 10.62%, a figure that is clearly lower than the UAB average (24.27%).

In the case of the **subject evaluation survey** , (**Table 3.4**), in the 2022-23 academic year, the evaluation, on a scale of 0 to 4, was 3.22, practically identical to that of the Faculty and the UAB. The only item of the five evaluated in this survey that scored below 3 is the workload (2.71), slightly lower than the overall score of the UAB (2.99). The percentage of participation for the Bachelor's Degree is 16%, a figure that is lower than that of the UAB (26%).

The **graduate satisfaction survey** measures the opinions of students who complete their studies, providing a fundamental dimension for the assessment of teaching quality. It should be noted that these evaluations are carried out by comparing the results obtained at the overall level for the university, the Faculty of Medicine and each specific degree. With regard to the Bachelor's Degree in Medicine, an analysis of the latest published results (**Table 3.5**) shows, firstly, a relatively low participation rate (23.7%). The most highly rated items, on a scale of 0 to 5, are facilities (classrooms and teaching spaces) (4.10), training received to improve skills for professional activity (4.06), internships (3.96), curriculum structure (3.92), satisfaction with teaching staff (3.82) and, more generally, with the degree itself (4.03). It should be noted that these last two ratings are slightly higher than those obtained at UAB level (3.68 and 3.88, respectively). On the other hand, the worst-rated items are the volume of work required (2.55) and the assessment systems (2.84), below the university's overall values (3.36 and 3.03, respectively). Although it is considered that the high and demanding workload is characteristic of degrees in medicine, the Faculty intends to carry out an analysis of these parameters at the end of the first cohort of the new curriculum and, depending on

the results, propose feasible and appropriate actions for improvement. For example, and in relation to the workload, we need to consider how to avoid unnecessary repetitions and overlaps of teaching content and in general to improve the integration of subjects.

The relatively low participation in the surveys is recurrent and is considered an important aspect since this participation has an impact on different processes, such as the improvement process for teaching and learning which is currently marred by the low reliability of the results, the recognition of the teaching merits for the teaching staff, and the operating budget of the centre, among others. In that sense, the Faculty of Medicine has been trying to improve this situation for years by applying corrective measures, included in the improvement plan, which are producing a progressive increase in participation percentages. Additionally, the Faculty of Medicine is in the process of developing its own tool to assist in the evaluation of the learning system (AvalUAB project).

The most recent publication of the **labour market outcomes survey** (2023) corresponds to the cohorts of medical studies for the 2015-16 and 2016-17 academic years. **Table 3.6** shows that the percentage of responses (46.4%) has increased compared to those obtained in the last survey in 2020 (35.0%) and the figures obtained in the 2017 survey (50.9%) have been restored. The results also show that insertion into the labour market is almost total (99.1%), coinciding with the level of specific and specialist functions attained during the course of the degree. It should be noted that with regard to the Occupational Quality Index (OQI), UAB graduates in Medicine obtain a value of 79.3, exceeding the average for Catalan universities (78.5), higher than the 71.2 obtained in 2017, and maintaining the upward trend of this value in relation to those obtained in previous years. This index is based on four indicators: contract, job satisfaction, remuneration and adequacy and therefore, the higher the values, the better the occupational quality.

It should be noted that both in the graduate satisfaction survey and in the labour market outcomes survey, the percentage of graduates who, when asked if they would repeat the degree, was positive in 88.7% and 83.8% of cases, respectively, and those who would repeat the degree at the same centre was 87.1% and 92.3%, respectively. Although compared to previous years, these results show a slight decrease, they are considered to be very satisfactory, taking into account that the cohorts surveyed completed their degrees in June 2020 and 2021, in the midst of restrictions caused by the Covid-19 pandemic.

Students who graduate in medicine at the UAB, as in the rest of the universities in Spain, generally take the exam for Resident Intern Physician (MIR) to get a place in the Specialised Health Training system.

The current **MIR exam** establishes a minimum score equal to or greater than 30% of the 10 best marks of the test to have the possibility of accessing one of the 8,552 places offered by the Ministry of Health this 2023-2024 academic year. The weighting of the MIR test (200 multiple-choice questions and 10 reserve questions) is currently 90% and that of the academic record is 10% of the final grade.

The Faculty of Medicine of the UAB has been specifically monitoring the results of the MIR exam taken by its students for many years. The data are relatively constant, with small variations, year by year. 99% of UAB students who took the MIR exam passed it in the 2022-23 academic year. It should be noted that the UAB regularly presents a considerable number of students for the MIR exam, only surpassed by four other universities in Spain. The results achieved by our students, with 92% obtaining the best results, confirm that they graduate with a solid foundation to take this state selection test.

More than 90% of the students who graduate each year access a Specialised Health Training place

via MIR the year after they graduate (the first opportunity they have to take the MIR test).

The results in recent years confirm that the Faculty of Medicine of the UAB is one of the top four to place its students among the top 100 (8 this last year). 85% of graduates who obtain a MIR position live in Catalonia, 10% live in the Balearic Islands and the remaining 5% live in the rest of Spain.

One important aspect to consider is that in recent years (especially in 2024) 459 places in the specialisation of Family and Community Medicine remained vacant. This is an issue of special concern, since this specialisation certainly represents a mainstay for medical care in our country as it is considered the gateway to the health system. It is therefore worth highlighting the commitment of the Faculty of Medicine of the UAB, which is one of the few universities in Spain that includes this 3rd-year subject that contributes to the positive assessment of this area among undergraduate students, favouring and stimulating recognition of its importance.

After 4 or 5 years of specialised healthcare training, the **employability** of UAB students is typical of the medical profession today, with a practically non-existent or very low unemployment rate, which also indicates the incorporation of graduates into more stable jobs, both in public and private healthcare.

One topic of debate in the university community, to which the Faculty of Medicine of the UAB is no stranger, is the preparation of medical students to access specialist areas through the MIR system. It is true that the proliferation of academies that contribute to preparing students for this exam is a reality and that from the students' point of view it is relevant since they help them to be more "skilled" in answering the exam questions and obtaining a better result (essential for their professional life). However, it is no less true that training to become a doctor does not happen in these academies. The challenge that we will have to face in the near future is whether the faculties of medicine should also participate in a complementary, not substitutive, way, in parallel to holistic training as doctors, in the acquisition of skills focused on obtaining a better grade in the MIR exam. This issue, as mentioned above, is not unrelated to the legitimate concern of the Faculty of Medicine for its students achieve the best professional options once they complete their studies.

4. STUDENTS

The centre has processes in place for fair, reliable, equitable and public student access and admission. The procedures implemented make it possible to reliably certify students' progression and the achievement of learning outcomes and to recognise previously achieved learning outcomes. (AQU S3)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *1. Quality of training programmes,* obtained the result: *progressing towards excellence*. Substandard *1.3. Admitted students have the appropriate admission profile for the degree and the number is consistent with the number of places offered, obtained the* result: *progressing towards excellence,* and substandard *1.5. The application of the different regulations was carried out in an appropriate way and had a positive impact on the results of the degree*, obtained the result: *compliant*.

Analysis and assessment

The UAB has the appropriate procedures in place, in accordance with the rules and criteria of the corresponding bodies, for the admission, progression, recognition and certification of students. In relation to access policies and admission processes and criteria, they are applied with coherence and transparency, providing all the information that students require, through the UAB website or more specifically through the website of the Faculty of Medicine. Information related to the university entrance exams is provided according to the access route, depending on whether students come from upper secondary school studies, from Higher Vocational Training Cycle (CFGS) studies, whether they are over 25 years of age or over 45 years of age. Full information is also provided related to other access routes such as changes to partially completed Spanish university studies, the validation of foreign studies, the homologation of foreign degrees, reinstatement and access for university graduates.

In the case of registration, information is also provided through the web pages on aspects of both 1st year enrolment and that of other years, as well as detailed information on maximum and minimum credits, modifications and cancellations, self-modification, reinstatements, study prices, scholarship application, deductions and surcharges, the payment methods and consequences of non-payment. In addition, it should be noted that students have several FAQ sections available to them.

The procedures for the recognition and transfer of credits and prior learning are particularly important in the Bachelor's Degree in Medicine due to the high number of students who join from other previous studies, and they ensure the addition of this previous education into the students' academic record.

The Tutorial Action Plans, both that of the UAB and that of the Faculty of Medicine, offer, a multitude of actions that cover all phases of the *university life cycle* for students, and provides guidance, advice and support in their learning and early professional development.
The Faculty of Medicine has a procedure to check the suitability of the graduation profile in relation to current standards, is able to certify the learning and passing of credits and, finally, award the degree certificate. It is also possible to apply for a European Diploma Supplement (EDS).

Considering the abovementioned aspects, the same assessment as that achieved in the last AQU Catalunya accreditation (2017) has been maintained: *compliant.*

4.1 Selection and admission policy

The Faculty of Medicine has a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of students. (BME 4.1)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *1. Quality of training programmes,* obtained the result: *progressing towards excellence*. Substandard *1.3. Admitted students have the appropriate admission profile for the degree and the number is consistent with the number of places offered, obtained the* result: *progressing towards excellence,* and substandard *1.5. The application of the different regulations is done in an appropriate way and has a positive impact on the results of the degree*, obtained the result: *compliant*.

Analysis and assessment

The objective of the ***PC01 Definition of admission, graduation and access profiles for studies process*** is to guarantee the application of admission profiles to degrees, as well as access conditions and exit profiles for graduates of the Faculty of Medicine, in accordance with ***UAB Academic Regulations***. The number of places offered for the Bachelor's Degree in Medicine has been increasing over the last four academic years, from 320 to 350 in the 2022-23 academic year and has reached 385 in the current academic year, an increase mainly caused by the context of the need for medical professionals after the pandemic and which has demonstrated the strength and ability of the centre to take these numbers on with a full guarantee of success.

Table 4.1 shows the access data for students to take a Bachelor's Degree in Medicine. In relation to demand, during the 2019-20 academic year, a total of 3,067 applications were made (of which, 654 as their first choice). In the 2020-21 academic year, demand rose to 4,491 applications (917 as their first choice) and the increase was maintained during the following 2021-22 academic year with 4,859 applications (1,197 as their first choice). This large increase, mainly produced during the 2020-21 academic year, is likely to have been motivated by the strong media presence of the medical profession during the COVID-19 pandemic and its social repercussions. In the benchmark year, there were a total of 4,825 applications (1,063 as their first choice), which demonstrates that the great demand has now stabilised. It should be noted that the total number of students enrolled for the Bachelor's Degree in Medicine was 1,890 for the 2022-23 academic year.

In relation to the cut-off mark, the one for June has been progressively increasing over the past four years, going from 12.31 to 12.9. Likewise, the average entrance grade via PAU exams has increased (from 12.4 to 12.85) and that of other access routes has remained stable (around 12.5).

Regarding the entry profile, the main access route is the Baccalaureate (PAU) route (56%), followed by changes of studies (PAU) (26%) and CFGS/FP2 (vocational training) or equivalent (PAU) (11%). The rest of the access routes (university graduates, exams for over 25s, over 40s and over 45s, and others) represent percentages of between 2-3%. It should be noted that since the last accreditation, the changes of studies access route has increased by more than 10 percentage points, reaching values of 26% (2022-23 academic year) and 31% (2023-24 academic year).

In relation to student dedication, most of them study full-time (96%) and this trend has increased in recent years, to the detriment of part-time study.

More than 70% of enrolled students and new students are women. Women are also the majority among graduates, with an increase observed over the last four years, moving from 67.5% to 76.2% (**Table 4.2**).

4.2 Progression, student counselling and support

The degree programme has or has access to adequate and effective guidance services and resources for student learning. (AQU S6)
The medical centre provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance. (BME 4.2)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *5. Effectiveness of learning support systems,* obtained the result: *compliant*. Substandard *5.1. Academic guidance services adequately support the learning process and career guidance services facilitate incorporation into the labour market., obtained the* result: *compliant*.

Analysis and assessment

Royal Decree 1791/2010 of 30 December, which approves the university Student Statute, establishes the right of students to receive counselling and support throughout their studies in chapter V. The **Tutorial Action Plan (PAT-UAB)** is a framework document that includes the definition of objectives, coordination mechanisms, tutoring actions, monitoring and evaluation. The PAT-UAB includes both promotion, guidance and transition actions at the university, as well as advisory and support actions for the university's students in the different aspects of their learning and professional development.

The Faculty of Medicine designs and prepares its own **Tutorial Action Plan (PAT-FM)** and takes its own resources and those that the university makes available into account. Tutoring is perceived to be guidance and support in the academic, professional and personal life spheres. In the academic sphere, the ultimate purpose of student support is directly aimed at facilitating and improving learning conditions and academic performance. This is made possible by ensuring better integration for students within the university system through individually tailored guidance and support. The Faculty of Medicine organises its own activities to help in the transition to the university and to welcome students that complement the official activities organised by the UAB.

The PAT-FM supports students from reception through to job placements as professionals. The plan is efficient in achieving the objectives set out and therefore, the assessment is quite positive, as shown by the academic performance indicators and those shown in the surveys on the degree of satisfaction of graduates. In the latest significant results obtained during the 2021-22 academic year, the answer for item *"student support services (information, enrolment, procedures, academics, scholarships, guidance, etc., have offered me good advice and attention"* showed values of 3.53 out of 5 (slightly higher than the 3.48 UAB average).

The actions of the PAT-FM are divided into 4 stages:

1) PROMOTION

The aim of this stage is to provide information on the courses offered and their duration, the location of the Teaching Units, scholarships and career opportunities, and the services offered by the UAB , specifically the Faculty of Medicine.

- Visits by teachers **to secondary schools** and local councils to publicise the courses and programmes available at the Faculty of Medicine.
- **Open Days** in the month of February, during which members of the dean's team and the coordinators of the degree programmes offer information sessions about the different degree programmes that include a question-and-answer session in which 2nd year Baccalaureate and Higher Vocational Training Cycles (CFGS) students can resolve any questions they may have about the study programmes.
- Participation in the **Saló de l'Ensenyament** and the **Saló Futura** academic fairs to promote Bachelor's degree, Master's degree and postgraduate degree programmes, respectively.
- **Family Day**. The objective is to raise awareness about the UAB Campus, and the university's studies and services, to the families of 2nd year Baccalaureate and Higher Vocational Training Cycle (CFGS) students. This activity takes place on a Saturday between the end of April and the beginning of May. Interested families sign up to visit one or more faculties and can choose from the various tours that are carried out around the campus.
- The **Argó Programme**, involves tutoring research projects by high school students to prepare for their transition to university. This programme is organised by **the Institute of Education (ICE)** at the UAB.

2) WELCOME

Before registration:

- **Information session**. This welcome session is aimed at new students. Some specific characteristics of the degree programme are described and any questions about enrolment will be answered (webpage address and how to complete the online enrolment, payment methods, discounts, grants, study schedules, delivery of documentation, recognition of prior credits, etc.). This session will be held online using Microsoft Teams.
- Tutorials with the coordinators of degree programmes and incoming students via the change of studies access route, who enrol for subjects in different courses.

During the first days of the academic year in September:

- Welcome sessions for first-year students from the Dean, the Basic Medical Sciences Teaching Unit coordinators, the degree programme coordinators, the first-year coordinators and the heads of the various university services. In these sessions, information is provided about the characteristics of the Faculty of Medicine, the location of the Teaching Units, the services: computer rooms, study rooms, the library, the information point, and the services on campus: sports, culture, health, languages, which the UAB makes available to promote overall development for students at an intellectual, affective, personal and social level.
- Welcome for 3rd year students who will start the academic year in one of the assigned Hospital Teaching Units. In these cases, the Teaching Unit Coordinators, along with the Course Coordinators, welcome the students and describe the operation and services offered in their Teaching Unit (TU).
- Introductory sessions to the operation and bibliographic resources of the library for first-year students from the Faculty of Medicine, in agreement with the coordinators of the three degree programmes and the lecturers for subjects on Introduction to Health Sciences, from the Bachelor's

Degree in Medicine and, Scientific and Biostatistical Methodology from the Bachelor's degrees in Nursing and Physiotherapy, since these subjects involve information research skills.

- Individual tutorials held in advance for students with special educational needs, according to the **PIUNE protocol** for people with disabilities.
- Presentation of the tutor for students enrolled on the **Tutoresport UAB** Programme, aimed at student athletes on the programme, and a description of their role.

3) DURING THE STAY

Given that the student's progression throughout their studies will generate different needs, the academic tutoring provided aims to attend to and guide students in aspects related to the subjects in progress and thus promote academic excellence and comprehensive learning.

- Individual tutorials to seek solutions to problematic specific academic (and personal) situations as well as guidance on curricular aspects that serve as the basis for making decisions related to choice of subjects, considering the university academic progress regulations at the university.
- Individual and/or group tutorials to guide the student in the development of their learning skills to improve their academic performance in specific subjects. If the difficulty exceeds the competences of the teaching team, the case will be referred to the Psychopedagogical Counselling Unit so that a specialist can provide the necessary learning and guidance needs in the educational and social field.
- To advise on the corresponding academic and administrative procedures when the student's circumstances so indicate. This advice from the tutor, study coordinator or responsible teaching staff member is complemented by the technical support provided by the Academic Management team.
- Information sessions on curricular internships in hospitals and Primary Healthcare centres (CAP).
- Monographic learning sessions about the different bibliographic resources. The Library organises sessions to increase knowledge about and efficient use of the main sources of information in the field of Health Sciences.
- Information sessions on mobility programmes from the Coordinator of the Exchange Programmes with technical support provided by the Academic Management team for students interested in carrying out a curricular stay through these programmes.
- Information sessions on the Bachelor's Degree Final Project (TFG) by the person in charge of this subject.
- Training sessions on how to search for information for a TFG. The Library, with approval from the Coordinator of the Degree in Physiotherapy, and within the framework of the TFG subject, organises sessions aimed at 4th year students taking a Bachelor's Degree in Physiotherapy who have to prepare their TFG.
- Training and information sessions on occupational risks and vaccine prevention before starting internships in healthcare centres.
- Information sessions on the Assessment of Objective and Structured Competence (ACOE) that is used to assess competences that are specific to the Bachelor's Degree in Medicine.

4) GRADUATION

In the final stage of their studies, the aim of tutorials is to prepare the student for the transition to the world of work and to guide them towards potential career opportunities, as well as to publicise Postgraduate, Master's degree and Doctoral studies.

The related activities carried out are varied and each degree adapts them to their needs. The suggested activities are the following:

- Maintaining a page on the Faculty's website with information about the **Master's degree courses available** in the areas of Medicine, Nursing and Physiotherapy.
- Sessions, Conferences and round tables for final-year students attended by heads of Professional Bodies to provide information about how to become members, and also provide guidance and advice for future professionals on the following topics:
    - CVs
    - Job Interviews
    - Job search using social networks.
    - Postgraduate training through a Residency: Resident Intern Doctor (RID); Resident Intern Nurse (RIN); Resident Intern Midwife (RIM).

During the 2019-20 academic year the Faculty of Medicine participated in a project for the analysis of academic tutoring within the framework of the PAT-UAB organised by the **Psychopedagogical Counselling Unit**. On March 10, 2019, the first meeting of the discussion group consisting of lecturers representing the studies taught in the Faculty took place. The project was temporarily halted due to the exceptional situation caused by the COVID-19 pandemic, but during the 2020-21 academic year work with the student-based discussion group resumed. Finally, in the 2021-22 academic year, a **results report** was presented including a qualitative analysis and a **report on final recommendations** for an improvement in university tutoring at the UAB; recommendations that focus on three areas of work that are key and can only work if addressed as a whole: teaching staff, students and the institution itself.

4.3 Recognition and transfer of credits and prior learning

The medical study programme has relevant regulations for the recognition of students' prior learning, and these are properly applied. (AQU S3e)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *1. Quality of training programmes,* obtained the result: *progressing towards excellence*. Substandard *1.5. The application of the different regulations is done in an appropriate way and has a positive impact on the results of the degree*, obtained the result, *compliant*.

Analysis and assessment

The ***UAB Academic Regulations*** regulate the recognition and transfer of credits applicable to university studies in accordance with **Royal Decree 822/2021**, of 28 September. There are four main groups of types of credits to be recognised: a) Credits obtained in official university education; b) Credits subject to recognition obtained in undergraduate studies for activities not included in the official curriculum (language classes or university cultural, sports, solidarity and cooperation activities; c) Credits obtained in Higher Vocational Training Cycle (CFGS) courses; and d) Credits subject to recognition obtained in non-regulated education or from work/professional experience. All the academic information related to the recognition and transfer of credits can be consulted in a specific section of the **UAB** website.

The procedures for the recognition or transfer of credits will be initiated after an official request made by the student to the Dean's Office in the Faculty of Medicine. This application is submitted to the Academic Management Office in the Faculty, accompanied by the supporting documentation described in the UAB regulations. Applications for the transfer and recognition of credits will be reviewed by the Academic Management Office in the centre, which verifies that the documentation submitted is correct. The Dean of the Faculty will then issue a proposal for a resolution. Before issuing the proposal, the hearing procedure can be opened, in which new documents and new evidence can be put forward, and appropriate allegations can be made. The Dean's Office will resolve the application and the Academic Management Office in the Faculty centre will notify the interested party of the decision by any means that ensures proof of receipt. Once the application has been approved, the recognised credits will be incorporated into the academic record after payment of the price determined. The interested party may lodge an appeal against this resolution, with the rector within one month of the date of notification.

Table 4.3 shows a list of applications and the volume of credits recognised by degree and type over the last three academic years. Specifically, for the 2022-23 academic year, the Academic Management Office reviewed and resolved a total of 542 applications, of which 87.3% (473) correspond to the Bachelor's Degree in Medicine.

This volume of credit recognition requests has a direct impact both on the management of the process and on the teaching delivered.

The time frame between the resolution and the start of the academic year has been gradually shortening. Considering the large number of requests submitted each academic year, in some cases,

when students begin their classes, the recognised subjects and newly enrolled ones are not yet reflected in their records. This requires manual monitoring and the transfer of information to each course coordinator until the resolution can be formally registered in the student's academic record.

For this reason, in recent years, the degree coordination team and academic management have worked on the development of **recognition tables**, especially for the universities and faculties that submit the most requests. These tables are published and updated throughout the year on the Faculty's website to improve the management of this process. This tool provides students with information before the start of their courses, even if their request has not yet been resolved.

It is important to note that an increasing number of these requests come from students who have studied at foreign universities, where curricula are less stable, or from Spanish universities and courses with no prior equivalencies. In these cases, the review process and the creation of new tables is slower, but it is prioritised to minimise issues for the affected students.

4.4 Certification

The degree has a procedure to check that the students' graduation profile corresponds to the expected profile. (AQU S3g)
The certification of students' learning achievements and the passing of credits for the award of the degree is appropriate and complies with current regulations. (AQU S3h)
The degree makes appropriate use of the European Diploma Supplement. (AQU S3i)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *1. Quality of training programmes,* obtained the result: *progressing towards excellence.* Substandard *1.5. The application of the different regulations is done in an appropriate way and has a positive impact on the results of the degree*, obtained the result: *compliant.*

Analysis and assessment

The Faculty of Medicine, through the Degree Committees and approved by the Faculty Board and the Permanent Board, has established general criteria and guidelines that are complementary to the UAB Academic Regulations for all its degree programmes to:

- Determine homogeneous evaluation criteria and guidelines for all the degrees offered by the Faculty of Medicine **General evaluation criteria and guidelines of the Faculty of Medicine**)
- Establish the deadline and procedure for submitting the application for single assessment and the list of subjects with single assessment approved (**Information on single assessment at the Faculty of Medicine**)
- Establish the regulations for final projects (**General Framework for Bachelor's Degree Final Projects**)

The Faculty Board then approves the calendar and timetables of the single assessment tests and the closure of the continuous assessment process and the examination and repeat assessment dates within the period established in the official calendar approved by the UAB, in any case before the start of the next enrolment period and guarantees maximum dissemination of this information.

The issue of the official degree certificate will be processed by the centre responsible for the academic transcript, at the request of the latter, after verifying compliance with the requirements established by law, and once the payment has been made, in accordance with the public prices established in the Decree on Public Prices of the Catalan Government. Once requested, the Faculty of Medicine will issue a temporary degree certificate and will inform students when they will be able to collect the official degree certificate, which can only be collected from the Academic Management Office by the holder or by a different individual, who in this case must have a power of attorney document drawn up by a notary public in order to be able to do so.

The UAB issues a European Diploma Supplement (EDS) for Bachelor's degrees in accordance with the requirements set out in the following regulations: **RD 1044/2003**, of 1 August, which establishes the

procedure for universities to issue European Diploma Supplements and **RD 22/2015**, of 23 January, which establishes the requirements for the issue of the European Diploma Supplement for degrees regulated under **RD 822/2021**, of 28 September. The first Royal Decree regulates the model of the European supplement for the official qualifications of Diploma holder, Technical Engineer, Technical Architect, Bachelor's Degree holder, Engineer and Architect, while the second, more recent Royal Decree regulates Bachelor's and University Master's degrees.

The EDS is a document that accompanies the official university degree certificate with standardised and tailored information for each graduate, about the studies taken, the results obtained, the professional skills acquired, and the level of their degree within the national higher education system. The EDS must include the student's data, and information about the degree programme: level, content and results obtained, certification of the supplement, information on the higher education system, and any additional information.

The EDS increases the transparency of the different higher education degree certificates, facilitates their recognition in any other university in the EHEA and avoids any poor assessment of university degrees. It facilitates academic and professional recognition through the transparency of grades and provides the certainty that the degree obtained will be comparable throughout the EHEA. In this way, it aims to achieve one of the objectives for which it was created: full employability for European citizens.

The EDS must be issued by the university responsible for the graduate's academic transcript and is included in the fee that the student pays to obtain their official degree certificate.

The academic information related to the **application for degree cetificates** and that related to the **European Diploma Supplement (EDS)** can be consulted via a specific section of the UAB website in both cases.

5. ACADEMIC STAFF

There is enough teaching staff for the training programme, they are competent and suitable and have opportunities for personal and professional development. (AQU S4)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *4. Adequacy of the teaching staff to the training programs,* obtained the result: *progressing towards excellence*. Substandard *4.1. The teaching staff meets the requirements of the level of academic qualification required by the centre's degrees and has sufficient and valued teaching, research and, where appropriate, professional experience,* and substandard *4.2. The teaching staff of the centre is sufficient and has the appropriate dedication to carry out their functions and attend to the students,* and substandard *4.3. The institution offers support and opportunities to improve the quality of the teaching activity of the teaching staff*, all obtained the result: *compliant.*

Analysis and assessment

The Faculty of Medicine, and specifically the Bachelor's Degree in Medicine, has sufficient and competent teaching staff, both in terms of the high level of teaching, research and, where appropriate, clinical experience, and due to their interest and involvement in the acquisition and implementation of new, active and student-centred teaching methodologies, which leads to changes in terms of their teaching role.

The UAB has the regulations and mechanisms in place that ensure transparency in the recruitment and development of teaching and research staff. It also provides resources and actions to support innovation and continuing education. In the same way, it provides a set of tools and mechanisms to inspire and promote a culture where integrity, respect and responsibility form the basis of its activity.

Considering the aforementioned aspects, the same assessment is maintained as in the last AQU Catalunya accreditation (2017): *progressing towards excellence*.

5.1 Academic staff establishment policy

The centre has the number and range of qualified academic staff required to put the centre's curriculum into practice, given the number of students and style of teaching and learning. (BME 5.1)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *4. Adequacy of the teaching staff to the training programs,* obtained the result: *progressing towards excellence*. Substandard *4.1. The teaching staff meets the requirements of the level of academic qualification required by the centre's degrees and has sufficient and valued teaching, research and, where appropriate, professional experience,* and substandard *4.2. The teaching staff in the centre is sufficient and has the appropriate dedication to carry out their functions and attend to the students,* they obtained the result: *compliant.*

Analysis and assessment

The Faculty of Medicine has a teaching staff that meets the requirements for the degree programmes taught and has sufficient and valuable professional, teaching and research experience. It is made up of professionals with a proven track record in the field of teaching and research, both on the Bellaterra Campus and also in healthcare at affiliated university hospitals where they also have an accredited and significant clinical background.

The definition and planning of the teaching staff for the Bachelor's Degree in Medicine is established in the interdepartmental overall process at the UAB, ***PE04 Definition of the PDI policy***, the aim of which is to ensure there is an appropriate number, with the highest abilities and ensure the development of their professional competences in order to guarantee high quality teaching.

The number of teaching staff involved in teaching the Bachelor's Degree in Medicine during the benchmark year (2022-23) was 814 (44.1% were women). **Table 5.1** shows the distribution of the teaching staff in each Teaching Unit. The teaching staff participating in the degree programme is divided into several categories (**Table 5.2**), with only 18.1% (147) being permanent (full professors, tenure-track lecturers and adjunct lecturers). This percentage is low, but it must be borne in mind that 4 out the 6 years of the degree programme are taught by medical professionals, whose main job is in healthcare. The rest of the teaching staff are non-permanent (81.9%, 667), and of these, the majority are adjunct lecturers (93.4%, 623), mainly specialist medical staff who teach clinical subjects according to their expertise. On the other hand, more than half of the teaching staff for the degree programme (58%) have a doctoral degree, a percentage that reaches 100% among permanent and tenure-track lecturers, and 48% among adjunct lecturers. The permanent teaching staff is mostly accredited, and among the adjunct teaching staff the level of accreditation is 10%, which indicates the high professional and research level achieved by many of the teaching staff members.

When hours taught in the classroom (HIDA) are analysed (**Table 5.3**), 20.6% of these correspond to permanent teaching staff and 79.4% to non-permanent teaching staff, with 78% of HIDA (taught classroom hours) for adjunct teaching staff. Likewise, 60.1% of HIDAs are taught by lecturers with a doctorate, a percentage that again reaches 100% among permanent and tenured lecturers, and 49% among adjunct lecturers. The level of accreditation in relation to HIDA (taught classroom hours) is

similar to that mentioned above by category.

As shown in **table 5.4**, 30% of the basic classes for the degree programme, distributed over the first two years (preclinical stage), is taught by permanent teaching staff. This percentage reaches 18.4% in the case of compulsory classes, distributed throughout all years but mostly from 3rd year (clinical stage) onwards, mostly taught by medical and professional adjunct lecturers (82%), who contribute their expertise in their specialisation to the subjects they teach. Similarly, more than 80% of practical training is also taught by this type of professional, although there is a strong core of permanent teaching staff, who represent 18%. Elective courses follow a similar pattern of distribution among teachers. In the case of the Final Bachelor's Degree Project (TFG), the percentage of permanent teaching staff is once again higher (35%), although adjunct lecturers also participate in this area. This distribution of teachers is considered appropriate to ensure optimal and quality deployment of the programme.

It should be noted that in the hospital field, tenured lecturers have a position linked to healthcare services and associate professors are hired from among professionals with recognised clinical experience on the staff of university hospitals, health centres and companies linked to this sector. The total number of these lecturers may vary from one academic year to another, depending on teaching needs and recruitment. The number of permanent and adjunct teaching positions, as well as the type of their teaching dedication are agreed in the Joint Committees run by the UAB and its university hospitals (see *section 6.2 Resources for clinical training*).

In subjects that include clinical care placements, the permanent teaching staff, and permanent or contracted teaching staff is complemented by a variable number of collaborating teaching staff, appointed by the UAB from among healthcare professionals in hospitals and health centres to participate in the teaching of clinical placements. They are officially recognised by the UAB, are included in teaching plans and receive, as established in agreements, the specific name of adjunct clinical lecturers. The number of this type of teaching staff during the 2022-23 academic year was 2,160 (of which 66.99% were women), although this number may be variable, since it adapts each year according to teaching needs (**Table 5.5**).

This category of adjunct clinical lecturers allows them to deploy clinical practices, in accordance with **Order SSI/81/2017**, of 19 January, which publishes the agreement of the Human Resources Committee of the National Health System, which approves the protocol that determines the basic guidelines to guarantee and protect the patient's right to privacy for students and residents in Health Sciences. In accordance with these regulations, the number of people present with a patient cannot exceed five, a number that includes residents, students of the Bachelor's Degree in Medicine and Nursing and postgraduate students. This means that the ratio of full-time students to teachers is only 1.4, which is an indicator for good quality teaching.

It should be noted that one of the main assets of the teaching staff on the degree programme and from the Faculty in general is the cutting-edge research that they carry out, both in the departments, research institutes of the Bellaterra Campus (Institute of Biotechnology and Biomedicine (IBB), Institute of Neurosciences (INc-UAB) and Centre for Animal Biotechnology and Gene Therapy (CBATEG)), as well as in the research institutes in hospitals (IR-HSCSP, or the Sant Pau Research Institute Foundation) VHIR (the Vall d'Hebron Research Institute), IGTP (the Germans Trias i Pujol Research Institute) and I3PT (the Parc Taulí Research and Innovation Institute). **Table 5.6**, **Table 5.7** and **Table 5.8** indicate the participation of the teaching staff of the degree programme in research

projects and agreements, the publications carried out and the supervision of theses. The almost 4,000 publications, 500 supervised theses and more than 1,000 research projects, with a total value of more than 50 million euros, over the last three years, demonstrate the level of excellence of the centre's teaching and research staff.

The research information management system used at the UAB is called **EGRETA** (Environment for the Management of Research and Transfer) and allows this research to be managed by bringing together information on the results obtained in a single place (articles, books, patents, agreements, datasets, awards); It allows research activities to be easily maintained and saves time due to the retrieval of information from different databases (**Scopus**, **WOS**, **Mendeley**); automatically generates CVs, including those certified by the **FECYT** (Spanish Foundation of Science and Technology) such as the **SCV and ACV**; allows you to export scientific output to other databases such as **DDD**, **ORCID** or the **Catalan Research Portal** (PRC); and increases the visibility and transparency of research at the UAB through the **UAB Research Portal**. Through this portal, in the Bachelor's Degree in Medicine file, under **Teaching Staff**, you can access the research carried out by the teaching staff involved in the teaching for the degree programme.

Finally in relation to recognition (merits) for teaching (five-year periods) and research (six-year periods) for teaching staff (**Table 5.9**), by **regulation** only permanent teaching staff and tenure-track lecturers are in a position to request them (18.7%). The level of achievement of merits is high among the teaching staff who teach in the Bachelor's Degree, so that 80.6% have a live teaching section and 92.2% have a live research section. In both cases, these percentages are significantly lower among women (75% vs. 83.1% and 89.3 vs. 93.1%).

The above data indicates the high professional, teaching and research level of the teaching staff for the degree programme, which explains why access to teaching positions is highly competitive.

5.2 Academic staff performance and conduct

The centre has specified and communicated its expectations for the performance and conduct of academic staff. (BME 5.2)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *4. Adequacy of the teaching staff to the training programs,* obtained the result: *progressing towards excellence*. The substandard 4.1. *The teaching staff meets the requirements of the level of academic qualification required by the centre's degrees and has sufficient and valued teaching, research and, where appropriate, professional experience*, and substandard *4.2. The teaching staff of the centre is sufficient and has the appropriate dedication to carry out their functions and attend to the students,* they obtained the result: *compliant*

Analysis and assessment

The UAB considers the evaluation of teaching activity one of the key elements to ensure and improve the quality of teaching as defined in the interdepartmental process ***PS09 Evaluation of the teaching activity of teaching staff***, which carries out this assessment based on the analysis and reflection of the teaching staff on their own teaching activity, the generation of information to guide the teaching staff policy (selection, promotion and training), and the formulation of evaluation proposals regarding additional teaching complements and teaching certification.

Recently, on 18 December 2023, the Governing Council approved the ***Guide to the assessment of the teaching activity of UAB teaching staff*** (updated on 24 July), which, among other aspects, establishes the dimensions to be assessed, indicates the sources of evidence available to assess them and the agents of this assessment. Therefore, the UAB's teaching assessment model is based on the following dimensions: a) teaching dedication, b) planning of teaching activity, c) writing up teaching tasks, d) results obtained and e) professional development. The agents of the evaluation process are a) the lecturer, through the preparation of the teaching activity report, b) the academic managers: dean, department directors, study coordinators, c) students through the evaluation surveys, d) the evaluation committees and e) the Academic Staff Committee.

The ***UAB Teaching Staff Academic Dedication Model*** regulates the teaching activity of teaching staff in official undergraduate and postgraduate teaching. The Model adequately defines the real dedication of teaching staff to teaching in relation to all their academic activity, includes all the activities related to teaching that must be recognised and recognises the participation of permanent and interim teaching staff in research, transfer and educational innovation activities. The ***Theoretical Staff Model for the PDI***, revised in **January 2022,** contemplates the specificities of the teaching staff in the Hospital Teaching Units.

At the Government Data Office, what is known as a Teacher's File is generated once a year, which contains data to calculate the teaching potential of each teacher and is a starting point to be able to allocate resources to the departments to hire staff and complete the programming for the following year. Based on the data on the teaching potential of the teaching staff, the Teaching Planning and Programming Unit (UPD) allocates the resources to each department (resource sheet) so that it can programme the teaching that corresponds to it. The teaching that corresponds to each teacher for

the following year is included in the individual teaching plan and the tool that publicises the teaching assignment is the **Teaching Plan Transparency (TPT).**

The UAB is firmly committed to the principles of good governance and for this reason, it has made available to the community, through the **transparency portal**, a set of tools and mechanisms to inspire and promote a culture where integrity, respect and responsibility form the basis of all its activity. Specifically, the university adheres to the **Code of Ethics**, which contains a series of fundamental values and principles that characterise the UAB and that form a behavioural framework for its members. This space also includes a set of **good practices in research** such as the **Code of Good Practices in Research**, **Good Practices in Doctorates**, the **Biosafety Committee**, the **Ethics Committee in Animal and Human Experimentation (CEEAH),** the **Code of Good Practices in Open Access** and access to the **Euraxess** portal. It is also worth mentioning through the promotion of the **UAB Observatory for Equality**, the inclusion of a **protocol** to prevent and act against sexual harassment, harassment based on sex, sexual orientation, gender identity or gender expression, and gender violence.

Many years ago the UAB established the figure of the **Ombuds Officer**, elected by the UAB Senate, whose function is to receive complaints and observations made about the functioning of the university, to guarantee compliance with all the provisions in the UAB Statutes, and to make non-binding proposals, before the competent bodies, for the resolution of the matters that have been submitted to it. More recently, the UAB has approved the ***Code of Conduct*** which regulates the creation of the **Conduct Committee** to promote the use of mediation mechanisms to try to respond to conflicts that may arise between members of the university community.

The UAB approved the ***Anti-Fraud Measures Plan*** with the aim of establishing a series of mechanisms and procedures to prevent, detect, correct and prosecute fraud, corruption and conflicts of interest in the actions carried out by the university. In parallel to these regulations, the **Ethics Channel** and the **Anti-Fraud Committee have also been approved**, and are key instruments to guarantee ethical regulations and compliance with institutional integrity that complete the integrity framework.

5.3 Continuing professional development for academic staff

The centre implements a stated policy on the continuing professional development of its academic staff. (BME 5.3)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *4. Adequacy of the teaching staff to the training programs,* obtained the result: *progressing towards excellence*. Substandard *4.3. The institution offers support and opportunities to improve the quality of the teaching activity of the teaching staff*, they obtained the result: *compliant*.

Analysis and assessment

The **Training Unit of the Development Area** offers training to the teaching and research staff at the UAB on content related to management, research, and teaching functions.

The training activities included in the programme for teaching and research staff (PDI) focus on:

- Improving teaching: Strengthening the pedagogical skills of university lecturers, promoting innovative methodologies, and the use of new technologies in the classroom.
- Boosting research: Providing tools and resources to enhance research capacity, fostering quality scientific output, and encouraging interdisciplinary collaboration.
- Optimising management: Developing skills in academic and administrative management, ensuring an efficient institutional environment focused on excellence.

Within the training programme, which is published three times a year, teaching improvement activities are organised, focusing on:

- Methodological skills linked to planning, the teaching and learning process, evaluation, and teaching innovation. Design, implementation, and use of innovative methodologies, resources, and evaluation systems in the classroom.
- UAB's strategic teaching lines.
- Generic and cross-disciplinary skills applied to teaching: Promoting the implementation and evaluation of generic and cross-disciplinary skills applied to teaching.
- Induction programme for newly appointed UAB lecturers: Enhancing the initial teaching competencies of university staff, related to the planning of the teaching and learning process, the use of teaching strategies and resources, and student evaluation systems.

Within the training programme, which is published three times a year, research-boosting activities are organised, focusing on:

- Research project design: Facilitating and promoting research improvement and supporting UAB's commitment to the socialisation of science, technology, and innovation. Activities include those on publications, open science, and the design, management, and development of research projects.
- Research protocols and tools: Strengthening the tools required for research tasks. Activities include

training on research tools and protocols, as well as research ethics.

Within the training programme, which is published three times a year, management optimisation activities are organised, focusing on:

- Strategic information: Supporting the institution's strategic projects and the implementation of regulations with a transversal impact on UAB.
- Information and communication technologies: Promoting a creative, critical, and safe use of the main IT tools available to UAB staff. Training in the use of common office applications in daily tasks, as well as specific UAB software.
- Administrative management: Improving understanding of UAB-adapted regulations and processes to promote quality and efficient administrative management. Skills: Supporting professional development and changes in habits and behaviours regarding personal organisation. Developing skills and competencies in the workplace to facilitate task and role improvement, as well as improving relationships with others, whether within or outside one's immediate work area.
- Occupational risk prevention: Contributing through training to care for and protect the health of all UAB staff, from a preventive perspective.
- Leadership skills: Developing and enhancing leadership skills. Providing all the theoretical elements and competencies to help those in leadership positions develop skills related to UAB's strategic projects.

Regarding innovation training, the Training Unit coordinates with the Coordination of Training and Teaching Innovation of **the Institute of Education**. Thanks to this commission, various initiatives to optimise teaching are promoted, and resources and support actions for innovation and continuing education are provided to the teaching and research staff at the UAB.

The key areas to focus on are:

1. TRAINING AVAILABLE TO UNIVERSITY TEACHING STAFF

The training of university teaching staff includes different training modalities: training of novices, training offer, tailor-made learning, conferences, etc. Updated information on the different programmes and activities can be found by visiting the following links: **innovation teaching** and **training**.

2. PROJECTS FOR INNOVATION AND THE IMPROVEMENT OF TEACHING QUALITY

Given the UAB's desire to support innovation projects and improve teaching quality, there are calls for grants to undertake projects related to official Bachelor's degree studies that provide transferable **proposals for improvement** to the university community.

This **call has two modalities**:

- MODALITY A: Teaching innovation projects
- MODALITY B: Projects to improve teaching quality

3. TEACHING EXCELLENCE AWARD

The UAB annually organises a **Teaching Excellence Award** with the aim of evaluating the teaching

activity of teaching staff and promoting innovation and continuous improvement in university teaching. The purpose of this award is to identify and assess the trajectory of teachers who have undertaken particularly extraordinary activity in this field.

The Faculty of Medicine works continuously to improve the quality of teaching activity by promoting the training of teaching staff by offering them the skills, tools and resources to help. During the 2022-23 academic year, a total of 152 participations from 100 people in a total of 44 training activities within the different programmes have offered by the UAB Training Unit (**Table 5.10**). Therefore, the percentage of teaching and research staff from research departments and institutes attached to the centre who have participated in at least one training action is 12.28%. It should be noted that the first four programmes with the most training actions have been Prevention, Safety and Occupational Health (55.26%), Improvement of Research and Transfer (15.79%), Strategic Knowledge (11.18%) and Improvement of Teaching (9.87%).

Within the field of Prevention, Safety and Occupational Health, training activities related to initial training in occupational risk prevention at the UAB and others linked to basic safety in laboratories (biosecurity and waste management) stand out. Programmes related to protocols and tools for the development of research, strategic knowledge and teaching are also reflected, but with smaller percentages.

As part of the Faculty's commitment to clinical simulation (**Taula 5.11**), since 2017 training has been provided to teachers who needed to use this practical methodology for the subjects they teach of this type. Between 2017 and 2019, the Faculty offered seven tailor-made training courses to its teaching staff, taught by external trainers who were experts in specific content, with a total participation of 44 teachers.

In 2017 it was decided to have a team of instructors in clinical simulation distributed among the five Teaching Units and in the period between November 2017 and September 2021, 26 professors from the Faculty and one simulation technician were trained, obtaining certification from the ***Center for Medical Simulation*** in Boston and **the *Valdecilla*** Virtual Hospital of Santander (**Proposal for improvement** 16 of the centre).

These teaching staff members with instructor certification are tasked with and have the ability to, as instructors, train teachers in their Teaching Unit. Between 2018 and the end of 2023, 84 people from the teaching team were trained in the basic methodology of clinical simulation, in the Teaching Units of Basic Medical Sciences, Germans Trías i Pujol and Parc Taulí (**Proposal for improvement** 31 of the centre). In addition, 32 people from the teaching staff of the Vall d'Hebron Teaching Unit participated in the *on-line module* of advanced simulation of the bimodal course *I Curso de formación basics externa de instructores en simulación* (First external basic training course for simulated instruction) organised by the Vall d'Hebron Hospital for its healthcare staff (**Proposal for improvement** 17 of the centre).

Given that there are currently three lecturers on the Bachelor's Degree in Nursing trained as instructors in clinical simulation who teach in the Teaching Units on Basic Medical Sciences and in Vall d'Hebron Hospital, over the next academic years this type of advanced training will be prioritised for the teaching staff for the Teaching Units in Germans Trias i Pujol and Parc Taulí Hospitals (**Proposal for improvement** 17 of the centre). In the case of the Bachelor's Degree in Physiotherapy, over the last

three academic years, the possibility of applying this clinical simulation methodology in one of the subjects of the curriculum has been evaluated. Among the options that would be viable is to teach cases with simulated patients and/or using virtual reality software for physiotherapy techniques, but these options are still under study for the following academic years (**Proposal for improvement** 18 of the centre).

As of December 2023, between basic clinical simulation training and advanced instructor training, the Faculty of Medicine now has 186 professors or lecturers who are trained to be able to teach this practical methodology for the subjects within the different curricula as well as a clinical simulation technician who has received instructor training.

In line with facilitating basic training in clinical simulation throughout the calendar year for the teaching staff who teach their subjects in the Faculty of Medicine using this methodology and for the PTGAS staff members who provide face-to-face support, we work with the Training Unit at the UAB, to offer specific courses within its course catalogue of academic courses (**Proposal for improvement** 32 of the centre).

6. EDUCATIONAL RESOURCES

The degree programme has or has access to adequate and effective guidance services and resources for student learning. (AQU S6)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *5. Effectiveness of learning support systems,* obtained the result: *compliant*. Substandard *5.2. The material resources available are appropriate to the number of students and the characteristics of the degree.*, obtained the result: *progressing towards excellence*.

Analysis and assessment

The Faculty of Medicine has sufficient facilities and material resources to optimally carry out all the teaching and academic activities required in the different taught official degree programmes, as well as research and innovation activities. The UAB and the centre itself show a clear commitment and allocate resources to the elimination of possible architectural barriers, thus contributing to the construction of more effective and useful spaces, favouring the autonomy of people with special needs and providing the same opportunities for accessibility to all people in all spaces. Care has been taken to ensure access to learning resources for all students, including those with special, chronic or unexpected needs.

The Faculty of Medicine offers a wide range of educational resources to contribute to student learning, providing the appropriate teaching infrastructure: classrooms, seminars, practice laboratories, computer rooms, clinical skills laboratories, clinical simulation spaces, dissection rooms and bone archives, as well as a recording studio to create knowledge capsules (teaching videos). These spaces have been adapted and innovated, depending on the resources available, to meet the requirements of each type of education. In addition, the centre has access to additional facilities and resources of great value thanks to collaboration with university hospitals, other partner hospitals, primary care centres and prestigious research centres.

Students have access to the virtual and physical information resources that are necessary and appropriate for their learning. The UAB Library Service, and particularly the Library in the Faculty of Medicine, are fully focused on quality management and the search for continuous improvement, they carry out annual internal and external audits and offer an excellent catalogue of easy access to a wide range of specialised teaching and research resources. It is also worth mentioning the strategic commitment that the Faculty of Medicine has made to the **Teaching Resource Centre** (TRC), thus making available a whole series of high-level technological resources. On the other hand, the **Distributed Computing Service** (DCS) supports teaching, research and management activities. It maintains the teaching and research servers of the Faculty, as well as10 computer rooms distributed across the five Teaching Units in addition to the entire computer network available in the conventional classrooms, seminars and meeting rooms and degree meeting rooms. Finally, it is worth highlighting the use of the Virtual Campus, which provides a Virtual Learning Environment based on Moodle to support face-to-face studies and teach non-face-to-face studies.

Considering the aforementioned aspects, the same assessment as in the last AQU Catalunya accreditation (2017) is maintained: *compliant*.

6.1 Physical facilities for teaching and learning

The centre has sufficient physical facilities to ensure that the curriculum is delivered adequately. (BME 6.1)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *5. Effectiveness of learning support systems,* obtained the result: *compliant*. Substandard *5.2. The material resources available are appropriate to the number of students and the characteristics of the degree.*, obtained the result: *progressing towards excellence*.

Analysis and assessment

The Faculty of Medicine has the necessary infrastructure and material resources in the five **Teaching Units** to guarantee good quality teaching for students by providing the appropriate learning resources and support. In the processes ***PS03 Economic and material resources management*** and ***PS04 Service management*** , the needs of the centre are defined, both in terms of material resources and services, as well as planning, management and monitoring.

The teaching of the Bachelor's degree in Medicine is taught in the classrooms in the five teaching buildings in the Faculty of Medicine: BMSTU, PTTU, GTPTU, SPTU and VHTU. The **infrastructure** corresponding to conventional classrooms, seminars, practice laboratories, computer rooms, clinical skills laboratories and clinical simulation spaces is adequate and has been adapted and innovated to meet the requirements of each type of education within the undergraduate and postgraduate programmes in the Faculty. These spaces have audiovisual and computer equipment and have Internet access. It should be noted that over the last five years different actions have been carried out to improve and guarantee **Wi-Fi coverage** in all teaching spaces (**Proposal for improvement** 19 of the centre), especially in those where a deficiency was detected such as the open study areas and the Library in the Vall d'Hebron TU Hospital (**Proposal for improvement** 11 of the centre). Also, in relation to improving connectivity and infrastructure, the **computer network** in all the Teaching Units was updated, both in terms of servers and computers (**Proposal for improvement** 20 of the centre). Due to the pandemic and within the framework of the call for financial aid from the UAB Board of Governors (**PIU 2020**), the Faculty increased the audiovisual equipment in the classrooms of the five Teaching Units as well as in the *Sala de Graus* (Main Lecture Hall) in the Faculty of Medicine at a cost of €60,371. (**Proposal for improvement** 21 of the centre).

Over the last four academic years, infrastructure improvements have been carried out in terms of rehabilitation of classroom and group work spaces, environmental improvement in the classrooms in terms of climate energy efficiency equipment, acoustic insulation in the Medical Library, improvement of accessibility by eliminating architectural barriers in some areas of the Faculty of Medicine M building and the Teaching Unit building in Vall d'Hebron and the actions to comply with current regulations on prevention in the Dissection Room have been completed. In relation to the classrooms, it should be noted that a response has been provided to the needs in **skills classrooms** derived from the transfer of students from the Bachelor's degree in Physiotherapy from the Parc de Salut Mar to the Basic Medical Sciences BMS, to Sant Pau Teaching Unit and to Vall d'Hebron Teaching Unit (**Proposal**

for improvement 22 of the centre), and to the **needs in classrooms and laboratory simulation spaces** due to increased places on the degree programmes in Nursing and Medicine.

With the aim of guaranteeing the necessary infrastructure for the 2022-23 academic year due to an increase of 30 places on the Bachelor's degree in Medicine and 150 places on the Bachelor's Degree in Nursing, **the fully equipped** and air-conditioned classrooms at the BMSTU have been increased, specifically through the addition of three classrooms in the M3 tower, with a capacity of 91, 103 and 94 places, a classroom in the M6 tower with a capacity of 84 places, and a multidisciplinary teaching laboratory with a capacity of 26 places (**Proposal for improvement** 23 of the centre).

Improvements have also been planned in relation to energy efficiency, after a request was made to the Office of the Vice-Rector for the Campus to adapt all the windows in the classrooms of the M5 tower and the work booths in the Library on the 1st floor of the M0 tower, as well as the installation of fans in the classrooms in buildings M5 and M6 (**Proposal for improvement** 24 of the centre). In the last quarter of 2023, the first stage of the new windows for the classrooms in the M5 tower was carried out, thus improving the environmental and acoustic comfort in 5 teaching classrooms and the windows in the Library booths. Fans were also installed in 6 classrooms corresponding to towers M2, M5 and M6. Over the following academic years, the replacement and improvement of the windows in the classrooms in the M5 tower (2nd stage) and the installation of fans in the study area of the Basic Medical Sciences Teaching Unit (BMSTU) Library (**Proposal for improvement** 33 of the centre) will be carried out.

In the context of the removal of architectural barriers, different actions were carried out: the second stage of the urbanisation of Carrer de les Vinyes to improve mobility and accessibility to the Faculty and the Institutes in the Faculty (**Proposal for improvement** 25 of the centre); the replacement of the lift in the M0 tower and of the one in the M3 tower (**Proposal for improvement** 26 of the centre); installation of fall protection guardrails in front of the 3 classrooms on the 1st floor of the M3 tower, the installation of guardrails at the emergency exit on floor 0 of the Library and the replacement of the old doors with new automatic doors at the exits of the M2/013, M4/014 and M6/018 towers. (**Proposal for improvement** 35 of the centre).

In terms of improving mobility within the building, the Architecture and Logistics Directorate, the central service in charge of urbanisation, facilities, maintenance and logistics at the UAB, was asked to install two lifts to facilitate adapted access to the laboratories and offices on the first floor of the M4 and M6 towers from the 2023-24 academic year (**Proposal for improvement** 36 of the centre).

In the case of modifying studies or implementing new studies in a building it is a requirement to have an updated environmental and activities licence for health and safety reasons, therefore the UAB Office of the Executive Administrator has been requested, for the 2023-24 academic year, to adapt the spaces in terms of health and safety and to renew the environmental and activities licence of the Vall d'Hebron Teaching Unit building. (**Proposal for improvement** 37 of the centre).

Based on the same objective and with a focus on the increased student numbers that the BMSTU and the UDH will take on from the 2023-24 academic year, the infrastructure needs have been defined and presented to the UAB Architecture and Logistics Directorate, and this had led to **different actions**. BMSTU: two teaching classrooms in the M4 tower with a capacity of 32 and 45 seats, two multipurpose classrooms with 34 seats each on the 1st floor of the Library. UDGTP: refurbishment of the old gymnasium to build four multipurpose seminar rooms, a skills classroom, a large classroom and a

multipurpose study space; adaptation of the outdoor booth to expand the clinical simulation spaces with two emergency booths; PTTU: publication of the tender to design the project for stage 1 of the refurbishment of *l'Antiga Fàbrica d'Art Tèxtil* in Sabadell in order to have classrooms for the Bachelor's degree in Nursing (**Proposal for improvement** 27 of the centre). In relation to the spaces intended for clinical simulation practices at the BMSTU, the extension of a *Debriefing room* attached to the spaces dedicated to primary care case scenarios at the BMSTU has also been requested (**Proposal for improvement** 34 of the centre).

The UAB, through the Area of Risk Prevention and Healthcare, guarantees the management of occupational risk prevention and promotes its integration, advises the organisation on the development and implementation of policies for the prevention of risks and health, and carries out health care and health promotion derived from the university's social policy in this area. In order to guarantee the safety and health of the entire university community, including workers from external companies and visitors, the UAB has established the ***Occupational Risk Prevention Plan***, which is the managerial instrument for integrating occupational risk prevention into the general management system at the UAB, both in all activities (academic, research and management) as well as at all hierarchical levels. The aim is to bring together in a single body the main guidelines for policy and management, within the UAB, to achieve effective integration of risk prevention. In response to the recommendations made by the Prevention and Assistance Area to the centres, the Faculty of Medicine plans and coordinates the emergency drills that take place in the different teaching units on an annual basis. Each teaching unit has its own **emergency protocol**, although in the case of hospital teaching units, depending on the agreements between the UAB Prevention Area and the Prevention Service in each hospital, they have their own or a joint protocol with the corresponding hospital.

Finally, it should be noted that the UAB is a university that has long been committed to promoting health and sustainability. The Office of the Vice-Rector for Campus, Sustainability and Territory and the **Campus, Sustainability and 2030 Agenda Committee** has drawn up the new ***Healthy and Sustainable Campus plan for the period between 2023 and 2027***. This plan is part of the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda and its cornerstone is the creation of synergies between teaching, research and campus management in order to develop innovative, interdisciplinary and participatory projects that impact directly and in an applied way on the university community as well as on the physical spaces at the UAB. The strategic lines of this plan are divided into community (active lifestyle, emotional well-being, healthy eating and leisure), campus (mobility, resources, waste, energy, water, territory and biodiversity) and knowledge (research, teaching, communication and learning).

6.2 Clinical training resources

The centre has appropriate and sufficient resources to ensure that students receive the required clinical training. (BME 6.2)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *5. Effectiveness of learning support systems,* obtained the result: *compliant*. Substandard *5.2. The material resources available are appropriate to the number of students and the characteristics of the degree.*, obtained the result: *progressing towards excellence*.

Analysis and assessment

In order to fulfil its mission of training healthcare professionals to carry out quality care work, the Faculty of Medicine has established **framework agreements** with four third-level university hospitals, regulated through the corresponding agreements established within the framework of **RD 1558/1986 of 28 June,** modified by RD 1652/1991. In the case of the Germans Trias i Pujol University Hospital and the Vall d'Hebron University Hospital, the teaching and research collaboration agreement between the Department of Health, the Catalan Institute of Health (ICS) and the Universitat Autònoma de Barcelona has been renewed and has been published in the Official Gazette of the Government of Catalonia (DOGC) according to resolution **SLT/74/2023** of 11 January. In relation to the Agreements with the Health Management Foundation of the Hospital de la Santa Creu i Sant Pau and with the Parc Taulí Health Corporation, the corresponding Joint Committees have begun the process of drafting new proposals and the provisional documents that have been prepared are currently in the review phase by the legal advisors of both entities.

This excellent network of university hospitals in Catalonia is joined by its affiliated primary care centres, its institutes and private foundations, regulated by agreements and collaboration agreements between the UAB and these institutions. These agreements involve having hospitalisation rooms for different medical and surgical specialities, outpatient consultation spaces, both hospital and primary care, examination rooms, operating theatres, delivery rooms, as well as other facilities for clinical sessions and other scientific activities.

At the same time, numerous collaboration agreements were established with other health centres and top-level hospitals in the area. At present, the centres with agreements are the following: Quirón-Dexeus Hospital (Barcelona), Maresme Health Consortium (Mataró), Pere Virgili Hospital (Barcelona), Anoia Health Consortium (Igualada), Mateu Orfila Hospital (Menorca) and Sant Rafael Hospital (Barcelona).

Experimental Laboratories

The experimental laboratories dedicated to research also have a teaching function where students carry out practicals and activities. These spaces have the materials, samples, reagents and equipment necessary to carry out the experimental and clinical training activities related to the Faculty's degree programmes. In addition, there are two research institutes: the Institute of Neurosciences and the Institute of Biotechnology and Biomedicine, which can also be used during the learning process of students for the studies offered by the Faculty.

Clinical Skills Laboratories

The Teaching Units have clinical skills laboratories where students of the degrees of Medicine, Nursing and Physiotherapy, receive practical teaching on the different techniques and skills, contemplated in compulsory subjects, basic training and optional subjects. These laboratories and their equipment are also available to clinical staff for continuing education courses, as well as for teaching resident doctors in specialised health training, all of them from the university hospitals which the university has established an agreement with.

Clinical Simulation Spaces

In addition to the clinical skills laboratories, the Faculty of Medicine already has **clinical simulation spaces** in operation in the five Teaching Units, which consist of both an outpatient medical consultation and an *emergency booth* and/or hospital room bed. Over the last five years, the number of clinical simulation spaces has increased, with provision in the UDH of Sant Pau, Parc Taulí and Vall d'Hebron and a simulation area in primary care in the Basic Medical Sciences Teaching Unit. This type of space and infrastructure makes it easier for students to acquire technical, communicative and multidisciplinary teamwork skills, as required in the professional field.

Dissection Room

The Faculty of Medicine has a Dissection Room at the Basic Medical Sciences Teaching Unit (BMSTU) which since it opened has had bodies available for the study of anatomy, through voluntary and altruistic **donation**.

The **Dissection Room** is cutting-edge due to its spaciousness and brightness compared to other dissection rooms in Spain and its equipment allows practical training for undergraduate, Master's and doctoral students as well as the continuous training of professionals, both nationally and internationally. It should be noted that over the past few years refurbishments have been carried out and changes have been made to adapt it to current regulations. In short, the Dissection Room is a teaching and research laboratory that has an impact at a social level and is a benchmark, not only for the quality of the infrastructures, and the techniques they use, but also for the knowledge transfer it offers.

Bone Archive

Attached to the Dissection Room, there is a Bone Archive where bone material and anatomical models are preserved and classified to teach seminars for subjects from the Bachelor's degrees in Physiotherapy, Nursing and Medicine, the Bachelor's degree in Speech Therapy from the Faculty of Psychology and the Bachelor's degree in Biomedical Sciences from the Faculty of Biosciences, as well as the Master's degree in Neuroscience, and for learning activities that are complementary to the continuing education courses that are taught in the Dissection Room.

6.3 Information resources

The centre provides adequate access to virtual and physical information resources to support the centre's mission and curriculum. (BME 6.3)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *5. Effectiveness of learning support systems,* obtained the result: *compliant*. Substandard *5.2. The material resources available are appropriate to the number of students and the characteristics of the degree.*, obtained the result: *progressing towards excellence*.

Analysis and assessment

In March 2000, the UAB Library Service became the first university library in Spain to have a **certified quality management system**.

Certification entails annual internal and external audits. It is necessary to demonstrate, not only the good management of the processes that are carried out and the services that are offered, but also that continuous improvement is sought in all aspects, especially in terms of an increase in **user satisfaction**. The survey is carried out every three years and the last one was published in November 2022. We work based on annual objectives and continuous improvement actions, monitored using **quality indicators**.

This focus on quality is also present in the **Strategic Plan for the Library Service**. Work is currently underway on the Library Service Action Plan 2024-2027, which is aligned with the *Strategic Plan for the Improvement of the Impact and Visibility of Research and Knowledge Transfer at the UAB 2024-2027*. There is also a **Service Charter** which includes a formal commitment to guarantee the presentation of the services and periodic surveys are carried out to measure the degree of satisfaction of users with respect to the services. A **Report on the Library Service** is also published each year, which includes the indicators and data from the UAB libraries and describes the activities carried out.

In relation to the study programmes in the Faculty of Medicine, there is a Medicine Library that is part of the **UAB Library Service.** This Library Service is made up of **three libraries** with physical facilities, one on the Bellaterra Campus and two located in the Teaching Units at the Hospital de Sant Pau and the Hospital de Vall d'Hebron, that provide services, virtual advice and tailor-made learning sessions to users of Teaching Units that do not have a physical library available to them. The main library is located on the Bellaterra Campus and, together with the two libraries mentioned above, they add up to a total of 3,393 m2 with 660 seats divided between reading rooms (458), the group work and training rooms (162), and the social spaces (40). In addition, in the Medicine Library in Bellaterra, there are two seminar rooms (70 places) and three computer rooms (65 places). These spaces, intended for teaching, can be used freely when no classes are being held.

The UAB has set the threshold for the obsolescence of computer equipment at six years. This measure guarantees the security and performance of work and consultation teams. It is for this reason that the Library Service has reduced the number of fixed workstations. Portable equipment has been chosen, both for staff and users. In the three physical Medicine Libraries there are 4 desktop computers for public consultation and 65 in the computer rooms, as well as 18 laptops that are loaned to users. The

tables in the three libraries of Medicine are electrified. The Agora Space in the Bellaterra library (social space) also has plugs and USB connections, therefore the reading and work spaces have become better optimised. In total, there are 509 electrified points available to users**.**

The bibliographic collection in the Medical Library, as a whole, specialises in health sciences, while having access to documents from all UAB libraries, as well as from the rest of the libraries in Catalan public universities and, thanks to the Interlibrary Loan Service, to the collections of Spanish and foreign libraries. The UAB Library Service makes the Digital Library available to the entire UAB university community, subject to a prior identification process. Access to the printed and digital bibliographic collection is made possible through the **search engine** (catalogue), which can be consulted from any point connected to the network, and provides access to the main journals and reference manuals.

Specifically in relation to the bibliographic collection, the Medicine Library currently has a total of 38.607 monographs and 1,808 paper journals. The UAB's digital collection consists of 811.526 resources, 122,693 of which are journals, with a significant predominance of material from the Health Sciences. Apart from books and journals, it also has access to the main databases for Medicine, Nursing and Physiotherapy (e.g. *Medline, Dynamed, Cinhal, WOS, Proquest Health and Medical Complete, PubMed, Scopus,* Clinical Key Student, Clinical Key Nursing, Access Medicine, etc.).

One of its objectives is to increase the number of monographs available in digital format, prioritising the purchase of the recommended basic bibliography. This objective has a double purpose, on the one hand to maximise resources and on the other to adapt to the use of new technologies preferred by our students.

The Medical Library, together with the rest of the libraries in the Library Service, participates in the design, organisation and execution and teaching of general training courses (Copyright, Final Degree Projects, etc.). During 2023, the total number of courses offered (face-to-face, remote, and virtual) was 181, with 6,436 attendees. Out of the total number of courses, 161 were organised at the request of a lecturer for various subjects from the Teaching Plan for the different degree programmes. 57% were carried out in person, 26% remotely, and 17% virtually. The promotion and creation of Virtual Classrooms for subjects and degree programmes, has led to an increase in the courses carried out over the previous year. Many classrooms were created for the 2023-24 academic year, and at the time of writing this report they are still in place. Since the 2018-19 academic year, the Library Service has participated in the Doctoral Training Plan. During 2023, 25 courses were taught with a total of 683 attendees. In 2023, very intense work was also carried out on gamification, in order to make virtual courses more attractive, and virtual self-learning courses were also launched where registration is both free and immediate.

Within the framework of teaching innovation and complementary support for teaching, the Faculty opted for the **TRC** as a strategic service aimed mainly at teaching staff, research staff and students. This service makes the production of a series of teaching products with at high technological level available to the user and also advises on format for the presentation of their work. It is also a service that offers products for application in the field of university management. One of the most highly valued tools in all three areas of teaching, research and management is **Polimèdia,** which allows you to record interactive videos and offer audiovisual learning in a complementary way. Work is currently underway to expand the photography and video bank for the new spaces in the Teaching Units as well as the acquisition of new technological equipment that will allow for the production and updating of both the visual and multimedia content of the Faculty and the quality of the final product. The

forecast is that at the beginning of July it will be possible to have a renewed photo gallery and new explanatory videos published on the website.

The Distributed Computing Service (**DCS**) supports teaching, research and management. It maintains the teaching and research servers of the Faculty and 10 computer rooms distributed across the five Teaching Units in addition to the entire computer network for the conventional classrooms, seminar rooms, meeting rooms and degree rooms.

Finally, it should be noted that students have an Internet connection from any point with access to the UAB network, *Wi-Fi* access with good coverage as a result of the update that was made in the last five years in the five Teaching Unit buildings, as well as a personal institutional e-mail and computers to use for studying and consultations, both in computer rooms and in the libraries. They can also access the students' Intranet and the **Virtual Campus**. From outside the Bellaterra Campus, teaching staff and administrative and service staff can access restricted resources through virtual private networks or through the VPN tunnel client (**FortiClient**) and students can access the Virtual Campus and other resources and information from outside the UAB without the need to use the virtual private network. They also have a Microsoft package available, which gives them access to its full list of services, including *Teams*.

7. QUALITY ASSURANCE AND PUBLIC INFORMATION

The medical study programme collects information for the analysis and improvement of its training activities and the processes of its IQA system. (AQU S7)
The medical study programme is reviewed and improved periodically. The review results in an improvement plan that is kept up to date. The planned actions are communicated to all stakeholders. (AQU S9)
The study programme suitably informs all stakeholders about the characteristics of the medical education provided. (AQU S8)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *3. Effectiveness of the quality assurance system* obtained the result: *compliant*. Substandard *3.1. The IQAS implemented has processes that guarantee the design, approval, monitoring and accreditation of degrees*, substandard *3.2. The IQAS implemented guarantees the collection of information and results relevant to the efficient management of degrees, especially learning outcomes and stakeholder satisfaction*, and substandard *3.3. The implemented IQAS is periodically reviewed and generates an improvement plan that is used to continuously improve it,* they obtained the result: *compliant*.

On the other hand, standard *2.* Relevance of public information obtained the result: *progressing towards excellence and* substandard *2.3. The institution publishes the IQAS where the degree is framed and the results of the monitoring and accreditation of the degree*, obtained the result: *progressing towards excellence*.

Analysis and assessment

The Faculty of Medicine fulfils its mission and is guided by its vision, organising itself through a process management system, which establishes and defines all the necessary elements, both strategic and operational, to guarantee the quality of its teaching. To achieve this, three key factors are focused on: information management, the monitoring and improvement of degree programmes, and public information.

The Faculty of Medicine has effective and efficient tools and systems in place to collect information that allows the data obtained to be analysed, to detect strengths and weaknesses and to make decisions based on this analysis. The following sources of information should be highlighted:

a) DATA, with restricted access, where data from corporate applications is periodically uploaded, grouped into five areas: academic management, research, human resources, economic management and infrastructure.
b) the **Quality Indicators System (SIQ)** and the Bachelor's **degree in figures**, where the graphs containing the most outstanding indicators are published;
c) user **evaluation** and satisfaction surveys, which collect all the opinions of the different interest groups (students, graduates and teaching staff) related to the development of the degree programmes and the teaching performance of teaching staff;
d) the **OPINA UAB service** of communication between the university administration and members of the university community, where complaints, suggestions and congratulations are collected in relation to the management of services and the operation of the centre and the university;

e) the **balanced scorecard**, drawn up based on the quality indicators considered strategic in the processes that make up the IQAS in the Faculty of Medicine (IQAS-FM).

The information collected allows for periodic monitoring and review of the development of the degrees, evaluating and analysing different elements that allow decisions to be made and actions to be planned that promote the continuous improvement of training programmes.

The UAB systematically publishes and updates all the information related to degree programmes. It adapts the information for all stakeholders so that they can gain access to the characteristics of the programme as well as the management processes that guarantee its quality. The information regarding the characteristics of the degrees, their development, academic results and user satisfaction is public, relevant and up to date. The university offers an intuitive, accessible and easy-to-navigate website, with exhaustive information where each degree has a specific file. Both the UAB and the Faculty of Medicine comprehensively publish and disseminate the quality policy, the IQAS processes and the different elements derived from it for accountability purposes, which include the results of both monitoring and accreditation.

7.1 The quality assurance system

The centre has implemented a quality assurance system that addresses the educational, administrative, and research components of the centre's work. (BME 7.1)

☐ Progressing towards excellence	☑ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *3. Effectiveness of the quality assurance system,* obtained the result: *compliant*. Substandard *3.1. The IQAS implemented has processes that guarantee the design, approval, monitoring and accreditation of degrees*, substandard *3.2. The IQAS implemented guarantees the collection of information and results relevant to the efficient management of degrees, especially learning outcomes and stakeholder satisfaction*, and substandard *3.3. The implemented IQAS is periodically reviewed and generates an improvement plan that is used to continuously improve it,* obtained the result: *compliant*.

On the other hand, standard *2. Relevance of public information* obtained the result: *progressing towards excellence and* substandard *2.3. The institution publishes the IQAS where the degree is framed and the results of the monitoring and accreditation of the degree*, obtained the assessment: progressing *towards excellence*.

Analysis and assessment

Based on the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA), in** accordance with **RD 822/2021** (which repeals the previous RD 1393/2007) which establishes the organisation of university education and the procedure for ensuring its quality, the need for an Internal Quality Assurance System (IQAS) was established, that is formally set up and publicly accessible. This is divided in processes that regulate all aspects of teaching practice: from the creation of new degrees, their monitoring, modification and accreditation, the human and material resources necessary for the proper functioning of the teaching, the evaluation and continuous training of teachers and technical, management and administrative staff and services, to the management of complaints, the satisfaction of stakeholders and accountability to society.

The Universitat Autònoma de Barcelona (UAB) developed a cross-disciplinary **IQAS** with the aim of reflecting the university's firm commitment to offering good quality training programmes that include measures to ensure their continuous evaluation and improvement. This quality management system was designed in accordance with the guidelines of the AUDIT programme and the recommendations of the respective agencies: **Catalan University Quality Assurance Agency, the National Agency for Quality Assessment and Accreditation (ANECA)** and **the European Association for Quality Assurance in Higher Education (ENQA).**

The UAB's cross-disciplinary IQAS was rolled out in a top-down manner in the university's own centres. The dean's team in each centre adapted the university's cross-disciplinary IQAS to its distinctive characteristics through the effective preparation of a centre-specific IQAS approved by the corresponding Faculty Board.

The **IQAS-FM** takes on the commitment on behalf of the UAB, and contributes to offering quality studies that guarantee the development of the knowledge, skills and competences established in the different training programmes of the centre, in order to meet the fundamental objective of offering undergraduate and postgraduate scientific learning based on the needs and expectations of its users and society in general. This supports labour insertion for graduates.

The IQAS-FM strives to consolidate the culture of quality among all its members, designing a process system that is both effective and efficient. This is based on: a) the planning of needs and definition of objectives; b) carrying out and organising the actions and equipment that are necessary; c) the evaluation and monitoring of the actions carried out in relation to the objectives set through the corresponding indicators; and d) the incorporation of any appropriate changes through a plan for improvements and adjustments.

This commitment to the quality of teaching in all the degrees in at the Faculty of Medicine and all related activities is established in process ***PE01 Definition of the quality policy and objectives***. Quality management directly involves the Faculty Board, the Permanent Board and the Teaching Unit Boards, as well as the Dean and his team, including the coordination of the degrees. It is also worth mentioning the Quality Committee, which acts as a delegate committee for the Faculty Board and takes on, among others, and as set out in its **regulations**, the powers of preparing, updating and monitoring the centre's quality policy and objectives.

- **Minutes from the Quality Committee**

The quality policy in the Faculty of Medicine is aligned with the **mission, vision and values** of the centre and with the strategic lines of the university and is undertaken using the **balanced scorecard method**. The operational lines and the activities that derive from them are organised and make up the **process map** that is divided into three blocks: a) strategic processes, which define the quality policies in the Faculty and provide guidelines for the rest of the processes; b) key processes, which include those for teaching programming and monitoring of degrees and all those related to students; and c) support processes, which are related to the management of human and material resources and information management processes.

The IQAS-FM is reviewed periodically, as established in ***PE02 process Definition, deployment and monitoring of the IQAS,*** The **last review** began during the 2023-24 academic year and has involved in-depth reflection, both at a strategic and operational level. As a result of this review, a total of 25 processes were defined, with the ultimate aim of ensuring the quality of the centre's teaching programmes. This update will be completed throughout the 2024-25 academic year, with the goal of achieving the centre's accreditation. **Table 7.1** defines the responsibility for each process, assigning a process owner and a person responsible for its management. Each process is divided into a series of basic aspects: objective, scope of application, ownership of the process, associated documentation, documentation generated, review and improvement, indicators, process development, and flow diagram.

Out of the set of processes, it is worth highlighting those that guarantee the design and validation, monitoring, modification and accreditation of degrees (the Verification, Monitoring, Modification and Accreditation or VSMA framework) which, together with the extinction framework, make up their life cycle.

The **proposal for a new degree programme** may originate in the dean's team, in the Departments attached to the Faculty as well as in other groups, such as the teaching staff of the centre or professional associations, as long as the proposal is formally supported by at least one of the Departments attached to the Faculty. The dean's team assesses the proposal in the first instance and, where appropriate, delegates the assessment of its feasibility to the Quality Committee. Subsequently, the proposal is addressed to the UAB Office for Teaching Quality (OQD) and the corresponding vice-

rector's offices and, if it is approved, the verification process for the new degree begins. The university publishes the reports and resolutions for all its **Bachelor**'s and **Master's degrees** on its website.

Degree monitoring is the process of analysing the development of the degree using the following standards: quality of the training programme, relevance of public information, effectiveness of the IQAS, adequacy of the teaching staff, effectiveness of learning support systems, and the quality of results. This analysis makes it possible to detect the strengths and weaknesses of the degree and to plan actions for improvement. The **monitoring reports** and the respective improvement plans can be consulted on the UAB website since the 2012-2013 academic year.

As a result of the continuous process of monitoring a degree, needs for improvement can be detected, which in some cases involve the **modification** of the degree report. It is expected that, soon, all substantial modification reports will be accessible through the centre's website.

Finally, **accreditation** is the process that culminates the life cycle of a degree and, if achieved, involves the renewal of the authorisation to continue teaching it. The monitoring process and the accreditation process share the same standards of analysis and evaluation. The annual analysis and reflection on the development of a degree programme form the basis of accreditation. Thus, these two processes must be understood as one: a process of continuous improvement that culminates in the external validation of the results achieved. The **self-reports for accreditation** are the documents that analyse the functioning of the centre and the degrees and are published on the university's website. The accreditation reports issued by AQU for each degree programme can also be consulted on the same website.

It should be noted that both the monitoring of degree programmes, the periodic review of the IQAS and the recommendations obtained from the accreditation reports issued by AQU Catalunya provide valuable information that makes it possible to make **proposals for improvement** to the improvement plan, whether in relation to the centre or to the degree programme.

The Office for Teaching Quality (OQD) is the central service that coordinates and supports faculties in all matters related to process management systems, especially with regard to processes directly linked to degrees.

7.2 Public information

The degree programme suitably informs all stakeholders about the characteristics of the training provided. (AQU S8)7.1 The quality assurance system

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, standard *2. Belonging to public information,* obtained the result: *progressing towards excellence*. Substandard *2.1. The institution publishes truthful, complete, up-to-date and accessible information on the characteristics of the degree and its operational development*, substandard *2.2. The institution publishes information on academic and satisfaction results* and substandard *2.3. The institution publishes the IQAS where the degree is framed, and the results of the monitoring and accreditation of the degree* obtained the result: *progressing towards excellence*.

Analysis and assessment

The UAB considers it essential to keep stakeholders and society in general informed about its organisational structure and training programmes and, to this end, it publishes and periodically reviews updated information through the UAB website and the websites of the faculties.

The UAB website is made up of two types of institutional pages: the home page and the linked pages. These own the exclusive use of the university's image and its content, displayed in a clear, structured and hierarchical way, and represent the institutional vision of the UAB, both within its own network (INTRANET) and outside (INTERNET). In addition, they offer information to all groups in the university community (students, PDI and PTGAS staff) and to society in general. The Area of Communication and Marketing manages the UAB website and establishes the general guidelines for the centres' websites. Information about all aspects related to the degrees taught at the FM is disseminated through the following channels:

- **General space on the university's website**: this space contains up-to-date, exhaustive and relevant information, in Catalan, Spanish and English, on the characteristics of the degrees, both **Bachelor's** and **University Master's degrees**, their operational developments and the results. All this information is presented with a common design and structure, for each degree, in what is known as *the degree file* (such as the Bachelor's **Degree in Medicine**). This file includes a Quality tab, which contains a section related to all the quality information about the degree (verification, monitoring, accreditation, IQAS and access to OPINA UAB service), and a section of public access to the Quality Indicator System (the degree programme in figures), which includes all the indicators on access/registration, teaching staff, fees and academic results, and their evolution. The management, updating and maintenance of the UAB website is carried out in coordination between the Faculty, the Area of Communication and Marketing and the Office for Teaching Quality, both for **Bachelor's degrees** and **University Master's degrees.** On the other hand, the university's website also contains information on **equality**, **support for people with disabilities** and **web accessibility**.
- **Page for the centre on the university website**: each faculty has its own page on the university website where it uploads important information about the centre and its degrees. It offers extensive

and complementary information on the degrees and coordinated with the information in the general space. To communicate in a coordinated way and avoid overlaps, the centre's own website links to all the general information on the UAB website and provides more specific information about its academic and scientific activity through news items, press kits and the agenda. It is worth mentioning the multimedia area on the FM website, which is managed by the Teaching Resources Centre and which, through videos, provides information about relevant aspects of the centre, such as: presentation of the Faculty, its Teaching Units and the spaces that it consists of; the implementation of the first Clinical Simulation Unit at the Basic Medical Sciences Teaching Unit (BMSTU) and the characteristics of this teaching methodology; the events organised as part of International Women's Day; the award ceremonies for PDI and PTGAS staff, and extraordinary awards for students. Work is currently underway to expand the photography and video bank for the new spaces in the Teaching Units as well as the acquisition of new technological equipment that will allow us to produce and update both the visual and multimedia content of the Faculty and the quality of the final product. It is also worth mentioning the launch of an interview project with people who have a connection to the centre, with the aim of providing visibility to different groups and different realities, to promote the Faculty of Medicine (including the Hospital Teaching Unit or HTU) and its courses and, in general, to encourage people to identify with it in order to develop and strengthen a feeling of belonging. The first interview is expected to be published soon on the website, which should be the beginning of a series of interviews of around 3-4 per year.

- **Specific page for the teaching units on the centre's website:** on the centre's website, the information related to the 5 teaching units is provided on a specific page for each of them to provide information that is specific to each one:
  - **Basic Medical Sciences Teaching Unit**
  - **Sant Pau Teaching Unit**
  - **Vall d'Hebron Teaching Unit**
  - **Germans Trias i Pujol Teaching Unit**
  - **Parc Taulí Teaching Unit**
- **Communication spaces for each Teaching Unit through *Moodle* classrooms on the Virtual Campus**: These spaces complement the information provided in other channels and allow, above all, communication to be maintained with the students of each Teaching Unit and course through their forums for notifications and news. In addition, there is a specific communication space for safety in the teaching laboratories at the Basic Medical Sciences Teaching Unit (BMSTU) intended for the students of this Teaching Unit in which the topics of basic training (guides and videos), regulations, skills assessment tests and declarations of consent in safety matters are managed, which are essential to be able to carry out practices in the teaching laboratories and dissection rooms.
- **Social networks**: The centre has an account on **X** (formerly *Twitter*), managed by the Faculty of Medicine Library, to report news and make announcements to the different groups.

The IQAS processes that are related to the organisation of actions to guarantee public information, the commitment to accountability and the mechanisms for collecting information are as follows:

- Process ***PS06 Management of complaints, suggestions and congratulations***, organises the activities that guarantee the collection and management of satisfaction and dissatisfaction opinions in the form of suggestions, complaints and congratulations from the users of the Faculty and external stakeholders. It also monitors them in order to respond appropriately and obtain the relevant information in order to improve the delivery of the learning programmes, the provision of university services and the improvement of the infrastructure in both the Faculty and its five Teaching Units.
- Process ***PS07 Satisfaction of interest groups***, organises the activities for collecting information based on a system of surveys on the degree of satisfaction of the different interest groups with regard to the training programmes and provides it to the degree coordinators and the management team so that they can analyse and assess it as part of the process for the continuous improvement of the degrees.
- Process ***PS08 Public Information and Accountability***, which defines and organises the necessary actions to guarantee public access to information on the official learning programmes (Bachelor's and University Master's degrees) taught at the centre and the results obtained, thus assuming the commitment to accountability to the different stakeholders and to society. The main channel for transmitting this public information is the website of the Faculty of Medicine, which aims to disseminate institutional information generated by anybody or organisational unit of the centre, in the exercise of its functions and within its area of competence.

8. GOVERNANCE AND ADMINISTRATION

The activity of the training programme is integrated into the institution's quality assurance strategy and policies. The chain of responsibility is well established and effective, and key stakeholders are involved in decision-making. (AQU S1)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, this standard was not evaluated.

Analysis and assessment

The Internal Quality Assurance System (IQAS), both in terms of the general one at the UAB and the specific one for the Faculty of Medicine, incorporates the ***PE01 process Definition of the Quality Policy and Objectives*** as essential to turn strategic reflection into a useful tool for institutional governance and strategic management that allows the mission to be developed and the mission to be achieved. Strategic reflection, both at the UAB in general and in the centre specifically, is a highly participatory process, which has strong involvement from the different actors that make up the university community.

At the centre level, the Dean is responsible for supervising, deploying and monitoring this process and proposing actions for improvement to the Dean's Office. The achievement of strategic objectives is measured by the indicators and associated milestones set out in the scorecard. Its periodic review makes it possible to strengthen, modify or adjust the centre's initial strategy.

The collegiate governing bodies, both at the level of the UAB and the Faculty of Medicine, are made up of representatives of all the groups of the university community (students, teaching and research staff (PDI) and technical, management and administrative and service staff (PTGAS)). Their functioning, composition and powers are established and defined in the Statutes of the UAB and in their respective regulations. Among other functions, the collegiate bodies allow objectives and the accountability of the actions achieved and pending to be monitored.

8.1 Governance

The centre has a defined governance structure in relation to teaching, learning, research, and resource allocation, which is transparent and accessible to all stakeholders, aligns with the centre's mission and functions, and ensures stability of the institution. (BME 8.1)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, this standard was not evaluated.

Analysis and assessment

As defined in its **Statutes**, the Universitat Autònoma de Barcelona is an institution governed by public law, with a legal status and its own assets, which, in accordance with the Constitution and current legislation, is able to act autonomously, providing the public service of higher education through teaching, research and study.

Regarding aspects related to quality, Article 4 of these Statutes defines the aims of the UAB and among these it is worth highlighting, on the one hand, the fact it carries out higher level teaching, both in terms of knowledge and culture and in terms of specialised training and preparation for professional practice. Based on a desire to consistently seek quality and excellence and, on the other hand, promote quality assessment in teaching, research and management, in accordance with criteria, objectives and methodologies that are comparable to international standards. Article 6, related to sufficiency and use of resources, establishes that the university, in order to achieve its objectives, ensures that all its structures and services have the human and material resources that can guarantee the level of quality and the exercise of university activities, as well as the effective and efficient use of resources.

The UAB is based on the premise that quality is not a concept that can be achieved in isolation; it is an attitude and a way of doing things that must permeate each and every one of the activities of an organisation. We cannot speak strictly of *the 'objectives of the UAB's quality policy'*, but rather of how quality is present in the overall policy implemented by the Executive Governing Body and how it is incorporated into the **UAB Strategic Plans**.

The Strategic Plan reflects the university's commitment to quality by defining it as *'a public, Catalan university, with an international outlook, which, through quality teaching closely linked to research and knowledge transfer activities, taking advantage of the potential of its human capital, acts from its campuses as a driver of economic and social development in its environment, according to its values'*.

The faculties and university schools are the centres responsible for the organisation of teaching and the academic, administrative and management processes that lead to the award of university degrees, as well as any other function determined in its Statutes, university regulations and current legislation. The powers of the faculties, defined in Article 15 of the UAB Statutes, include drawing up and revising their curricula, organising, coordinating and supervising teaching activities, managing the budget and the personal and material resources assigned to them, and serving as a channel for

information, representation and participation of the members of the university community in the governance of the university and in the university's relationship with society. Its responsibilities include participation in quality assurance processes and in improving the quality of teaching activities.

Article 16 of the Statutes defines the creation of hospital teaching units within the framework of current legislation on agreements between universities and health institutions, teaching collaboration agreements with hospitals and other healthcare centres. The aim of these agreements is to promote the maximum use of health institutions in university teaching in the various cycles of education in health sciences. The agreements may include research objectives and healthcare objectives.

The **regulations of the Faculty of Medicine** establish the functions and organisation of the centre and regulate the creation of committees. The Faculty of Medicine is divided into the following **teaching units**:

- the **Basic Medical Sciences Teaching Unit** on the Bellaterra Campus, where the main headquarters of the Faculty is located, and
- Hospital teaching units attached to health institutions:
    - **Sant Pau Teaching Unit** (Santa Creu i Sant Pau Hospital Teaching Unit),
    - **Vall d'Hebron Teaching Unit** (ICS Hospital Vall d'Hebron),
    - **Germans Trias i Pujol Teaching Unit** (ICS Germans Trias i Pujol Hospital)
    - **Parc Taulí Teaching Unit** (Parc Taulí Health Corporation).

The Faculty of Medicine is divided into the following **departments** with their departmental units and additionally, two departmental units from other Faculties:

- **Department of Bioochemistry and Molecular Biology**
- **Department of Cell Biology, Physiology and Immunology**
- **Department of Morphological Sciences**
- **Department of Surogery**
- **Department of Pharmacology, Therapeutics and Toxicology**
- **Department of Psychiatry and Legal Medicine**
- **Department of Medicine**
- **Department of Paediatrics, Obstetrics, Gynaecology and Preventive Medicine**
- **Department of Nursing**
- **History of Medicine Unit (Department of Philosophy)**
- **Medical Genetics Unit (Department of Genetics and Microbiology)**

The Faculty of Medicine includes the following research institutes:

- **Institute of Biotechnology and Biomedicine (IBB)**
- **Institute of Neurosciences (INC)**

Teaching units, departments and research institutes have their own internal operating regulations.

The governance of the centre is the responsibility of the collegiate bodies, in which all the groups of the Faculty are represented (the Faculty Board, the Permanent Board and the Teaching Unit Boards), also in individual positions (dean, vice-deans, secretaries and study coordinators), whose powers are established in the UAB Statutes and the regulations for the Faculty of Medicine.

The **Faculty Board**, chaired by the Dean, is assigned, among others, the following powers:

a) To prepare, approve and modify the regulations of the Faculty,
b) To call the elections for dean
c) To elect and revoke the dean
d) To ensure the execution of the Faculty's policies for action
e) To participate in the preparation of proposals for the creation of new degrees or the suppression of existing ones
f) To resolve, at the suggestion of the study coordinators, any conflicts that may arise with the departments and areas of knowledge or specialisations related to the award of teaching subjects
g) To propose the appointment of honorary doctorates
h) To set up committees
i) To ratify the internal operating regulations for the teaching units

The **agreements** of the Faculty Board are published on the website of the Faculty of Medicine and the corresponding **minutes** are accessible through the university's intranet (institutional area section) for PDI and PTGAS staff members. Students can contact the collegiate bodies through the student representatives or by applying to the dean's office.

The **Standing Committee**, chaired by the Dean, shall take on all the powers delegated to it by the Faculty Board, except for the powers established in letters a, c, d and h.

The **agreements** and **minutes** of the Permanent Board are published in the same way as those of the Faculty Board.

The **Teaching Unit Board**, which is chaired by the coordinator of the teaching unit, except when requested by the dean or the coordinator of the teaching unit, is assigned, among others, the following powers:

a) To prepare and approve the Internal Operating Regulations for the teaching unit
b) To elect the coordinator and his/her team and revoke them
c) To ensure that the Faculty's action policies are implemented in the Teaching Unit
d) To ensure the correct organisation of teaching in the teaching unit
e) To submit proposals for action related to the teaching unit to the Faculty Board

The **minutes** of the Teaching Unit Boards are publicised in the same way as those of the Faculty Board.

On the other hand, it should be mentioned that the UAB complies with the requirements of active advertising set out in **Law 19/2014,** of 29 December, on transparency, access to public information and good governance, and informs the community and society of the actions and results obtained by the university through its **transparency portal**. The **active advertising** section provides information on the institutional organisation, data and results from the university's basic activities (teaching, research and knowledge transfer), people, financial information and public procurement. In the section on **participation and good governance**, you can consult the composition of the governing and

representative bodies and their agreements, the **code of conduct for senior officials**, the channels of contact with the UAB, the participatory processes, all the information generated from the teaching evaluation and the various services offered to the university community (quality of learning programmes, evaluation of services, external and internal audits), the tools and mechanisms related to ethics and integrity, which includes the UAB **Code of Ethics** and the **Ethics Channel**, the **Anti-Fraud Committee,** the **Anti-Fraud Measures Plan** and the **Coexistence Committee**.

Finally, it should be noted that the centre and its degrees apply policies on the gender or disability perspective promoted by the UAB (**4th Action Plan for Gender Equality at the UAB** and **2nd Action Plan on Disability and Inclusion**) through the **Observatory for Equality**. Its missions include making visible and raising awareness of the different forms of inequality and discrimination, publicising the actions and resources designed to correct them and providing related tools and resources.

As a result of the promotion of these policies, in the period for which it is accredited, the Faculty of Medicine set up an Equality Committee during the 2021-22 academic year, affiliated with the Faculty Board. Its **regulations** were approved at the Standing Committee meeting on October 7, 2021. This Committee assumes the powers, among others, of coordinating the implementation and monitoring of the UAB Action Plan on Equality in the Faculty and ensuring the correct development of the regulatory framework and equality policies.

In addition, our Faculty's commitment to the gender perspective has taken the form of several actions, including:

- The creation and application of an internal protocol in the Bachelor's Degree in Nursing against sexual harassment in the 2017-18 academic year (**Proposal for improvement** 10 for the Bachelor's degree in Nursing).
- Organisation of extracurricular activities related to the gender perspective such as:
    - **Talks and workshops** organised during the celebration of the 50th anniversary of the Faculty of Medicine (2018-19 academic year).
    - Talk by Dr Carme Valls-Llobet "**Women: invisible in medicine**" in the 2020-21 academic year;
    - Photographic exhibition "Reflections on gender violence from creativity and narrative photography" in the 2022-23 academic year, organised by the Department of Nursing and funded by AGAUR through the call for teaching innovation INDOVIG21.

- Specific initiatives in some subjects, such as the implementation of a pilot test (Ageing well in the Bachelor's degree in Medicine and Public Health for the Bachelor's Degree in Nursing) to find out the perception of students in relation to gender perspective issues through a survey.
- The events organised within the framework of **International Women's Day**, such as the talk '***Giving visibility to women in the field of health***' or the exhibition *'Women who inspire us in Medicine'* and *'Medicine from a gender perspective'*
- The preparation of Final Degree Projects (TFGs) with content focused on the gender perspective that were nominated for, and some won, **prizes** awarded by the UAB Observatory for Equality.

8.2 Student and academic staff representation

The centre has policies and procedures for involving or consulting students and academic staff in key aspects of the centre's management and educational activities and processes. (BME 8.2)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, this standard was not evaluated.

Analysis and assessment

Article 14 of the Statutes of the UAB and Article 3 of the **Regulations** of the Faculty of Medicine establish as members of the Faculty, the academic teaching staff with teaching tasks at the centre, the students enrolled in the courses taught there and the technical, management and administrative staff and services assigned to the centre and as such, they all participate in the governance of the Faculty in the corresponding collegiate bodies.

With regard to students, article 32 of the Regulations of the Faculty of Medicine defines the nature and function of the Student Council as a body of representation, debate and coordination of the students of the Faculty and is made up, at least, of the student representatives from the academic group for each academic year, degree and teaching unit, or the people they delegate, and by the student representatives on the Faculty Board, or the people they delegate. The powers and actions of the Student Council in the Faculty of Medicine are those established by its own **regulations**.

A student representative at the UAB is someone who is the basic spokesperson to improve and promote a comprehensive learning model, in which students are the main protagonists of the educational process and take part in the day-to-day details of their learning. The student representatives from are elected by the members of the academic group at the beginning of the academic year. The **Census** of student representatives from is publicly available and is updated each year by centre. The basic **regulations** for academic group student representatives from covers aspects such as their nature, function, election, relationship with the centres and the potential academic recognition of student representatives.

The Faculty Board is made up of a maximum of 120 members that represent the different groups in the centre and are distributed according to current regulations: 51% for permanent teaching staff members, 9% for the rest of the teaching and research staff, 30% for students (including 5% among third-cycle students) and 10% of technical, management administration and service staff. The Faculty Board meets twice a year on an ordinary basis. The dean, the secretary, the rest of the members of the dean's team, the degree coordinators, the coordinators of the teaching unit, the directors of the department who teach at the Faculty, the administrator of the centre and a representative of each of the local student councils for each of the degrees taught in the teaching units of the Faculty are also ex officio members.

The Standing Committee is made up of the same ex officio members of the Faculty Board plus two people elected by the members of the Faculty Board who are non-permanent academic and research staff in training who undertake teaching and from among them two people chosen by the

members of the Faculty Board from the technical staff sector, management and administration and service staff from among them. The Standing Committee meets four times a year on an ordinary basis.

The Teaching Unit Board is made up of a maximum of 60 members (in the Basic Medical Sciences Teaching Unit and in the Sant Pau Hospital Teaching Unit) and a maximum of 75 members (in the Vall d'Hebron Hospital Teaching Unit, the Germans Trias i Pujol Hospital Teaching Unit and the Parc Taulí Hospital Teaching Unit). These members represent the different groups and are distributed in the same proportions as in the case of the Faculty Board.

On the other hand, in the different delegated committees of the Faculty Board (Quality Committee, Equality Committee, Master's Committee and the different Degree Committees) there are representatives of all the members of the Faculty community. The composition, powers, calls and how agreements are made are defined in the respective regulations.

8.3 Administration

The centre has appropriate and sufficient administrative support to achieve its goals in teaching, learning, and research. (BME 8.3)

☑ Progressing towards excellence	☐ Compliant	☐ Compliant with conditions	☐ Non-compliant

During the 2017 accreditation process, this standard was not evaluated.

Analysis and assessment

The technical, management and administration and services staff (PTGAS) are responsible for carrying out the technical, management and administrative tasks for all the general and specific areas of the university, as well as supporting teaching and research, and advising and providing assistance to the university's governing bodies.

The Office of the Executive Administrator, as an integral part of the managerial team at the UAB, defines the policy and management of PTGAS staff together with the Office of the Vice-Rector for Organisation, and it is the governing team or the Governing Council that approves it.

The policy for PTGAS staff members sets the strategic priorities and objectives for this group in relation to the objectives and priorities of the university itself and allows for the development of the operational planning of the actions to be carried out, while taking into account the applicable legal framework as well as the achievement of the objective of efficiency combined with the fulfilment of the rights and obligations of this group.

The essential elements of the policy for these members of staff are the selection criteria, professional development, the work-life balance, the prevention of occupational risks, labour relations and communication. Both the policy and the description of the development and monitoring of all these elements are defined mainly in the ***PE05 Definition of the PTGAS policy*** from the cross-disciplinary UAB IQAS and, as a complement to this, at the level of the IQAS for the Faculty of Medicine, in processes ***PE05 Definition of the PTGAS policy*** and ***PS02 Training, mobility and evaluation of the PTGAS.***

The selection of PTGAS staff is carried out through **public calls or internal calls for the provision of jobs** in which the constitutional principles of publicity, equality, merit and capacity are guaranteed. The selection systems for civil servants are the competition, the competitive examination and the competitive examination. The selection systems for contracted staff are those established in the applicable collective agreement. The selection process consists of analysing the capacity, suitability for the performance of public functions, merits and experience of the applicants and ensures that the people chosen to have the best skills to occupy the specific jobs or positions, with the aim of maintaining or increasing the effectiveness and efficiency of the organisation.

Likewise, the mission of the **Training Unit** is to provide UAB staff with the knowledge, skills, attitudes and competences to reach their maximum potential and professional development for the improvement of the institution, and thus become a space for support and advice on training, innovation and learning for people at the UAB. The aim is for them to work collaboratively at the service of institutional objectives and values, in a comprehensive, dynamic and effective way.

Every two years, the Training Unit manages a process aimed at detecting the training needs of the PTGAS as a previous step before writing up the annual Training Plan. The administration of the centre is responsible for coordinating this detection with the specific needs of the Faculty of Medicine based on participation from the people responsible for the different areas. Subsequently, the Administration Office, in coordination with the Training Unit, is responsible for disseminating the training activities that have been specified among PTGAS staff members, prioritising their participation if necessary and boosting this participation. The offer of training actions is quarterly and is organised into the following programs:

- Strategic Knowledge
- Training in Basic Tools for the Workplace
- Prevention, Safety and Occupational Health for People
- Language learning
- Facilitating and Accompanying Promotion
- Training for Specific Groups
- Supporting Organisational Change
- Management Function and Management Positions
- Personal Development
- Teaching Improvement
- Research and Knowledge Transfer Improvement

Table 8.1 shows the programmes, training actions and the number of participants among the PTGAS in the Faculty of Medicine for the 2022-23 academic year. In short, it should be noted that there have been a total of 708 participations from 188 people in the 176 training activities carried out. Therefore, the percentage of PTGAS staff who participated in at least one training action is 78.99%. This result is highly positive and shows the degree of involvement of this group with a direct impact on the functions they carry out in their jobs. The first four programmes with the highest participation were Prevention, Safety and Occupational Health for People (31.50%), Training in Basic Tools for the Workplace (26.69%), Strategic Knowledge (12.29%) and Support for Organisational Change (8.90%).

The allocation of PTGAS staff members is determined by the **staffing list**, which is the regulatory and technical instrument for the organisation and planning and for the analysis and description of the jobs. It is divided into legally established characteristics and includes the name of the positions, the units to which they are assigned, the professional classification groups and subgroups, the provision systems and any complementary remuneration.

The PTGAS staff assigned to the Faculty of Medicine is divided in several units (centre Administration, Management Support Unit, Logistical Support and Information Point, Academic Management, Financial Management, Distributed Computing Service, the Teaching Resource Centre, Research Institutes, the Library, Departments and Hospital Teaching Units). The administrator is responsible for coordinating all services to ensure adequate and correct administrative management. **Table 8.2** shows the division of people into units and categories (non-statutory staff, statutory staff and externally funded staff). Currently, the total number of people assigned to the Faculty of Medicine is 238, 64.7% of whom are women. In this sense, it should be noted that there is a plan, during the 2024-2025 academic year, to cover the following technical areas with new staff members: audiovisual staff (1 person), simulation staff (3 people) and dissection room staff (2 people).

The UAB Executive Governing Body is ultimately responsible for providing the necessary resources to guarantee the maintenance and proper functioning of the facilities, equipment and material resources in the Faculty of Medicine, through the allocation of the annual budget for the operation of the centre and the calls for grants aimed at providing material resources for teaching and research.

The **UAB's centralised budget** establishes the criteria related to annual income and expenditure. All information related to economic, budgetary and asset management can be consulted on the UAB Transparency Portal.

For each financial year, a budget item is allocated to be distributed in a decentralised way to the centres and departments in order to cover the operational expenses associated with teaching and the management of degrees, for the new acquisition and renovation of teaching equipment and other specialised areas, the repair of equipment and infrastructure maintenance. The financial allocation received by each centre and department corresponds to the model approved by the Governing Council in its sessions **of 10 July 2018** , subsequently modified on **7 July 2022**.

As a result of the modification of the general model for the distribution of the operational budget to the centres and departments (7 July 2022), the Faculty of Medicine has drawn up its own model with criteria adapted to its organisational structure and based on the historical expenditure of its teaching typologies and was approved by the Permanent Board on **30 March 2023**. According to this model, out of the 100% of the decentralised economic items, 90% is distributed for the operation of the Teaching Units, which includes departments, and 10% for the general management of the centre, the Library, the Distributed Computing Service and the Student Council.

Based on the new model, and in accordance with the increase in the distribution of credits, the Faculty of Medicine has also seen its **operating budget increase annually**.

The centres also occasionally receive additional income from centralised aid for health and safety expenses, from grants for laboratories and other specialised areas, from the fees for the spaces used for continuing education courses and from the rental of facilities for other activities.

Management of Suggestions, Complaints and Congratulations

The UAB provides different stakeholders with a communication service (**OPINA UAB**) that allows them to send opinions to the university administration in the form of suggestions, complaints or congratulations on all areas of university activity and the services offered by the university. Specifically, the Faculty of Medicine, through process ***PS06 Management of complaints, suggestions and congratulations***, organises activities that guarantee the collection and management of the opinions of users, both from the Faculty and from external stakeholders. **Table 8.3.** All the opinions managed in the 2022-23 academic year are shown by type and field. In short, a total of 44 opinions were received, of which 41 were complaints (93%) and three were suggestions (7%). The most frequent type is User Service with a total of 16 complaints (36%), followed by Facilities and Maintenance with 13 complaints (30%). Out of these complaints related to User Service, 12 were received on the same day and for the same reason, and these were answered individually.

According to the advocacy group, most of the opinions received come from students (70%) while the rest were from PDI and PTGAS staff members. It should be noted that all the complaints and suggestions were resolved within the period established by the UAB (15 working days), except for six. Of these, five were resolved with 48 extra hours after the established deadline, due to the complexity

of seeking information from different areas to provide a response.

EVIDENCES

Code	Evidence Name	Type
EV.1	Medicine Degree Course Overview	Web
EV.2	Nursing Degree Course Overview	Web
EV.3	Physiotherapy Degree Course Overview	Web
EV.4	Biomedical Sciences Degree Course Overview	Web
EV.5	Speech Therapy Degree Course Overview	Web
EV.6	Master's Degree in Pharmacology Overview	Web
EV.7	Master's Degree in Applied Clinical Research in Health Sciences Overview	Web
EV.8	Master's Degree in Nursing Innovation Applied to Vulnerability and Health Overview	Web
EV.9	Master's Degree in Public Health Overview	Web
EV.10	Master's Degree in Initiation to Research in Mental Health Overview	Web
EV.11	Master's Degree in Clinical Investigation Overview	Web
EV.12	Master's Degree in Pharmacovigilance and Pharmacoepidemiology Overview	Web
EV.13	PhD in Surgery and Morphological Sciences Overview	Web
EV.14	PhD in Pharmacology Overview	Web
EV.15	PhD in Advanced Immunology Overview	Web
EV.16	PhD in Medicine Overview	Web
EV.17	PhD in Biomedical Research Methodology and Public Health Overview	Web
EV.18	PhD in Neurosciences Overview	Web
EV.19	PhD in Pediatrics, Obstetrics, and Gynecology Overview	Web
EV.20	PhD in Psychiatry Overview	Web
EV.21	Permanent Training Masters and Diplomas	Web
EV.22	Specialization Courses	Web
EV.23	Departments of the Faculty of Medicine	Web
EV.24	University Chairs	Web
EV.25	Chair of Health Management, Administration, and Leadership	Web
EV.26	Chair in Transfusion Medicine and Cell and Tissue Therapy (CMT3)	Web
EV.27	Chair for the Health of Professionals in the Health Field	Web
EV.28	Chair in Urological Robotic Surgery	Web
EV.29	Chair in Surgical Research with iVascular Company	Web
EV.30	Chair Avedis Donabedian Foundation	Web
EV.31	UAB Rankings	Web

EV.32	University rankings by subjects and scientific fields	Web
EV.33	VSMA Framework	Web
EV.34	World Federation for Medical Education (WFME)	Web
EV.35	Accreditation Session for the Medicine Degree according to WFME standards	SharePoint
EV.36	Constitution Act of the IAC	SharePoint
EV.37	Certificat Acords Junta Permanent 19 de març de 2024	SharePoint
EV.38	Accreditation process	SharePoint
EV.39	Self-Assessment Report Sections	SharePoint
EV.40	Focused subjects (AQU Proposal)	SharePoint
EV.41	Accreditation Calendar	SharePoint
EV.42	Guide to the accreditation of Medical Study programmes according to the AQU Catalunya standards and the WFME global standards for quality improvement: Basic Medical Education (2023)	Web
EV.43	UAB Statutes	SharePoint
EV.44	Organic Law of the University System (LOSU), March 22	Web
EV.45	Degree Course Report	Web
EV.46	Final External Evaluation Report (2017)	Web
EV.47	Monitoring Reports	Web
EV.48	Digital Document Repository (DDD)	Web
EV.49	Quality Indicator System (SIQ)	Web
EV.50	CAI Meeting Minutes	SharePoint
EV.51	Public Notice Announcement	Web
EV.52	X Post Public Announcement	Web
EV.53	Dean's email with link to Public Announcement News	SharePoint
EV.54	Dissemination Email	SharePoint
EV.55	Certificate of Faculty Board Agreements (July 16, 2024)	SharePoint
EV.56	Mission, vision, and values	Web
EV.57	UAB H2030 Strategic Plan	Web
EV.58	Dashboard	Web
EV.59	Sustainable Development Goals (SDGs)	Web
EV.60	One Health	Web
EV.61	Ministerial Order ECI/332/2008	Web
EV.62	Study Guides	Web
EV.63	Medicine Degree Curriculum	Web
EV.64	Medicine Degree Timetables	Web

EV.65	PC02 Teaching programming of subject (IQAS-FM)	Web
EV.66	Student allocation to Hospital Teaching Units	Web
EV.67	Course Council Minutes	SharePoint
EV.68	Degree Committee Agreements	Web
EV.69	Degree Committee Minutes	SharePoint
EV.70	Teaching Coordination Mechanisms	SharePoint
EV.71	European Directive 2005/36/EC	Web
EV.72	Royal Decree 1393/2007	Web
EV.73	Royal Decree 822/2021	Web
EV.74	Curriculum Modification	Web
EV.75	Plan 1509	Web
EV.76	Equivalence Table for Plan 1192 and Plan 1509	Web
EV.77	PC04 Management of Internships (IQAS-FM)	Web
EV.78	Medicine Degree Practicum	Web
EV.79	Review: Aprendizaje basado en la simulación	Web
EV.80	UAB Criteria for Official Studies Programming	Web
EV.81	Medical Physiology I Teaching Guide	Web
EV.82	CV Teaching Staff - Medical Physiology I	SharePoint
EV.83	Clinical Surgery Basics Teaching Guide	Web
EV.84	CV Teaching Staff - Clinical Surgery Basics	SharePoint
EV.85	Medicine and Surgery I Teaching Guide	Web
EV.86	CV Teaching Staff - Medicine and Surgery I	SharePoint
EV.87	Preventive Medicine and Public Health Teaching Guide	Web
EV.88	CV Teaching Staff - Preventive Medicine and Public Health	SharePoint
EV.89	Clinical Practice IV Teaching Guide	Web
EV.90	CV Teaching Staff - Clinical Practice IV	SharePoint
EV.91	Clinical Practice V Teaching Guide	Web
EV.92	CV Teaching Staff - Clinical Practice V	SharePoint
EV.93	Final Degree Project	Web
EV.94	Service-Learning	Web
EV.95	Final Degree Project Teaching Guide	Web
EV.96	CV Teaching Staff - Final Degree Project	SharePoint
EV.97	UAB Mobility and Exchange Programs	Web
EV.98	PC08 Management of student mobility (IQAS-FM)	Web
EV.99	Mobility - Faculty of Medicine	Web
EV.100	International Relations Area (ARI)	Web

EV.101	Employability Service	Web
EV.102	UAB Academic Regulations	Web
EV.103	General Evaluation Framework - Faculty of Medicine	Web
EV.104	PC07 Student Assessment (IQAS-FM)	Web
EV.105	Evaluation Information - Faculty of Medicine	Web
EV.106	Equality Observatory	Web
EV.107	UAB Disability and Inclusion Action Plan (II PAD)	Web
EV.108	Autonomous Solidarity Foundation	Web
EV.109	UAB Inclusion Service (PIUNE)	Web
EV.110	UAB Adaptation Guide for Students with Disabilities or Specific Educational Support Needs (NESE)	SharePoint
EV.111	Tutorsport-UAB Program	Web
EV.112	Evaluation Evidence - Medical Physiology I	SharePoint
EV.113	Evaluation Evidence - Clinical Surgery Basics	SharePoint
EV.114	Evaluation Evidence - Medicine and Surgery I	SharePoint
EV.115	Evaluation Evidence - Preventive Medicine and Public Health	SharePoint
EV.116	Evaluation Evidence - Clinical Practice IV	SharePoint
EV.117	Evaluation Evidence - Clinical Practice V	SharePoint
EV.118	Evaluation Evidence - Final Degree Project	SharePoint
EV.119	Degree in Numbers - Medicine Degree	Web
EV.120	Grades Subjects - Medicine Degree	Web
EV.121	PS07 Satisfaction of interest groups	Web
EV.122	Institutional Surveys	Web
EV.123	Faculty Teaching Activity Evaluation Survey (PAAD)	Web
EV.124	Subject Evaluation Survey	Web
EV.125	Graduate Satisfaction Survey	Web
EV.126	Employment Insertion Survey	Web
EV.127	MIR Exam	Web
EV.128	PC01 Definition of admission, graduation and access profiles for studies process (IQAS-FM)	Web
EV.129	Royal Decree 1791/2010	Web
EV.130	Tutorial Action Plan (PAT-UAB)	Web
EV.131	Tutorial Action Plan (PAT-FM)	Web
EV.132	Faculty Visits to Secondary Schools	Web
EV.133	UAB Open Days	Web
EV.134	Education Fair	Web
EV.135	Futura Fair	Web

EV.136	Family Day	Web
EV.137	Argó Program	Web
EV.138	Institute of Education Sciences (ICE)	Web
EV.139	Registration Information Session	Web
EV.140	University Master's Offer - Faculty of Medicine	Web
EV.141	Psychopedagogical Counseling Unit	Web
EV.142	Academic Tutoring Results Report	SharePoint
EV.143	PAT-UAB Evaluation - Final Guidelines	SharePoint
EV.144	Credit Recognition	Web
EV.145	Recognition tables	Web
EV.146	Information on Single Evaluation at the Faculty of Medicine	Web
EV.147	General Framework for Final Degree Project	Web
EV.148	Royal Decree 1044/2003	Web
EV.149	Royal Decree 22/2015	Web
EV.150	Degree Certificate Application	Web
EV.151	European Diploma Supplement (SET)	Web
EV.152	PE04 Definition of the PDI policy (IQAS-UAB)	Web
EV.153	Call for Promotion Tranches	Web
EV.154	Order SSI/81/2017	Web
EV.155	EGRETA	Web
EV.156	Scopus	Web
EV.157	WOS	Web
EV.158	Mendeley	Web
EV.159	FECYT	Web
EV.160	SCV and ACV	Web
EV.161	ORCID	Web
EV.162	Catalonia Research Portal	Web
EV.163	UAB Research Portal.	Web
EV.164	Professorship - Medicine Degree Overview	Web
EV.165	PS09 Evaluation of the teaching activity of teaching staff	Web
EV.166	UAB Guide for the Evaluation of Teaching Staff Activity	Web
EV.167	Academic Commitment Model	Web
EV.168	Theoretical Staffing Model for Teaching and Research Staff	Web
EV.169	Faculty Staffing Model Agreement at UDH	SharePoint
EV.170	Teaching Plan Transparency (TPD)	Web
EV.171	Transparency Portal	Web

EV.172	Code of Ethics	Web
EV.173	Good Research Practices	Web
EV.174	Code of Good Research Practices	Web
EV.175	Good Practices in Doctorates	Web
EV.176	Biosafety Committee	Web
EV.177	Ethics Commission on Animal and Human Experimentation (CEEAH)	Web
EV.178	Code of Good Practices in Open Access	Web
EV.179	Euraxess	Web
EV.180	Protocol for Preventing and Addressing Sexual Harassment, Harassment Based on Gender, Sexual Orientation, Gender Identity or Expression, and Gender-Based Violence	Web
EV.181	Ombudsman	Web
EV.182	Rules of Coexistence	Web
EV.183	Coexistence Commission	Web
EV.184	Anti-Fraud Action Plan	Web
EV.185	Ethical Channel	Web
EV.186	Anti-Fraud Commission	Web
EV.187	Training and Professional Development Unit	Web
EV.188	Call for Innovation and Quality Teaching Improvement Projects Grants	Web
EV.189	Teaching Excellence Award	Web
EV.190	Center for Medical Simulation	Web
EV.191	Virtual Hospital Valdecilla	Web
EV.192	Teaching Resources Center	Web
EV.193	Distributed Computing Service	Web
EV.194	Teaching Units	Web
EV.195	PS03 Economic and material resources management (IQAS-FM)	Web
EV.196	PS04 Service management (IQAS-FM)	Web
EV.197	Faculty of Medicine Teaching Spaces	SharePoint
EV.198	Wireless Coverage (WiFi)	SharePoint
EV.199	IT Equipment	SharePoint
EV.200	University Investment Plan 2020	SharePoint
EV.201	Skills Classrooms	SharePoint
EV.202	Improvement Actions Overview	SharePoint
EV.203	Classroom Building Extension	SharePoint
EV.204	Additional Improvement Actions Overview 2	SharePoint
EV.205	UAB Prevention Plan	Web
EV.206	TU Emergency Protocol	SharePoint

EV.207	Campus, Sustainability, and Agenda 2030 Commission	Web
EV.208	Healthy and Sustainable Campus Plan for the 2023-2027 Period	Web
EV.209	Framework Agreements - Hospitals	SharePoint
EV.210	Royal Decree 1558/1986 of June 28	Web
EV.211	Resolution SLT/74/2023	Web
EV.212	Clinical Simulation Spaces	SharePoint
EV.213	Body Donation to Science	Web
EV.214	Dissection Room	SharePoint
EV.215	Certified Quality Management System	Web
EV.216	User Satisfaction Surveys - Library Service	Web
EV.217	Quality Indicators - Library Service	Web
EV.218	Library Service Strategic Plan	Web
EV.219	Library Service Charter	Web
EV.220	Library Service Report	Web
EV.221	Library Service	Web
EV.222	UAB Library List	Web
EV.223	Library Search Engine	Web
EV.224	Polimedia	Web
EV.225	Virtual Campus	Web
EV.226	FortiClient	Web
EV.227	OPINA UAB Service	Web
EV.228	Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Web
EV.229	Catalan University Quality Assurance Agency (AQU)	Web
EV.230	National Agency for Quality Assessment and Accreditation (ANECA)	Web
EV.231	European Association for Quality Assurance in Higher Education (ENQA)	Web
EV.232	IQAS-FM	Web
EV.233	PE01 process Definition of the Quality Policy and Objectives (IQAS-FM)	Web
EV.234	Quality Commission Regulation	Web
EV.235	Quality Commission Minutes	SharePoint
EV.236	PE02 process Definition, deployment and monitoring of the IQAS (IQAS-FM)	Web
EV.237	IQAS-FM Review	Web
EV.238	List of Validated Bachelor's Degrees	Web
EV.239	List of Validated Master's Degrees	Web
EV.240	Accreditation Self-Assessment Reports	Web

EV.241	UAB Website	Web
EV.242	List of Bachelor's Degrees	Web
EV.243	List of University Master's Degrees	Web
EV.244	Bachelor's Degree Course Overview Updates	Web
EV.245	University Master's Degree Course Overview Updates	Web
EV.246	Disability Policy	Web
EV.247	Web Accessibility	Web
EV.248	Faculty of Medicine Website	Web
EV.249	Basic Medical Sciences Teaching Unit	Web
EV.250	Sant Pau Teaching Unit	Web
EV.251	Vall d'Hebron Teaching Unit	Web
EV.252	Germans Trias i Pujol Teaching Unit	Web
EV.253	Parc Taulí Teaching Unit	Web
EV.254	Faculty Profile on X	Web
EV.255	PS06 process Management of complaints, suggestions and congratulations (IQAS-FM) (IQAS-FM)	Web
EV.256	PS08 Public Information and Accountability (IQAS-FM)	Web
EV.257	Faculty of Medicine Regulations	Web
EV.258	Department of Biochemistry and Molecular Biology	Web
EV.259	Department of Cell Biology, Physiology, and Immunology	Web
EV.260	Department of Morphological Sciences	Web
EV.261	Department of Surgery	Web
EV.262	Department of Pharmacology, Therapeutics, and Toxicology	Web
EV.263	Department of Psychiatry and Legal Medicine	Web
EV.264	Department of Medicine	Web
EV.265	Department of Pediatrics, Obstetrics, and Gynecology and Preventive Medicine	Web
EV.266	Department of Nursing	Web
EV.267	History of Medicine Unit (Department of Philosophy)	Web
EV.268	Medical Genetics Unit (Department of Genetics and Microbiology)	Web
EV.269	Institute of Biotechnology and Biomedicine (IBB)	Web
EV.270	Institute of Neurosciences (INC)	Web
EV.271	Faculty Board Agreements	Web
EV.272	Faculty Board Minutes	SharePoint
EV.273	Permanent Board Agreements	Web
EV.274	Permanent Board Minutes	SharePoint
EV.275	Teaching Unit Board Minutes	SharePoint

EV.276	Law 19/2014	Web
EV.277	Active Advertising	Web
EV.278	Participation and Good Governance	Web
EV.279	Senior Official Code of Conduct	Web
EV.280	UAB Code of Ethics	Web
EV.281	UAB IV Gender Equality Action Plan	Web
EV.282	Equality Commission Regulations	Web
EV.283	Sexual Harassment Protocol Nursing	SharePoint
EV.284	Gender and Medicine Activity Cycle	SharePoint
EV.285	Women: Invisible to Medicine	Web
EV.286	International Women's Day	Web
EV.287	Giving Visibility to Women in the Health Field	Web
EV.288	Gender Perspective Final Degree Project Awards	Web
EV.289	Faculty of Medicine Student Council Regulations	Web
EV.290	Delegate	Web
EV.291	Delegate Census	Web
EV.292	Delegate Regulations	Web
EV.293	PE05 Definition of the PTGAS policy (IQAS-UAB)	Web
EV.294	PE05 Definition of the PTGAS policy (IQAS-FM)	Web
EV.295	PS02 Training, mobility and evaluation of the PTGAS (IQAS-FM)	Web
EV.296	Public or Internal Calls for Job Positions	Web
EV.297	Training Unit	Web
EV.298	Job Listings	Web
EV.299	Centralized UAB Budget	Web
EV.300	UAB Budget Distribution Model - July 10, 2018	SharePoint
EV.301	UAB Budget Distribution Model Modification - July 7, 2022	SharePoint
EV.302	Faculty of Medicine Budget Distribution Model - March 30, 2023	SharePoint
EV.303	Budget Evolution	SharePoint
EV.304	Improvement Plan	SharePoint

TABLES

5.7.	Research Activity of the Academic Staff Teaching in the Medicine Degree: Publications
5.8.	Research Activity of the Academic Staff Teaching in the Medicine Degree: PhD Thesis Supervisions
5.9.	Recognition of Teaching and Research Activities of Academic Staff (PDI)
5.10.	Training Activities for Academic Staff
5.11.	Clinical Simulation Training (2017-2022)
7.1.	Processes of the Internal Quality Assurance System of the Faculty of Medicine (IQAS-FM)
8.1.	Training Activities for Administrative and Service Staff (PTGAS)
8.2.	Administrative and Service Staff (PTGAS) of the Faculty of Medicine
8.3.	Complaints, suggestions, and congratulations received through OPINA

Table P1. Total number of applications to access the degrees of the Faculty of Medicine, first-choice applications, number of places available, and cut-off grade (Back to Text)

Degree	Course	Number of Applications	Number of first-choice applications	Number of places available	Cut-off grade
Medicine	2022-23	4.825	1.063	350	12,90
	2021-22	4.859	1.197	350	12,83
	2020-21	4.491	917	320	12,72
	2019-20	3.067	654	320	12,31
	2018-19	3.336	691	320	12,33
Nursing	2022-23	2.836	389	240	11,39
	2021-22	2.510	385	90	11,87
	2020-21	2.159	303	90	11,56
	2019-20	1.518	211	90	10,79
	2018-19	1.609	254	90	10,53
Physiotherapy	2022-23	1.336	291	80	11,13
	2021-22	1.480	360	80	11,28
	2020-21	1.325	327	80	10,85
	2019-20	1.094	250	80	10,28
	2018-19	1.106	262	80	10,06

Source: DATA (Data Governance Office)

Table P2. Trends in enrolment in the degree programmes at the Faculty of Medicine (Back to Text)

	Course 16-17	Course 17-18	Course 18-19	Course 19-20	Course 20-21	Course 21-22	Course 22-23
Bachelor's Degree in Medicine	1.965	1.887	1.868	1.867	1.916	1.882	1.902
Bachelor's Degree in Nursing	362	347	333	352	346	344	478
Bachelor's Degree in Physiotherapy	328	310	309	311	312	312	306
Bachelor's Degree in Medicine UAB-UPF[1]	368	372	362	388	389	315	247
MU Pharmacology	21	25	24	24	24	24	25
MU ICACS	20	20	16	21	25	21	24
MU IIAVS[2]	-	-	-	-	-	13	-
Total	**3.064**	**2.961**	**2.912**	**2.963**	**3.012**	**2.911**	**2.982**

Source: DATA (Data Governance Office)

[1] being phased out since the 2021-22 academic year, with no new students admitted since then.
[2] the implementation of this master's programme began in the 2021-22 academic year and it is scheduled biennially.
MUICACS: Master's in Applied Clinical Research in Health Sciences
MUIIAVS: Master's in Nursing Innovation Applied to Vulnerability and Health

Table 2.1. Competency Profile of the Medical Degree (Back to Text)

Basic Competencies	
B01	Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
B02	Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
B03	Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
B04	Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
General Competencies	
G01	Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
G02	Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
G03	Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
G04	Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
Transversal Competencies	
T01	Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
T02	Organise and plan time and workload in professional activity.
T03	Convey knowledge and techniques to professionals working in other fields.
T04	Be able to work in an international context.
T05	Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
T06	Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
T07	Demonstrate basic research skills.
T08	Communicate clearly, orally and in writing, with other professionals and the media.
T09	Demonstrate a sufficient command of English, both oral and written, for effective scientific and professional communication.
T10	Use information and communication technologies in professional practice.
Specific Competencies	
E01	Recognise the basic elements of the medical profession as the result of an evolving, scientific, social and cultural process, including ethical principles, legal responsibilities and patient-oriented professional practice.
E02	Demonstrate understanding of the importance of ethical principles in dealings with patients, society and the profession, in particular with regard to professional confidentiality.
E03	Apply the principle of social justice to professional practice and demonstrate understanding of the ethical implications of health in a changing world context.

E04	Engage in professional practice with respect for patients' autonomy, beliefs and culture, and for other healthcare professionals, showing an aptitude for teamwork.
E05	Engage in professional practice with respect for patients' autonomy, beliefs and culture, and for other healthcare professionals, showing an aptitude for teamwork.
E06	Recognise the professional values of excellence, altruism, sense of duty, compassion, empathy, honesty, integrity and commitment to scientific methods.
E07	Reason and make decisions in conflict situations of an ethical, religious, cultural, legal or professional nature, including those that stem from economic constraints, the marketing of health cures or scientific advances.
E08	Recognise ethical, legal and technical factors in patients' documentation, plagiarism, confidentiality and propriety.
E09	Accept one's role in actions to prevent or protect against diseases, injuries or accidents and to maintain and promote health, on both personal and community-wide levels.
E10	Recognize one's role in multi-professional teams, assuming leadership where appropriate, both for healthcare provision and for promoting health.
E11	Demonstrate knowledge of the national and international health organisations and the factors and circumstances affecting other healthcare systems.
E12	Demonstrate basic knowledge of the Spanish health system, legislation on health and economic issues.
E13	Demonstrate understanding of the factors that determine equality in access to health, their safety and quality.
E14	Recognise, understand and apply the doctor's role as a manager of public resources.
E15	Recognize the determinants of population health, both genetic and dependent on gender, lifestyle, and demographic, environmental, social, economic, psychological and cultural factors.
E16	Obtain and use epidemiological data and assess trends and risks for decision-making on health.
E17	Demonstrate understanding of the basic sciences and the principles underpinning them.
E18	Demonstrate knowledge of the principles and physical, biochemical and biological processes that help to understand the functioning of the organism and its disorders.
E19	Demonstrate understanding of the organisation and functions of the genome, the mechanisms of transmission and expression of genetic information and the molecular and cellular bases of genetic analysis.
E20	Demonstrate understanding of basic statistical methodologies used in biomedical and clinical studies and use the analytic tools of modern computational technology.
E21	Demonstrate understanding of the structure and function of the body systems of the normal human organism at different stages in life and in both sexes.
E22	Demonstrate knowledge and understanding of descriptive and functional anatomy, both macro- and microscopic, of different body systems, and topographic anatomy, its correlation with basic complementary examinations and its developmental mechanisms.
E23	Demonstrate understanding of the functions and interrelationships of body systems at different levels of organisation, homeostatic and regulatory mechanisms, and how these can vary through interaction with the environment.
E24	Demonstrate understanding of the structure and function of the human organism in illness, at different stages in life and in both sexes.
E25	Demonstrate understanding of the mechanisms of alterations to the structure and function of the systems of the organism in illness.
E26	Demonstrate understanding of the manifestations of the illness in the structure and function of the human body.

E27	Demonstrate understanding of the causal agents and the risk factors that determine states of health and the progression of illnesses.
E28	Demonstrate understanding of the principles of normal human behaviour and its alterations in different contexts.
E29	Identify and measure the affective and emotional components of human behaviour and their disorders.
E30	Demonstrate knowledge of the historical principles underlying health, illness and the medical profession.
E31	Recognise the effects of growth, development and ageing on individuals and their social environment.
E32	Demonstrate an understanding of the fundamentals of action, indications, efficacy and benefit-risk ratio of therapeutic interventions based on the available scientific evidence.
E33	Demonstrate understanding of the importance and the limitations of scientific thought to the study, prevention and management of diseases.
E34	Recognise the role of complexity, uncertainty and probability in decision-making in medical practice.
E35	Design and manage programmes and projects in the field of health.
E36	Obtain and prepare a patient record that contains all important information and is structured and patient-centred, taking into account all age and gender groups and cultural, social and ethnic factors.
E37	Perform a general and a system-by-system physical examination appropriate to the patient's age and sex, in complete and systematic way, and a mental evaluation.
E38	Perform the basic practical procedures of examination and treatment.
E39	Indicate the basic diagnosis techniques and procedures and analyse and interpret the results so as to better pinpoint the nature of the problems.
E40	Establish a diagnostic approach and a well thought-out strategy for action, taking account of the results of the anamnesis and the physical examination, and the results of the appropriate complementary tests carried out subsequently.
E41	Recognise and take action in life-threatening situations and others that require an immediate response.
E42	Establish the diagnosis, prognosis and treatment, basing decisions on the best possible evidence and a multidisciplinary approach focusing on the patient's needs and involving all members of the healthcare team, as well as the family and social environment.
E43	Indicate the most suitable treatment for the most prevalent acute and chronic processes, and for the terminally ill.
E44	Put forward suitable preventive measures for each clinical situation.
E45	Care for patients, families and the community in an effective and efficient manner, in accordance with professional ethics, with special emphasis on health promotion and disease prevention, as part of multidisciplinary teams.
E46	Demonstrate sufficient supervised clinical experience in hospitals or other healthcare centres, and familiarity with patient-centred care management and the correct use of tests, medicines and other resources of the healthcare system.
E47	Listen carefully, obtain and synthesise relevant information on patients' problems, and understand this information.
E48	Empathise and establish efficient interpersonal communication with patients, family-members, accompanying persons, doctors and other healthcare professionals.
E49	Write patient records and other medical documents that can be understood by third parties.

E50	Communicate clearly and effectively, orally and in writing, with patients, family-members and accompanying persons, to facilitate decision-making, informed consent and compliance with instructions.
E51	Give the patient and/or accompanying persons the relevant information about the disease process, its bases and consequences, including bad news, in an appropriate way.
E52	Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
E53	Maintain and use patient records for further study, ensuring the confidentiality of the data.

Source: Degree Report

Table 2.3. Modifications to the Medicine Degree (Back to Text)

Description of the Modification	Course Implementation	Final Report AQU
• Change of course for the subject 103638 – Molecular Histopathology: from the Laboratory to the Clinic • Review and modification of the assessment systems for the following subjects: Bioethics; Pathological Anatomy; Clinical and Experimental Laboratory; Maternal and Child Health	2017-18	05/06/2019
• Adjustment of the curriculum subjects to the UAB's assessment regulations • Adjustment of the curriculum subjects to the new teaching typologies defined by the UAB • Change of course for the elective subject Bioinformatics	2018-19	05/06/2019
• Change of name for the subject Pathophysiological Bases of the Critically Ill to Care of the Critically Ill: In-Hospital and Out-of-Hospital • Inclusion of two elective subjects in the curriculum (Artificial Intelligence and Health; Clinical Safety and Management of Medical Error).	2019-20	27/05/2022
• Increase of 30 places in the Medicine Degree (from 320 to 350)	2021-22	27/05/2022
• Increase the number of basic training credits in the curriculum • Reorganise the curriculum structure (change in the number of credits for subjects, change in subject sequencing, change in subject names, inclusion of new subjects and courses, replacement of subjects) • Redesign the electives in the curriculum (reduction of elective credits from 30 to 18, elimination of existing specialisations, removal of elective subjects and courses, inclusion of new subjects, change in subject names, replacement of subjects) • Update teaching methodologies and incorporate new ones specific to the healthcare field (Advanced Clinical Skills Practice on Humans (PHCA) and Advanced Clinical Simulation Practice on Humans (PSCA)) • Other (update information in the programme documentation)	2022-23 2023-24	27/05/2022

• Associate the Medicine Degree with the field of knowledge Medicine and Dentistry • Include two elective subjects in the curriculum (Sex and Gender-Based Medicine and Medical Rehabilitation) • Change the temporal deployment of the following subjects: Medical Oncology, Clinical Dermatology, Integrated Learning in Medicine III, and Integrated Learning in Medicine IV • Modify the credit load for the subjects Integrated Learning in Medicine III and Integrated Learning in Medicine IV	2023-24	08/06/2023[1]
• Increase the number of places in the Medicine Degree by 35 (from 350 to 385)	2023-24	08/06/2023[1]

[1] Resolution of Acceptance of the Non-Substantial Modification

Table 2.4.a. Healthcare Centres for Clinical Placements from 1st to 5th Year Distributed by Subjects and Teaching Units (TU) (Back to Text)

Subject	TU	Curriculum[1]	Centre	Total Students	Grades[2]				
					A	M	N	NV	SB
Pràctica clínica assistencial I (1r curs) 104070-106719	TU Sant Pau	1509	CAP Adrià - Equip Sant Elies	14			13		1
			CAP CIS Cotxeres	1			1		
			CAP Larrard	3		1	2		
			CAP Pare Claret-6A-EAP Joanic	8	1	2	2	1	2
			CAP Passeig de Maragall - Equip Camp de l'Arpa	1			1		
			CAP Passeig de Maragall-Equip Encants	15		1	11		3
			CAP Passeig Maragall - Equip Congrés	1			1		
			CAP Roger	1			1		
			CAP Roger de Flor	11			10		1
			CAP Sagrera	10			7		3
			CAP Sanllehy	9			6	1	2
			CAP SANTS	3			3		
			CAP Vila de Gràcia-Cibeles	2			2		
				79	**1**	**4**	**60**	**2**	**12**
	TU Vall d'Hebron	1192	CAP Chafarines	1		1			
			CAP Passeig de Sant Joan	1			1		
			CAP Rio de Janeiro	1			1		
			CAP Turó	1					1
		1509	CAP Bon Pastor	4			3	1	
			CAP Bordeta-Magòria	1			1		
			CAP Casernes	8			5		3
			CAP Chafarines	4			4		
			CAP El Carmel	1			1		
			CAP Guineueta	3			3		
			CAP Horta - Equip Barcelona 7D	3			2	1	
			CAP Horta - Equip Barcelona 7F	2			1		1
			CAP Manso - Equip Universitat	2	1		1		
			CAP Manso-Equip Poble Sec Montjuïc	3			3		
			CAP Montcada i Reixac	4			2		2
			CAP Montnegre	2			2		
			CAP Passeig de Sant Joan	4		1	3		
			CAP Rio de Janeiro	2	1	1			
			CAP Sant Andreu 9H	4			4		
			CAP Sant Martí	2			2		
			CAP Sant Rafael - EAP Barcelona 7E	10			9		1
			CAP Trinitat Vella, EAP Via Bàrcino	11		2	8		1
			CAP Turó	7		2	4		1
			CAP Vallcarca-Sant Gervasi	3			2		1
			CAP Vila Olímpica	3			3		
				87	**2**	**7**	**65**	**2**	**11**
	TU (	1192	CAP Sant Roc - Equip Gorg	1					

			ABS 9 Apenins Montigalà de Badalona	2			2		
			ABS Progrés/Raval (antic CAP La Riera)	1			1		
			CAP Bufalà - Canyet (ABS 11 Badalona)	9			8		1
			CAP Cirera Molins	3		1	2		
			CAP Doctor Robert (EAP Badalona-2 Centre Dalt La Vila)	3			3		
			CAP El Fondo	3			3		
			CAP El Masnou	1			1		
		1509	CAP La Salut	1		1			
			CAP Martí i Julià	2			2		
			CAP Mataró Centre	9			6	1	2
			CAP Ronda Prim - Equip La Riera (Mataró 1)	2			2		
			CAP Sant Roc- Equip Sant Roc	4					4
			CAP Singuerlín	5			4		1
			CAP Teià (El Masnou)	5			5		
			CAP Vilassar de Dalt / CAP Cabrils	1			1		
				52	**0**	**2**	**40**	**1**	**8**
		1192	CAP Santa Perpètua	1			1		
	TU Parc Taulí		CAP Antoni Creus (Can Parellada)	2			1		1
			CAP Badia del Vallès	3			3		
			CAP Barberà del Vallès	1			1		
			CAP Ca n'Oriac (ABS Sabadell-3A)	2			2		
			CAP Can Rull /CAP Can Llong	12			9		3
			CAP Canaletes-Fontetes	6			6		
			CAP Castellar del Vallès	8			6		2
			CAP Centre (EAP Sabadell 1A)	2			2		
			CAP Concòrdia	9			9		
		1509	CAP Creu Alta (Sabadell 2)	2			2		
			CAP Palau-solità i Plegamans	9			9		
			CAP Sant Miquel (EAP Granollers Sud 4)	5			2		3
			CAP Sant Quirze del Vallès	2			2		
			CAP Santa Perpètua	2			1		1
			CAP Sentmenat	2			2		
			CAP Serraparera	4			4		
			CAP Sud Campoamor	18		1	12		5
			CAP Vallès Oriental (Granollers Centre)	10		3	5		2
				100	**0**	**4**	**79**	**0**	**17**
				318	**3**	**17**	**244**	**5**	**48**
Pràctica clínica assistencial II (2n curs) 104071-106720	TU Sant Pau	1192	CAP Adrià - Equip Sant Elies	2			2		
			CAP Passeig de Maragall-Equip Encants	3			3		
			CAP Passeig Maragall - Equip Congrés	2		1	1		
			CAP Roger de Flor	1	1				
			CAP Sagrera	2			2		
			CAP Sanllehy	2		1	1		
		1509	CAP Adrià - Equip Sant Elies	13			12		1
			CAP CIS Cotxeres	1					1
			CAP Larrard	2			2		
			CAP Pare Claret-6A-EAP Joanic	3			3		
			CAP Passeig de Maragall - Equip Camp de l'Arpa	3		1	2		

		CAP Passeig de Maragall-Equip Encants	11	1		9		1
		CAP Passeig Maragall - Equip Congrés	1			1		
		CAP Roger de Flor	11		2	9		
		CAP Sagrera	14		2	11		1
		CAP Sanllehy	8			8		
		CAP Vila de Gràcia-Cibeles	1			1		
			80	**2**	**7**	**67**	**0**	**4**
TU Vall d'Hebron	1192	CAP Casernes	2			2		
		CAP Chafarines	3	1		1		1
		CAP Sant Rafael - EAP Barcelona 7E	2			2		
		CAP Trinitat Vella, EAP Via Bàrcino	1			1		
		CAP Turó	3			2	1	
	1509	CAP Bon Pastor	2			2		
		CAP Bordeta-Magòria	7	1		5	1	
		CAP Casernes	1					1
		CAP Chafarines	3			3		
		CAP El Carmel	1			1		
		CAP Horta - Equip Barcelona 7F	1			1		
		CAP Les Indianes (Montcada i Reixac)	2			2		
		CAP Manso - Equip Universitat	3			3		
		CAP Montcada i Reixac	6			3	3	
		CAP Montnegre	2			2		
		CAP Passeig de Sant Joan	6			4		2
		CAP Rio de Janeiro	3			3		
		CAP Roquetes-Canteres	4			4		
		CAP Sant Andreu 9H	4			4		
		CAP Sant Martí	1			1		
		CAP Sant Rafael - EAP Barcelona 7E	3			2		1
		CAP Trinitat Vella, EAP Via Bàrcino	3	1		2		
		CAP Turó	1					1
		CAP Vallcarca-Sant Gervasi	2					2
		CAP Vila Olímpica	3			3		
			69	**3**	**0**	**53**	**5**	**8**
TU Germans Trias i Pujol	1192	CAP Mataró Centre	1			1		
		CAP Ronda Prim - Equip La Riera (Mataró 1)	1			1		
		CAP Sant Roc - Equip Gorg	1			1		
		CAP Teià (El Masnou)	2			2		
	1509	ABS 9 Apenins Montigalà de Badalona	1			1		
		ABS Progrés/Raval (antic CAP La Riera)	1			1		
		CAP Barri Llatí	1			1		
		CAP Bufalà - Canyet (ABS 11 Badalona)	7		1	6		
		CAP Doctor Robert (EAP Badalona-2 Centre Dalt La Vila)	8	2		6		
		CAP El Fondo	2			2		
		CAP El Masnou	5			5		
		CAP La Salut	1			1		
		CAP Mataró Centre	5			4		1
		CAP Nova Lloreda	1			1		
		CAP Premià de Mar	2			2		

			CAP Ronda Prim - Equip La Riera (Mataró 1)	7		1	5	1	
			CAP Sant Andreu de Llavaneres	1					1
			CAP Sant Roc - Equip Gorg	3			3		
			CAP Sant Roc- Equip Sant Roc	1			1		
			CAP Santa Coloma de Gramenet (Riu Nord-Riu Sud)	1			1		
			CAP Singuerlín	2			2		
			CAP Teià (El Masnou)	3			3		
			CAP Vilassar de Dalt / CAP Cabrils	6			3	3	
				63		**3**	**1**	**53**	**4**	**2**
		1192	CAP Antoni Creus (Can Parellada)	1			1		
			CAP Castellar del Vallès	1			1		
			CAP Creu Alta (Sabadell 2)	1			1		
			CAP La Serra	1			1		
			CAP Sant Miquel (EAP Granollers Sud 4)	1			1		
			CAP Santa Perpètua	1			1		
			CAP Sud Campoamor	1			1		
	TU Parc Taulí	1509	CAP Antoni Creus (Can Parellada)	2			1		1
			CAP Badia del Vallès	3		1	2		
			CAP Barberà del Vallès	4			3		1
			CAP Ca n'Oriac (ABS Sabadell-3A)	7			7		
			CAP Can Rull /CAP Can Llong	10			9		1
			CAP Canaletes-Fontetes	2		1	1		
			CAP Cardedeu	1			1		
			CAP Castellar del Vallès	6			5	1	
			CAP Centre (EAP Sabadell 1A)	1			1		
			CAP Concòrdia	9			9		
			CAP Creu Alta (Sabadell 2)	2		1	1		
			CAP La Llagosta	1			1		
			CAP La Serra	1			1		
			CAP Palau-solità i Plegamans	5			4		1
			CAP Rosa dels Vents	3			3		
			CAP Sant Miquel (EAP Granollers Sud 4)	4			4		
			CAP Sant Quirze del Vallès	1			1		
			CAP Santa Perpètua	6		1	5		
			CAP Sentmenat	1			1		
			CAP Serraparera	1			1		
			CAP Sud Campoamor	16		1	15		
			CAP Vallès Oriental (Granollers Centre)	5		1	4		
				98		**1**	**5**	**87**	**1**	**4**
				310		**9**	**13**	**260**	**10**	**18**

Pràctica clínica assistencial III Medicina de família i comunitària (3r curs) 104072-106706	TU Sant Pau	1192	CAP Adrià - Equip Sant Elies	9	1	1	7		
			CAP CIS Cotxeres	4			4		
			CAP Guinardó	1				1	
			CAP Larrard	6			4	2	
			CAP Pare Claret-6A-EAP Joanic	9		1	7		1
			CAP Passeig de Maragall - Equip Camp de l'Arpa	6			6		

		CAP Passeig de Maragall-Equip Encants	6			5		1
		CAP Passeig Maragall - Equip Congrés	5	1		4		
		CAP Roger	6	1		4	1	
		CAP Roger de Flor	2		1			1
		CAP Sagrera	7			7		
		CAP Sanllehy	2			2		
		CAP SANTS	6			5		1
		CAP Vila de Gràcia-Cibeles	6		1	4	1	
			75	**3**	**4**	**59**	**5**	**4**
	TU Vall d'Hebron	CAP Bon Pastor	6	3		3		
		CAP Bordeta-Magòria	6			5		1
		CAP Casernes	4			2		2
		CAP Chafarines	6	1		5		
		CAP El Carmel	4			4		
		CAP Horta - Equip Barcelona 7D	5	1		4		
		CAP Horta - Equip Barcelona 7F	4			4		
		CAP Manso - Equip Universitat	6	1		5		
		CAP Manso-Equip Poble Sec Montjuïc	6	2		4		
	1192	CAP Montcada i Reixac	3			3		
		CAP Montnegre	7	1		5		1
		CAP Passeig de Sant Joan	6	1		5		
		CAP Rio de Janeiro	4			4		
		CAP Roquetes-Canteres	2			2		
		CAP Sant Andreu 9H	7	1		6		
		CAP Sant Martí	6			5		1
		CAP Sant Rafael - EAP Barcelona 7E	9			6		3
		CAP Trinitat Vella, EAP Via Bàrcino	7			6	1	
		CAP Turó	6			5		1
		CAP Vallcarca-Sant Gervasi	6	1		4		1
			110	**12**	**0**	**87**	**1**	**10**
	TU Germans Trias i Pujol	CAP Barri Llatí	2			2		
		CAP Bufalà - Canyet (ABS 11 Badalona)	6			4		2
		CAP Doctor Barraquer -EAP Sant Adrià de Besòs	3			3		
		CAP Doctor Robert (EAP Badalona-2 Centre Dalt La Vila)	4			4		
		CAP El Fondo	4			4		
		CAP El Masnou	1			1		
		CAP Gran Sol	3			2		1
	1192	CAP La Salut	3	1		2		
		CAP Ocata (El Masnou)	1					1
		CAP Premià de Mar	2					2
		CAP Ronda Prim - Equip La Riera (Mataró 1)	3			3		
		CAP Sant Andreu de Llavaneres	2			2		
		CAP Sant Roc - Equip Gorg	2			2		
		CAP Sant Roc- Equip Sant Roc	6		1	3		2
		CAP Singuerlín	5			5		
			47	**1**	**1**	**37**	**0**	**8**
	TU Parc Taulí	CAP Antoni Creus (Can Parellada)	4			3		1
	1192	CAP Badia del Vallès	4		1	3		

	CAP Barberà del Vallès	3			2		1
	CAP Ca n'Oriac (ABS Sabadell-3A)	4			3		1
	CAP Can Rull /CAP Can Llong	3			3		
	CAP Canaletes-Fontetes	4			4		
	CAP Castellar del Vallès	3			3		
	CAP Centre (EAP Sabadell 1A)	3			3		
	CAP Concòrdia	6	1		5		
	CAP Creu Alta (Sabadell 2)	2			1	1	
	CAP Creu de Barberà	2			1		1
	CAP La Llagosta	2			1		1
	CAP Palau-solità i Plegamans	4			2		2
	CAP Polinyà	1			1		
	CAP Rosa dels Vents	3			2		1
	CAP Sant Miquel (EAP Granollers Sud 4)	2		1	1		
	CAP Sant Quirze del Vallès	4		1	3		
	CAP Sentmenat	1			1		
	CAP Serraparera	3			3		
	CAP Sud Campoamor	3			2		1
	CAP Vallès Oriental (Granollers Centre)	2			1	1	
		63	**1**	**3**	**48**	**2**	**9**
		295	**17**	**8**	**231**	**8**	**31**
Total Alumnes		**923**	**29**	**38**	**735**	**23**	**97**

Source: Academic Management Office of the Faculty of Medicine

[1] Curriculum: 1192 (old curriculum), 1509 (new curriculum)

[2] Grades: M - Honorus; SB – Excellent; N – Good; A - Pass; NV – Not Assessed;

Table 2.4.b. Healthcare Centres for Clinical Placements in the 6th Year Distributed by Subjects and Teaching Units (TU) (Back to Text)

Subject	TU	Centre	Total Students	Grade			
				M	N	NV	SB
Pràctica clínica assistencial IV	TU Germans Trias i Pujol	Hospital Universitari Germans Trias i Pujol	52	3	4		45
		Hospital Universitari Germans Trias i Pujol / Hospital General Mateu Orfila	2				2
		Hospital Universitari Germans Trias i Pujol / Hospital de Santa Maria- Lisboa	1				1
		Hospital Universitari Germans Trias i Pujol / Hospital General Calixto García (La Habana)	1				1
		Hospital Universitari Germans Trias i Pujol / UMSS Hospital Viedma /UCMH Hospital Calixto García - Cuba	1				1
		Hospital Universitari Germans Trias i Pujol /Hospital das Clínicas da Faculdade de Medicina FMUSP	1		1		
		Hospital Universitari Germans Trias i Pujol /Hospital Fernández (Argentina)	1				1
		Hospital Universitari Germans Trias i Pujol /Hospital General Agustín O Horán- México	2				2
		Hospital Universitari Germans Trias i Pujol /Hospital Universitari Dexeus-Grupo Quirónsalud	1				1
		Hospital Universitari Germans Trias i Pujol /Hospital Universitario de Donostia (San Sebastián)	1		1		
		Hospital Universitari Germans Trias i Pujol /Hospital Universitario General Calixto García (Cuba)	1				1
		Hospital Universitari Germans Trias i Pujol /Klinikum rechts der Isar der Technischen Universität München	1				1
		Hospital Universitari Germans Trias i Pujol /RWTH Uniklinikum Aachen	1	1			
		Hospital Universitari Germans Trias i Pujol /Universitätsklinikum Augsburg /Gemeinschaftspraxis Biberbach	1				1
		Hospital Universitari Germans Trias i Pujol/ Hospital Universitari Dexeus-Grupo Quirónsalud	1				1
			68	**4**	**6**		**58**

TU Parc Taulí	Parc Taulí Hospital Universitari	45	2	1	42
	Parc Taulí Hospital Universitari / Hospital de Tortosa Verge de la Cinta / CAP Amposta	1		1	
	Parc Taulí Hospital Universitari / Hospital General Mateu Orfila	6			6
	Parc Taulí Hospital Universitari / Parc Taulí Hospital Universitari	1			1
	Parc Taulí Hospital Universitari / Hôpital de l'Enfance-Lausanne /Centre Hospitalier Universitaire Vaudois (CHUV)	1			1
	Parc Taulí Hospital Universitari / Hospital d'Igualada-consorci Sanitari de l'Anoia/ UPMC Presbyterian Hospital (Pittsburgh)	1			1
	Parc Taulí Hospital Universitari / Hospital Universitari Dexeus-Grupo Quirónsalud	1			1
	Parc Taulí Hospital Universitari / Maimonides Medical Center	1			1
	Parc Taulí Hospital Universitari /Hospital de Mataró-Consorci Sanitari del Maresme	1	1		
	Parc Taulí Hospital Universitari /Maimonides Medical Center	2			2
	Parc Taulí Hospital Universitari /Maimonides Medical Center- USA	2			2
	Parc Taulí Hospital Universitari /UMSS Hospital Clínico Viedma-Bolívia	1			1
	Parc Taulí Hospital Universitari /UMSS Hospital Clínico Viedma-Bolívia	1			1
		64	**3**	**2**	**59**
TU Sant Pau	Hospital de la Santa Creu i Sant Pau	61	4	1	56
	Hospital de la Santa Creu i Sant Pau /Hospital Universitari Dexeus-Grupo Quirónsalud	1			1
	Hospital de la Santa Creu i Sant Pau / Hospital General Mateu Orfila	1			1
	Hospital de la Santa Creu i Sant Pau / Hospital Comandante Manuel Fajardo-Cuba	1			1
	Hospital de la Santa Creu i Sant Pau / Hospital General Mateu Orfila	1			1
	Hospital de la Santa Creu i Sant Pau / Hospital Maciel (Uruguay)/ Hospital de Clínicas (Uruguay)	1			1
	Hospital de la Santa Creu i Sant Pau / Hospital Manuel Fajardo- Cuba	1			1
	Hospital de la Santa Creu i Sant Pau / Hospital Universitario de Gran Canaria Doctor Negrín/ Centro de Salud Del Puerto	1		1	
	Hospital de la Santa Creu i Sant Pau /Azienda Ospedaliero Universitaria Careggi	1			1
	Hospital de la Santa Creu i Sant Pau	1			1

	/Hospital Universitari Dexeus-Grupo Quirónsalud					
	Hospital de Mataró-Consorci Sanitari del Maresme	1				1
		71	**4**	**2**		**65**
TU Vall Hebron	Hospital Universitari Vall d'Hebron	66	4	4	2	56
	Hospital Universitari Vall d'Hebron / Hospital Universitari Dexeus-Grupo Quirónsalud	3				3
	Hospital Universitari Vall d'Hebron / Hospital de Mataró-Consorci Sanitari del Maresme	1		1		
	Hospital Universitari Vall d'Hebron / Hospital Maria Auxiliadora- Perú	1				1
	Hospital Universitari Vall d'Hebron /CHUV - Centre Hospitalier Universitaire Vaudois	1				1
	Hospital Universitari Vall d'Hebron /Clínica Alemana de Santiago- Chile	1				1
	Hospital Universitari Vall d'Hebron /Clínica Davila- Chile	1				1
	Hospital Universitari Vall d'Hebron /Hospital Clínica Bíblica- Costa Rica	1		1		
	Hospital Universitari Vall d'Hebron /Hospital de Clínicas San Lorenzo- Paraguay	1				1
	Hospital Universitari Vall d'Hebron /Hospital Maciel /Hospital de Clínicas /Hospital Pereira Rosell (Uruguay)	1				1
	Hospital Universitari Vall d'Hebron /Hospital Maria Auxiliadora - Perú	1				1
	Hospital Universitari Vall d'Hebron /Hospital Sant Rafael-Germanes Hospitalàries	1				1
	Hospital Universitari Vall d'Hebron /Hospital Universitari Dexeus-Grupo Quirónsalud	1				1
	Hospital Universitari Vall d'Hebron /Ospedale Papa Giovani XXII - Italia	2				2
	Hospital Universitari Vall d'Hebron /SoHo Health Clinic -USA	1				1
	Hospital Universitari Vall d'Hebron /Turku University Hospital (Tyks)	1				1
		84	**4**	**6**	**2**	**72**
		287	**15**	**16**	**2**	**254**

Pràctica clínica assistencial V	Germans Trias i Pujol	Hospital Universitari Germans Trias i Pujol	61	2	7	52
		Hospital Universitari Germans Trias i Pujol / Hospital de Santa Maria- Lisboa	1			1
		Hospital Universitari Germans Trias i Pujol / Hospital Universitário Universidade de São Paulo - USP	1			1
		Hospital Universitari Germans Trias i Pujol / UCMH Hospital América Arias- Cuba	1			1
		Hospital Universitari Germans Trias i Pujol /Hospital General Agustín O Horán- México	1			1
		Hospital Universitari Germans Trias i Pujol /Klinikum rechts der Isar der Technischen Universität München	1			1
		Hospital Universitari Germans Trias i Pujol /RWTH Uniklinikum Aachen	1	1		
		Hospital Universitari Germans Trias i Pujol /Universitätsklinikum Augsburg /Gemeinschaftspraxis Biberbach	1			1
		Hospital Universitari Germans Trias i Pujol/ Hospital Interdisciplinario Psicoasistencial José Tiburcio Borda (Argentina)	1			1
			69	**3**	**7**	**59**
	TU Parc Taulí	Parc Taulí Hospital Universitari	52	3	4	45
		Parc Taulí Hospital Universitari /Hospital General Mateu Orfila	3			3
		Parc Taulí Hospital Universitari / Hôpital de l'Enfance-Lausanne /Centre Hospitalier Universitaire Vaudois (CHUV)	1			1
		Parc Taulí Hospital Universitari / Hospital d'Igualada-consorci Sanitari de l'Anoia	1		1	
		Parc Taulí Hospital Universitari / Hospital Universitari Dexeus-Grupo Quirónsalud	1			1
		Parc Taulí Hospital Universitari / Hospital Universitario Marqués de Valdecilla (Santander, Cantabria)	1			1
		Parc Taulí Hospital Universitari /Hospital de Mataró-Consorci Sanitari del Maresme	1			1
		Parc Taulí Hospital Universitari /Hospital Universitari Dexeus-Grupo Quirónsalud	1			1
		Parc Taulí Hospital Universitari /UMSS Hospital Clínico Viedma-Bolívia	2			2
			63	**3**	**5**	**55**
	TU Sant Pau	Hospital de la Santa Creu i Sant Pau	58	4	6	48
		Hospital de la Santa Creu i Sant Pau /Hospital Universitari Dexeus-Grupo Quirónsalud	1			1
		Hospital de la Santa Creu i Sant Pau / Hospital Comandante Manuel Fajardo- Cuba	1			1

	Hospital de la Santa Creu i Sant Pau / Hospital Maciel (Uruguay)/ Hospital de Clínicas (Uruguay)	1				1
	Hospital de la Santa Creu i Sant Pau / Hospital Universitario de Gran Canaria Doctor Negrín/ Centro de Salud Del Puerto	1		1		
	Hospital de la Santa Creu i Sant Pau /Azienda Ospedaliero Universitaria Careggi	1				1
	Hospital de la Santa Creu i Sant Pau /Hospital Pediátrico Borras-Marfán - Cuba	1				1
	Hospital de la Santa Creu i Sant Pau /Hospital Universitari Dexeus-Grupo Quirónsalud	3				3
	Hospital de la Santa Creu i Sant Pau /Klinik Freudenstadt -Startseite	1				1
	Hospital de la Santa Creu i Sant Pau/Hospital Universitari Dexeus-Grupo Quirónsalud	1				1
	Hospital de Mataró-Consorci Sanitari del Maresme	1				1
		70	**4**	**7**		**59**
TU Vall Hebron	Hospital Universitari Vall d'Hebron	73	4	7	3	59
	Hospital Universitari Vall d'Hebron / Hospital Universitari Dexeus-Grupo Quirónsalud	3				3
	Hospital Universitari Vall d'Hebron / Hospital de Mataró-Consorci Sanitari del Maresme	1		1		
	Hospital Universitari Vall d'Hebron / Hospital Universitari Dexeus-Grupo Quirónsalud	1				1
	Hospital Universitari Vall d'Hebron /CHUV - Centre Hospitalier Universitaire Vaudois	1				1
	Hospital Universitari Vall d'Hebron /Clínica Alemana de Santiago- Chile	1				1
	Hospital Universitari Vall d'Hebron /Clínica Davila- Chile	1				1
	Hospital Universitari Vall d'Hebron /Hospital Clínica Bíblica- Costa Rica	1		1		
	Hospital Universitari Vall d'Hebron /Hospital Maciel /Hospital de Clínicas /Hospital Pereira Rosell (Uruguay)	1		1		
	Hospital Universitari Vall d'Hebron /Turku University Hospital (Tyks)	1				1
		84	**4**	**10**	**3**	**67**
		286	**14**	**29**	**3**	**240**
Total Alumnes		**573**	**29**	**45**	**5**	**494**

Source: Academic Management Office of the Faculty of Medicine

[1] Grades: M - Honorus; SB – Excellent; N – Good; NV – Not Assessed;

Table 2.5. Teaching Typologies for the Subjects in the Medicine Degree (Back to Text)

Year	Type[1]	Subjects	ECTS	Hours per Type[2]										
				TE	PAUL	SEM	SCC	PLAB	ABP	PCAh	PSCA	PHCA	VIRT	TFG
1	FB	Human Anatomy: Cardiovascular, Head and Neck	4	21		8		6						
		Human Anatomy: General and Locomotor System	6	37		8		8						
		Biostatistics	6	27	8			17,5						
		Biophysics	7	31		9		22						
		Cell Biology	6	33	4	4		12						
		Structural Biochemistry and Molecular Biology	6	25		18		9,5						
		Metabolic Biochemistry	7	27	2	20		12						
		General Physiology	3	18				8,5						
		Histology	3	16				10						
		Introduction to Health Sciences	5	30		6		6						
	OB	Integrated Learning in Medicine I	4	1		24,5								
		Clinical Care Practice I	3	1	6	12				14				
		Total Hours (n)		267	20	109,5	0	111,5	0	14	0	0	0	0
		Total Hours (%)		51%	4%	21%	0%	21%	0%	3%	0%	0%	0%	0%
2	FB	Human Anatomy: Splanchnology	6	37		7		8						
		Human Anatomy: Neuroanatomy	4	26		1,5		8						
		Microscopic Structure of Organs and Systems	6	27				26						
		Medical Physiology I	8	44	5			21						
		Medical Physiology II	9	52	5			22						
		Medical Psychology	6	45				7						
	OB	Integrated Learning in Medicine II	4	4	5						8			
		Bioethics and Communication	3	20	6									
		Human Genetics	5	23	4	7		11,5						
		Human Nutrition	3	19	4			3						

		Clinical Care Practice II	3			10		9		14				
	OT	Developmental Biology and Teratology	3	14	8			4						
		Brain and Behaviour	3	24				2						
		Drugs and Addictive Behaviours	3	2	2	4								
		Healthy Ageing	3										75	
		History of Genetics	3	2										
		Medicine, Cinema, and Literature	3	26										
		Placements in Primary Care Departments and Services	3							15				
		Doctor-Patient Relationship	3	17		9								
		Human Sexuality	3	17		9								
		Molecular Biology Techniques	3	11		6		9						
		Total Hours (n)		297	29	25,5	0	115,5	0	14	8	0	0	0
		Total Hours (%)		61%	6%	5%	0%	24%	0%	3%	2%	0%	0%	0%
3	OB	Integrated Learning in Medicine III	4						20					
		Basics of Clinical Surgery	5	23				6		15	5	6		
		Epidemiology	3	12	8		4							
		General Pharmacology	5	26			26				4			
		Pathophysiology and Clinical Semiotics	11	58			24			30	3	9		
		Medical Immunology	4	35	2	2	3	3						
		Family and Community Medicine	3			12				21				
		Medical Microbiology and Parasitology	8	50	10	5	10	15						
		Structural and Molecular Pathology	8	64			7			14		5		
		Clinical Radiology	6	38			15			15				
	OT	Applied Physiology	3	15						15				
		Medical Genetics	3										75	
		Molecular Histopathology: From the Laboratory to the Clinic	3	3			3			15				
		Artificial Intelligence and Health	3	8			7							

		Evidence-Based Medicine	3									75	
		Sex and Gender-Based Medicine	3	9		6							
		Placements in Hospital Departments and Services I	3						15				
		Basic Surgical Techniques	3					10			5		
		Diagnostic Techniques in Medical Immunology	3				5	10					
		Total Hours (n)		306	20	19	89	24	20	95	12	20	0	0
		Total Hours (%)		51%	3%	3%	15%	4%	3%	16%	2%	3%	0%	0%
4	OB	Integrated Learning in Medicine IV	3						15				
		MIC I-COT Reumathology	5	48		7					1		
		MIC II - Cardiology-Respiratory	6	54		11					2		
		MIC III - Digestive-Haematology	7	59		13					5		
		MIC IV - Nephrology-Urology	3	28		2					2		
		Obstetrics and Gynaecology	8	50		20				18	2		
		Clinical Ophthalmology	3	24	8						1		
		Medical Oncology	4	20		4	4			15	2		
		Clinical Otorhinolaryngology	3	24	8							1	
		Clinical Placements in Ophthalmology-Otorhinolaryngology	3							48			
		Medical-Surgical Placements I	7							105			
		Medical-Surgical Placements II	5							75			
	OT	Anaesthesiology	3	11				4		15			
		Plastic and Reconstructive Surgery	3	15									
		Digestive Endoscopy and Therapy	3	7						8			
		Phoniatrics	3	8	4					3			
		Materno-Fetal Medicine	3	12		3				15			
		Perinatology	3	15						15			
		Placements in Hospital Departments and Services II	3							15			
		Clinical Safety and Management of Medical Error	3	15						15			

		Total Hours (n)		307	16	57	4	0	15	261	15	1	0	0
		Total Hours (%)		45%	2%	8%	1%	0%	2%	39%	2%	0%	0%	0%
	OB	Clinical Dermatology	4	25		8	2			10				
		Clinical Pharmacology	6	28			34				5			
		Forensic Medicine and Toxicology	4	32		12		1						
		Preventive Medicine and Public Health	6	27			28			10	2			
		MIC VI - Infectious Diseases and Geriatrics	6	45		18					3			
		MIC V - Neurology and Endocrinology	7	52		23					3			
		Paediatrics	11	55		10				54	4			
		Medical-Surgical Placements III (New Curriculum B)	6							90				
		Psychiatry	7	35		10	5			20	1			
5	OT	Paediatric Surgery	3	15						15				
		Medical Imaging	3			15				15				
		Oral and Maxillofacial Surgical Pathology	3	15						15				
		Advanced Pneumology	3	10						20				
		Placements in Hospital Departments and Services III	3							15				
		Child Psychiatry	3	12		3								
		Medical Rehabilitation (formerly Physical Medicine)	3			5	10			15				
		Organ and Tissue Transplantation	3	15						15				
		Total Hours (n)		299	0	81	69	1	0	184	18	0	0	0
		Total Hours (%)		46%	0%	12%	11%	0%	0%	28%	3%	0%	0%	0%
6	OB	Integrated Learning in Medicine V and Bioinformatics	5						25					
		Clinical Practice - Primary Care	5							68				
		Clinical Practice - General Surgery	5							68				
		Clinical Practice - Medical Speciality	5							68				
		Clinical Practice - Surgical Speciality	5							68				
		Clinical Practice in Gynaecology and Obstetrics	4							54				
		Clinical Practice in Paediatrics	4							54				

	Clinical Practice in Mental Health	4							54				
	Clinical Practice - Internal Medicine	5							68				
	Simulation Applied to Medical and Surgical Knowledge	5	6		3					24	20		
	Final Degree Project	7											175
OT	Care of the Critically Ill: Hospital and Out-of-Hospital	3	2			4			15	5	4		
	Clinical Biochemistry	3											
	Emergency Surgery by System	3	10			5							
	Palliative Medicine	3	1	3		2			15				
	Advanced Resuscitation	3	5						15	7	3		
	International Health	3			15								
	Advanced Trauma Life Support	3	7				4			4			
	Medical Emergencies and Prehospital Emergencies	3	1			8	6		15				
	Total Hours (n)[3]		6	0	3	0	0	25	502	24	20	0	175
	Total Hours (%)		1%	0%	0%	0%	0%	3%	66%	3%	3%	0%	23%

Source: Academic Management Office of the Faculty of Medicine

[1] Type: FB, Core Subject; OB, Compulsory Subject; OT, Elective Subject

[2] Hours Type: TE, Theory; PAUL, Classroom Practices**;** SEM, Seminars; SCC, Clinical Case Seminars; PLAB, Laboratory Practices; ABP, Problem-Based Learning; PCAh, Human Clinical Care Practice; PSCA, Advanced Clinical Simulation Practice on Humans; PHCA, Advanced Clinical Skills Practice on Humans; VIRT, Virtual; TFG, Final Degree Project

[3] In calculating the total hours per teaching type, elective subjects have not been considered

Table 2.6. Focus Subjects (Back to Text)

Subject	Type[1]	Year	ECTS	Students	Module ECI/322/2008
Medical Physiology I	FB	2n	8	407	Morphology, Structure and Function of the Human Body
Basics of Clinical Surgery	OB	3r	5	314	Diagnostic and Therapeutic Procedures
Medicine and Surgery I	OB	4t	7,5	308	Human Clinical Training
Preventive Medicine and Public Health	OB	5è	6	287	Social Medicine, Communication Skills and Introduction to Research
Clinical Care Practice IV	OB	6è	33	287	Supervised Internships and Final Degree Project
Clinical Care Practice V	OB	6è	15	286	Supervised Internships and Final Degree Project
Final Degree Project	TFG	6è	6	293	Supervised Internships and Final Degree Project

Source: Academic Management Office of the Faculty of Medicine

[1] Type: FB, Core Subject; OB, Compulsory Subject; OT, Elective Subject; TFG, Final Degree Project

Table 2.7. Categories of Teaching and Research Staff (PDI) Delivering the Focus Subjects (Back to Text)

Subject		University Professor	Senior Lecturer	Professor	Lecturer	Adjunt Lecturer	Others
Basics of Clinical Surgery	HIDA[1]	50,4	224,8	517,2	-	2.841,1	640,6
	%	1,18	5,26	12,10	-	66,47	14,99
Medical Physiology I	HIDA	-	27,0	31,0	36,0	393,0	226,0
	%	-	3,79	4,35	5,05	55,12	31,70
Medicine and Surgery I	HIDA	1,0	-	208,8	-	3.801,7	3.101,3
	%	0,01	-	2,93	-	53,45	43,60
Preventive Medicine and Public Health	HIDA	275,0	-	98,8	-	1.962,8	293,0
	%	10,46	-	3,76	-	74,64	11,14

Source: DATA (Data Governance Office)

[1] HIDA: Hours of Classroom Teaching Delivered

Table 2.8. Final Degree Projects Completed in the 2022-23 Academic Year (Back to Text)

Title	Departament	Grade[1]
Observational Study of the Effect of Triple Modulator Therapy on Chronic Rhinosinusitis in Patients with Cystic Fibrosis	Department of Surgery	SB
Billroth Surgery vs. Roux-en-Y Reconstruction in Subtotal Gastrectomy in Oncology Patients: A Randomized Controlled Trial	Department of Surgery	SB
The Complement System: A New Therapeutic Target to Halt the Progression of Atrophic Age-Related Macular Degeneration in Patients with Genetic Predisposition	Department of Surgery	SB
Impact of Smart Insulin Pens on Optimizing Type 1 Diabetes Control	Department of Medicine	N
Comparison of an Automatic System with Manual Analysis in Respiratory Polygraphy for the Diagnosis of Obstructive Sleep Apnea	Department of Medicine	SB
Identification and Selection Process of a Cohort of Pediatric Patients with Idiopathic Nephrotic Syndrome	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Early Detection of Sepsis: Impact of a New Triage Algorithm in Hospital Emergency Departments	Department of Medicine	SB
Self-Sampling for Cervical Cancer Screening in Women with Substance Use Disorders	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	N
Role of Peritumoral Fibroblasts in Breast Cancer Progression	Department of Morphological Sciences	SB
GLUCOGEST Study: Effect on Glycaemic Control and Obstetric and Fetal Outcomes through Continuous Glucose Monitoring Compared to Capillary Blood Glucose Measurement in Pregnant Women with Type 2 Diabetes Mellitus	Department of Medicine	SB
Suicidal Attempts in Patients with Major Depressive Disorder: Association with Microbiota Alterations	Department of Psychiatry and Forensic Medicine	SB

Seeking the Limit Between Physiological and Pathological Cardiac Modifications in Ultra-Endurance Athletes: A Prospective Cohort Study	Department of Medicine	SB
Non-Autoimmune Subclinical Hypothyroidism in Childhood: Analysis of the Molecular Origin of Thyroid Dysfunction	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Comparison of the Efficacy of Two Different Azithromycin Regimens for Treating Mycoplasma Genitalium-Associated Sexually Transmitted Infections: A Randomized Clinical Trial Protocol	Departament de Genètica i de Microbiologia	SB
Naftyridine-Azaquinolone in Patients with Huntington's Disease: A Preliminary Study	Department of Medicine	M
Multidisciplinary Follow-up of Eating Disorders During Pregnancy	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Living with Glycogen Storage Disease: GlucogenApp	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	M
Solitary Pulmonary Nodules: Benign vs. Malignant – Differential Radiological, Pathological, Immunohistochemical, and Genetic Data	Department of Morphological Sciences	SB
Evaluation of the Effectiveness of a Set of Interventions for Reducing Ambient Noise in a Neonatal Intensive Care Unit	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Suspected Chemical Submission in Intoxicated Patients Presenting to the Emergency Department: A Cross-Sectional Descriptive Study	Department of Psychiatry and Forensic Medicine	SB

Darvadstrocel for the Treatment of Crohn's Disease with Anal Fistulisation: Review and Study Proposal	Department of Surgery	SB
Long-Term Evaluation of Hepatic Fibrosis in Non-Alcoholic Fatty Liver Disease After Bariatric Surgery	Department of Medicine	SB
Graft-Versus-Host Disease After Liver Transplantation: Report of 3 Cases, Literature Review, and Future Perspectives	Department of Surgery	SB
New Approaches to Cognition in Schizophrenia: Is the Rural-Urban Environment Relevant?	Department of Psychiatry and Forensic Medicine	SB
Prevalence of Chronic Infectious Endometritis in Subfertile Women with Autoimmune Disease Under Immunosuppressive Treatment	Department of Medicine	SB
Study on Histological Findings of Porto-Sinusoidal Vascular Disease in Liver Biopsies and Their Relation to Portal Hypertension	Department of Morphological Sciences	SB
Identification of Rejection Biomarkers After Pediatric Liver Transplantation	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Surgical Approach to Anterior Shoulder Instability: Comparison of Arthroscopic Bankart Repair with Remplissage Technique Versus Latarjet Surgery	Department of Surgery	SB
Empagliflozin in the Treatment of Patients with Heart Failure and Preserved Ejection Fraction ≥50%: Biomarkers and Impact on Functional Capacity	Department of Medicine	SB
Analysis of Circulating miRNA as a Biomarker for Selecting Patients for Adjuvant Treatment in Stage I Seminoma with Risk Factors	Department of Medicine	SB
Prevention of Sudden Unexpected Death in Epilepsy in At-Risk Patients Using the Embrace 2 Device at Night: A Prospective, Controlled, Randomized Study	Department of Psychiatry and Forensic Medicine	SB

Impact of Vaginal Delivery vs. Instrumental Delivery on the Perineum in Term Fetuses: Implications for Women's Physical and Sexual Health – A Retrospective Cohort Study	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Artificial Intelligence Algorithm for the Early Diagnosis of Severe Biliary Sepsis	Department of Surgery	SB
Impact of the Integration of Routine 4CMenB Vaccination into the Immunization Schedule on the Prevention of Invasive Meningococcal Disease	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Impact of the COVID-19 Pandemic on Antibiotic Resistance	Departament de Genètica i de Microbiologia	SB
Designing a Community Intervention in Schools for the Prevention and Reduction of Childhood Obesity	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	N
Empagliflozin for the Treatment of Primary Takotsubo Syndrome in the Acute Phase: A Randomized, Double-Blind, Diuretic-Controlled, Parallel-Group Study	Department of Medicine	SB
Study on Minimally Invasive Segmental Arterial Embolization for Preoperative Spinal Conditioning Prior to Open Surgery for Thoracoabdominal Aortic Aneurysm	Department of Surgery	SB
The Impact of Immunosenescence on the Modulation of Type I IFN Innate Response to SARS-CoV-2 Infection and Its Clinical Implications	Department of Cellular Biology, Physiology, and Immunology	SB
Correlation Between the Presence of Proteus mirabilis in Stool and Post-Surgical Recurrence After Ileocecal Resection in Crohn's Disease	Department of Surgery	N
Therapeutic Strategy for Patients with Rheumatoid Arthritis Who Have Failed Two Biological Drugs	Department of Medicine	SB

Subcutaneous Inflammatory Response to Glucose Sensors: Macrophages and Their Influence on Sensor Accuracy	Department of Medicine	SB
Predictors of Futile Recanalization in Patients with Acute Ischemic Stroke Treated with Mechanical Thrombectomy in Catalonia	Department of Medicine	N
Systematic Review of Prenatal Exposure to Topiramate and the Risk of Neurodevelopmental Disorders	Department of Pharmacology, Therapeutics, and Toxicology	SB
Randomized Double-Blind Controlled Trial to Evaluate the Effect of Transdermal Estrogens on Bone Mineral Density and Anxiety in Adolescents with Anorexia Nervosa and Amenorrhea	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Return to Sports Activity in Middle-Aged Patients with Medial Unicompartmental Knee Osteoarthritis: A Comparative Study Between Unicompartmental Knee Arthroplasty and High Tibial Osteotomy	Department of Surgery	M
Rectal Adenocarcinoma T2-T3ab, N0, M0: Standard Neoadjuvant Chemoradiotherapy vs. Neoadjuvant Immunotherapy Prior to Transanal Endoscopic Surgery. A Multicenter, Prospective, Controlled, and Randomized Study	Department of Surgery	M
The Role of IL-1β in the Progression of Breast Cancer	Department of Morphological Sciences	N
ANTICIPATE Study: Impact of a Community-Based Physical Activity Intervention on the Prevention of Type 2 Diabetes Mellitus in Individuals with Glucose Metabolism Abnormalities	Department of Medicine	SB
Prevalence, Incidence, Clinical Characteristics, and Prognostic Implications of Delirium in Terminal Oncology and Non-Oncology Patients: A Retrospective Cohort Study	Department of Medicine	N
Biological and Non-Biological Markers Associated with the Onset of Metastases in Squamous Cell Carcinoma: A Prospective Longitudinal Cohort Study Based on Clinical and Analytical Follow-Up	Department of Medicine	N

Changes in Peripheral Circulation During Spontaneous Breathing Trials for Predicting Extubation Failure in Critically Ill Patients.	Department of Medicine	SB
Hidden Prevalence of Persistent COVID and Gender Bias in Patients from the Northern Metropolitan Area.	Department of Medicine	SB
Fall Prevention with the Otago Exercise Programme in Community-Dwelling Older Adults: A Meta-Analysis Protocol	Department of Medicine	SB
Utility of Extension Studies in Staphylococcus aureus Bacteraemias in the Paediatric Population	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Role of Pneumocystis jirovecii Colonisation in the Development of Pneumonia Caused by This Microorganism in Patients with Rheumatological Disease Undergoing Immunosuppressive Treatment	Department of Medicine	SB
Impact of Tobacco Use and NSAIDs on the Development of Marginal Ulcers in Patients with Gastric Bypass	Department of Surgery	SB
Efficacy of Esketamine Based on the Immunological Profile of Patients with Treatment-Resistant Depression	Department of Psychiatry and Forensic Medicine	SB
Bacterial Vaccines as Prevention for Recurrent Bronchitis in Preschool Children	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Effectiveness of Monohydrate Creatine Supplementation in Recovery After a Muscle Strain in Young Athletes	Department of Pharmacology, Therapeutics, and Toxicology	SB
Mediterranean Diet as an Adjunctive Treatment for Mild Depression in Primary Care: A Randomised Clinical Trial (TRADIMED Study)	Department of Medicine	SB
Hypertension as a Risk Factor for Preeclampsia in Patients with Autosomal Dominant Polycystic Kidney Disease (ADPKD)	Department of Medicine	SB

Health Inequalities: A Comparison Between Two Neighbourhoods in Barcelona	Department of Medicine	SB
Sudden Cardiac Death in Athletes: Clinical, Epidemiological, and Mechanical Differences Between Women and Men	Department of Medicine	N
Influence of Microbiota on Molecular Subtype and Metastasis of Breast Cancer	Department of Morphological Sciences	SB
Laparoscopic Transperitoneal Adrenalectomy vs. Retroperitoneoscopy in the Treatment of Adrenal Tumours	Department of Surgery	A
A Retrospective Cohort of Transgender and Cisgender Adults with Acute Myocardial Infarction: Clinical Presentation and Risk Factors	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Hypophosphatemia Associated with Intravenous Iron Use: A Review and Evaluation of Cases Reported to the Spanish Pharmacovigilance System	Department of Pharmacology, Therapeutics, and Toxicology	N
Prognostic Influence of ADHD in Patients with Substance Use Disorder Following Hospitalisation	Department of Psychiatry and Forensic Medicine	SB
Effect of Tirzepatide on Weight Loss and Eating Behaviour in Prader-Willi Syndrome: A Randomised Clinical Trial	Department of Medicine	SB
Randomised Clinical Trial Comparing Androgen Deprivation Therapy (ADT) with Abiraterone and Docetaxel versus ADT and Abiraterone in High-Risk Newly Diagnosed Metastatic Hormone-Sensitive Prostate Cancer (mCSPC)	Department of Medicine	SB
Utility of Combined Electrophysiological Analysis and Wireless Motion Studies in Predicting Complications of Robotic Pancreatojejunostomy	Department of Surgery	M
The Impact of the COVID-19 Pandemic on the Colorectal Cancer Population Screening Program at Sant Pau Hospital	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Premenstrual Dysphoric Disorder and Its Psychiatric Comorbidities: Where We Come From and Where We Are Going?	Department of Psychiatry and Forensic Medicine	SB

Comparative Study Between Robotic Adenomectomy and Holmium Laser Enucleation (HoLEP) for Prostates > 150 cc	Department of Surgery	SB
Exome Sequencing in Prenatal Diagnosis of Non-Immune Fetal Hydrops	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Evaluation of the C-Tb Skin Test versus Interferon-Gamma Determination for Diagnosing Latent Tuberculosis Infection in Patients with Autoimmune Diseases	Department of Medicine	SB
Clinical and CT-Perfusion Markers Predictive of Success in Endovascular Treatment of Stroke	Department of Medicine	SB
Reduction of Cardiovascular Risk with Icosapent Ethyl (IPE) in Patients without Hypertriglyceridaemia: A Randomised Controlled Trial	Department of Medicine	N
Structural and Functional Assessment of Optic Neuropathy Progression in Optic Nerve Drusen	Department of Surgery	SB
Assessment of Predictors of Response to Deep Brain Stimulation for Treatment-Resistant Depression: Tractography and Neural Recordings	Department of Psychiatry and Forensic Medicine	M
Analytical Method of Pressure Recording (PRAM) and Transpulmonary Thermodilution (TPTD): A Comparative Study of Cardiac Output Monitoring in Hemodynamically Unstable Pediatric Critical Patients	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Impact of the Smart Insulin Pen on Glycaemic Parameters and Quality of Life in Patients with Type 1 Diabetes	Department of Medicine	SB
Personalised Prehabilitation vs Standard Prehabilitation in Patients Undergoing Elective Hepatobiliopancreatic Surgery: A Randomised Controlled Trial	Department of Surgery	SB
Umbilical Cord Mesenchymal Stem Cell Transfusion in the Treatment of Neonatal Hypoxic-Ischemic Encephalopathy	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB

Faecal Microbiota Transplantation in Paediatric Patients with Autism Spectrum Disorders: A Randomised Controlled Trial with Placebo. Correlation of Effects with Butyrate Levels and Epigenetic Changes.	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Clinical Use of the Endocannabinoid System in the Treatment of Anorexia Nervosa	Department of Psychiatry and Forensic Medicine	SB
Prehabilitation and Cardiac Rehabilitation Program for Patients with Severe Mitral Insufficiency Undergoing Transcatheter Valve Repair	Department of Medicine	SB
Study of the Prognostic Value of CD8 T Lymphocytes in the Tumour Microenvironment of Papillary Thyroid Cancer	Department of Morphological Sciences	SB
Halting the Progression of Amyotrophic Lateral Sclerosis with Therapy Targeting the TREM2 Pathway	Department of Cellular Biology, Physiology, and Immunology	SB
Association Between Genetic Mutations in Lung Cancer and Cancer Hallmarks: Exploring New Therapeutic Targets	Department of Morphological Sciences	M
Deep Phenotyping and Genotyping in a Cohort of Hereditary Spastic Paraplegia with Onset in Childhood	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	M
Contribution of Physical and Cognitive Activity in the Prevention of Cognitive Decline in Older Adults	Department of Medicine	SB
Improvement Programme in Robotic Bariatric Surgery Training Based on Virtual Reality.	Department of Surgery	SB
Utility of PET/CT in Detecting Occult Cancer in Patients with Unprovoked Venous Thromboembolism.	Department of Medicine	SB
Analysis of the Association Factors between Sjögren's Syndrome and Fibromyalgia. Influence of Perceived Social Support	Department of Medicine	SB
The Impact of Language Barriers on Healthcare in Linguistically Diverse Regions	Department of Medicine	SB

Atherosclerosis in Pediatric-Onset Systemic Lupus Erythematosus Patients: A Multicentric Cohort Study	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Postpartum Depression: Designing a Psychoeducational Intervention for Pregnant Women and Their Partners to Prevent and Reduce Incidence. A Pilot Randomized Interventional Study.	Department of Psychiatry and Forensic Medicine	SB
Impact of the SARS-CoV-2 Pandemic on Opioid Overdose Incidence: A Retrospective Cohort Study.	Department of Psychiatry and Forensic Medicine	SB
Endometriosis as a Risk Factor for Ovarian Cancer	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	N
Efficacy of AsmaClick in the Treatment of Asthma in Adolescents: A Randomised Clinical Trial.	Department of Pharmacology, Therapeutics, and Toxicology	SB
Impact on Multiple Sclerosis Prognosis After the Implementation of the Floodlight Application on Smartphones	Department of Medicine	SB
Evaluation of a Change in Therapeutic Strategy for Locally Advanced Oropharyngeal Carcinoma	Department of Surgery	SB
Randomised Study of the Use of Prophylactic Meshes to Prevent Evisceration Following Reconstruction of the Transit in Lateral Ileostomy	Department of Surgery	N
Prognosis of Bariatric Surgery in Patients with Emotional Eating	Department of Medicine	N
Concordance between Transrectal Biopsy Guided by MRI-Eco Fusion vs Cognitive Estimation in Detecting Clinically Significant Prostate Tumours: An Observational Study	Department of Medicine	SB
Study on the External Validity of the Milan System for Cytological Evaluation of Salivary Gland Lesions During the Diagnostic Procedure at Hospital de Sant Pau	Department of Surgery	SB

Comparative Study of Three Grafts for Anterior Cruciate Ligament Reconstruction: Quadriceps Tendon, Patellar Tendon, and Hamstring Tendon	Department of Surgery	SB
Community Program for Viral Hepatitis Screening among Mongolian Residents in Barcelona	Department of Medicine	SB
Intranasal Asenapine Nanoemulsions: Evaluation of Efficacy in the Brain Compared to Sublingual Administration	Departament de Bioquímica i de Biologia Molecular	SB
Effectiveness and safety of treating urinary stones using percutaneous mini-nephrolithotomy comparing Holmium Laser and Thulium Laser Fiber	Department of Surgery	SB
Assessment of the risk of recurrence of first-time paroxysmal atrial fibrillation during the acute phase of STEMI and the benefit of anticoagulation in this clinical context	Department of Medicine	SB
Identification of biomarkers for response to biological treatment in psoriatic arthritis: A pilot study using proteomic techniques	Department of Medicine	SB
Pembrolizumab versus placebo as adjuvant treatment in patients with hepatocellular carcinoma on liver cirrhosis and complete radiological response after surgical resection or percutaneous ablation	Department of Medicine	SB
Indocyanine green fluorescence in hepatic tumor surgery: does it provide better margins of disease-free resection compared to conventional laparoscopic tumor resection?	Department of Surgery	N
Diabetes (Tutor: CXXXXX HXXXXX)	Department of Medicine	NV
Revivifying Autopsy: Designing an Effective Strategy for Promoting Clinical Autopsies	Department of Morphological Sciences	SB
Study of the Efficacy of Controlled Hypothermia in Pediatric Patients with Acute Viral Encephalitis	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Clinical Interviewing Skills in the Management of Somatization Disorders in Primary Care	Department of Medicine	SB
Adverse Reactions Caused by Antineoplastic Agents at Vall d'Hebron University Hospital: CMBD Analysis (2018-2022)	Department of Pharmacology, Therapeutics, and Toxicology	SB

Stress and Carbohydrate Malabsorption	Department of Psychiatry and Forensic Medicine	SB
Incidence of Breast Cancer in Trans Individuals Undergoing Feminizing Hormonal Treatment: A Cohort Study in Catalonia	Department of Surgery	SB
Utility of Comprehensive Geriatric Assessment to Optimize Colonoscopy Indication in the Elderly: A Cohort Study	Department of Medicine	SB
Fosfomycin Trometamol versus Ciprofloxacin in the Treatment of Uncomplicated Acute Bacterial Prostatitis: A Double-Blind, Randomized Non-Inferiority Clinical Trial	Department of Medicine	SB
Evaluation of a Primary and Secondary Stroke Prevention Educational Campaign in Rural Catalonia	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Lung Ultrasound as a Diagnostic Tool in Pediatric Emergencies: Can We Replace X-rays?	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Arthroscopic Pie-Crusting of the Medial Collateral Ligament: Can It Induce Radiological Laxity or Worse Clinical Outcomes?	Department of Surgery	SB
Phase III Randomized Clinical Trial Comparing Teclistamab Combined with Carfilzomib and Dexamethasone (TEC-CFZ-d) versus Isatuximab, Carfilzomib, and Dexamethasone (ISA-CFZ-d) in Patients with Refractory or Relapsed Multiple Myeloma	Department of Medicine	SB
Preservation of the Greater Omentum vs Omentectomy in Patients with Gastric Adenocarcinoma in T3-T4 Stages	Department of Surgery	SB
Study of the Efficacy of Pamrevlumab in the Treatment of Morphea	Department of Medicine	SB
Postoperative Refractive Outcomes and Quality of Life Impact After Implantation of Toric Intraocular Lenses Compared to Monofocal Lenses in Cataract Surgery for Patients with Preoperative Astigmatism: A Controlled, Randomized, Single-Center Study	Department of Surgery	SB

Safety and Efficacy Study of Ursodeoxycholic Acid and Seladelpar (PPAR) Therapy Compared to Ursodeoxycholic Acid in Primary Biliary Cholangitis with Liver Cirrhosis	Department of Medicine	N
Utility of Serum and Fecal Calprotectin in Monitoring Patients with Juvenile Idiopathic Arthritis at Risk of Developing Inflammatory Bowel Disease	Department of Medicine	SB
Expectant Home Management vs Active Hospital Management After Amniotomy in Cervical Ripening with Double-Balloon Catheter for Post-Term Pregnancies: A Randomized Clinical Trial	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Focal Therapy with Irreversible Electroporation vs Salvage Surgery in Radio-Recurrent Prostate Cancer	Department of Surgery	SB
Quality of Life of Family Members of Patients with Epidermolysis Bullosa	Department of Psychiatry and Forensic Medicine	SB
Heterogeneity in Pharmacological Management and Outcomes in Patients with Inflammatory Bowel Disease in Spain. An ENEIDA Study.	Department of Medicine	SB
Indication for Bariatric Surgery in Adolescents with Morbid Obesity: Evolution of Metabolic Syndrome, Quality of Life, Weight Loss, and Morbimortality	Department of Surgery	SB
Esophagojejunal Anastomosis After Total Gastrectomy for Cancer. Which Is Superior? A Multicenter Randomized Study	Department of Surgery	SB
Effect of Probiotic Supplementation and Cognitive-Behavioral Therapy on Stress Symptoms and Microbiota Composition in Medical Students	Department of Psychiatry and Forensic Medicine	SB
Evolution of Supraventricular Tachyarrhythmias Diagnosed During the Intrauterine Period and Postpartum	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
The Gender Perspective in Medicine: An Outstanding Issue	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB

Multicenter, Controlled, and Randomized Non-Inferiority Study Comparing Segmental Colectomy vs Extended Left/Right Hemicolectomy in the Resection of Splenic Flexure Tumors	Department of Surgery	SB
Relationship Between the Curriculum and Stress in Medical Studies: Program Comparison.	Department of Psychiatry and Forensic Medicine	SB
Impact of Oral Budesonide on Microbiota and Progression of Renal Function in Patients with IgA Nephropathy Treated with Renin-Angiotensin-Aldosterone System Blockade	Department of Medicine	SB
Comparison of a Gluten-Free Low-FODMAP Diet and Hypnotherapy for the Treatment of Non-Celiac Wheat/Gluten Sensitivity: A Randomized Controlled Trial	Department of Medicine	SB
The Effect of Parent-Focused Training Combined with Melatonin Supplementation on Sleep Disorders in Children with ADHD: Protocol for a Clinical Trial	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Phase 1/2 Study of the Bispecific Antibody APVO436 in Combination with Azacitidine in Patients with Myelodysplastic Syndrome	Department of Medicine	SB
Single-Center Retrospective Study of the Impact of New Drugs on Childhood Cancer	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Role of Sex Hormones in the Development of PTSD in Healthcare Workers During the COVID-19 Pandemic	Department of Medicine	SB
Comparative Study of the Effectiveness of Tofacitinib vs Cyclosporine in Patients with Severe Acute Ulcerative Colitis Flare Resistant to Infliximab Treatment	Department of Medicine	SB
Observational Study of Postoperative Complications in Patients with Obstructive Sleep Apnea Undergoing Major Ambulatory Surgery	Department of Medicine	SB

Is It Cost-Effective to Administer Nirsevimab to All Infants Under 6 Months of Age to Prevent RSV Infection? Study Design	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Thrombophilia as a Risk Factor for Placental Infection by SARS-CoV-2	Department of Morphological Sciences	M
Biomechanical Study Using Finite Element Method of Surgical Treatment for Olecranon Fractures	Department of Surgery	SB
Efficacy of Colchicine in Preventing Recurrences of Atrial Fibrillation After Catheter Ablation: A Prospective, Randomized Study	Department of Medicine	SB
Selective Sentinel Lymph Node Biopsy vs Systematic Pelvic and Aortic Lymphadenectomy: Impact of Molecular Classification in High-Risk Early-Stage Endometrial Cancer Patients	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Mixed Connective Tissue Disease: Clinical and Immunological Features and Long-Term Evolution	Department of Medicine	SB
Systematic Review of Distal Locking in Stable Pertrochanteric Femur Fractures	Department of Surgery	SB
Prophylactic Cervical Cerclage as Secondary Prevention of Cervical Insufficiency in Pregnant Women with a History of Cesarean Section in Full Dilation	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Comparison of Two Surgical Techniques for Sacral Cyst Excision: Marsupialization vs Karydakis Technique	Department of Surgery	N
Utility of PHQ-9 as a Screening Tool for Depression in Hospitalized Patients with Acute Myocardial Infarction: A Randomized Controlled Trial	Department of Psychiatry and Forensic Medicine	SB
Influence of Prenatal, Perinatal, and Postnatal Factors on Autism Spectrum Disorder (ASD): A Case-Control Study	Department of Psychiatry and Forensic Medicine	SB
Phase I/II Clinical Trial to Assess the Safety and Efficacy of Anti-CD38 CAR-T Therapy for Relapsed or Refractory Peripheral T-Cell Lymphoma	Department of Medicine	SB
Relationship Between Psychopathic Traits and Baseline Neuroendocrine and Cortisol Levels in Response to Induced Stress in Pediatric Population	Department of Psychiatry and Forensic Medicine	SB

Utility of the CCL14 Biomarker in Selecting the Timing of Initiation of Extrarenal Dialysis Techniques in Critically Ill Patients with Persistent Acute Kidney Injury	Department of Medicine	SB
Comparative Study of Doppler Ultrasound vs. CT Angiography in Surgical Planning for Traumatic Lower Limb Reconstruction	Department of Surgery	SB
Evaluation of the Accuracy of Standardized Guided Recordings as a Screening Tool for Autism Spectrum Disorder	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Advances in HIV Diagnosis	Departament de Genètica i de Microbiologia	SB
CORMs as Treatment for Inflammatory Bowel Disease with Carbon Monoxide: Phase I Clinical Trial	Departament de Bioquímica i de Biologia Molecular	SB
Indocyanine Green-Guided Lymphadenectomy in the Treatment of Right-Sided Colon Adenocarcinoma: A Multicenter Study	Department of Surgery	SB
The Brain-Gut-Microbiota Axis in Health and Disease Dr. Montserrat Solanas García - Dep:456	Department of Cellular Biology, Physiology, and Immunology	SB
Cutaneous T-Cell Lymphoma of the Panniculitic Type: Histological, Immunohistochemical, and Molecular Characteristics	Department of Morphological Sciences	SB
Healthy Habits and Results of Colorectal Cancer Screening: A Cohort Study	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Utility of Recombinant ACE2 Protein in Acute Respiratory Distress Syndrome: A Randomized Controlled Clinical Trial	Department of Medicine	N
Donepezil as a Treatment for Cognitive Impairment in Huntington's Disease	Department of Medicine	M
Use of Circulating Tumor DNA as a Predictor of Early Recurrence in Pancreatic Adenocarcinoma	Department of Surgery	SB
Study of Septum Pellucidum Cavum Alterations in Fetuses and Their Possible Association with Genetic	Department of Paediatrics, Obstetrics	SB

Alterations	and Gynaecology, and Preventive Medicine and Public Health	
Biological Treatment with Dupilumab in Patients with COPD and Type 2 Inflammation: Randomized, Double-Blind, Multicentric Clinical Trial	Department of Medicine	SB
Long-Term Cumulative Incidence of Cardiovascular Events in Patients with Peripheral Arterial Disease from AIS Barcelona Nord	Department of Surgery	SB
Descriptive Study of Vestibular Damage in Patients with Paget's Bone Disease with Radiological Involvement of the Temporal Bone	Department of Surgery	SB
Analysis of the Role of Anti-Neuronal Antibodies in the Diagnosis of Fibromyalgia	Department of Cellular Biology, Physiology, and Immunology	SB
Proposal of a New Scale to Decide Therapeutic Approach in Cases of Cerebral Arteriovenous Malformations Assessing the Risk of Bleeding	Department of Surgery	SB
Prospective Randomized Study Comparing Gastric Balloon and Diet in Obese Recipients of Isolated Cadaveric Kidney Transplant	Department of Surgery	SB
Urinary Incontinence in Patients Undergoing Radical Hysterectomy for Gynecological Cancer	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Preliminary Investigation of Osteoporosis as a Risk Factor in COPD	Department of Medicine	SB
Quality of Life in Patients with Prostate Cancer Undergoing Radical Prostatectomy with Lymphadenectomy vs. Radiotherapy with Androgen Deprivation Therapy: Prospective Comparative Analysis	Department of Surgery	SB
Prospective Post-Prison Intervention on Substance Use as a Prevention of Criminal Behavior	Department of Psychiatry and Forensic Medicine	N
The Influence of Gender on the Doctor-Patient Relationship and Surgical Outcomes	Departament de Filosofia	SB
Utility of Dual CT in the Assessment of Acute Ischemic Infarction	Department of Medicine	SB

Use of the BRA Score in Planning Oncoplastic Surgery as a Predictor Tool for Post-Surgical Complications	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	N
Segmentectomy vs. Lobectomy in Patients with Non-Small Cell Lung Cancer at Clinical Stages IA1 and IA2: A Spanish, Multicentric, Prospective, Randomized, Controlled, and Non-Inferiority Trial	Department of Surgery	SB
Implementation Study of Long-Acting Intramuscular Cabotegravir + Rilpivirine in Barcelona	Department of Medicine	SB
Treatment of High-Grade Anal Lesions in Women: Prospective Randomized Study with Trichloroacetic Acid and Electrocoagulation	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Pharmacokinetic Interaction Between Emtricitabine/Tenofovir Disoproxil and Ethanol: Study in Healthy Volunteers	Department of Pharmacology, Therapeutics, and Toxicology	N
New Therapeutic Options for Childhood Trauma in Patients with Borderline Personality Disorder: EMDR Therapy Combined with Oxytocin	Department of Psychiatry and Forensic Medicine	SB
Use of Endoluminal Negative Pressure Therapy for Preventing Suture Dehiscence in Esophagectomy - Randomized Study	Department of Surgery	SB
Partner Violence in Youth Population: The Role of the Dark Triad	Department of Psychiatry and Forensic Medicine	SB
Influence of Sex on the Development of Acute Mountain Sickness; Role of Progesterone	Department of Cellular Biology, Physiology, and Immunology	SB
Analysis of the Relationship Between Uterine Arteries with an PI>p95 at 12 and 20 Weeks Gestation and Perinatal Outcome in High-Risk Preeclamptic Pregnant Women During the First Trimester	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB

Influence of Hyperglycemia on the Development of Hyperactive Delirium in Fragile Geriatric Patients Admitted to a Conventional Ward	Department of Medicine	SB
Elective Preservation of Female Fertility: Obstetric Risk According to the Age of Thawing	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Association of Antisocial Personality Disorder with Childhood Maltreatment and Conduct Disorder: A Case-Control Study	Department of Psychiatry and Forensic Medicine	SB
Aversive Conditioning of the Postprandial Response: A Parallel-Controlled, Double-Blind Study	Department of Medicine	N
Capillary Cortisol Concentration as a Predictor of Steroid Treatment Response in Patients with Giant Cell Arteritis and/or Polymyalgia Rheumatica	Department of Medicine	SB
Efficacy and Safety of IL-17 Targeted Therapy as Treatment for Refractory Hidradenitis Suppurativa: Protocol for a Randomized, Double-Blind, Placebo-Controlled Clinical Trial	Department of Pharmacology, Therapeutics, and Toxicology	M
De-escalation of Psoriasis Treatment with Risankizumab in Clinical Practice	Department of Medicine	SB
Evaluation of the Effect of Stress, Anxiety, and Depression on Clinical Manifestations of Atopic Dermatitis in Medical Students Preparing for the MIR Exam	Department of Psychiatry and Forensic Medicine	SB
Impact on Mortality of Septic Patients Using the Box Technique for Sepsis Code	Department of Medicine	SB
Ioduria in Pregnant Women with Hypothyroidism Taking Potassium Iodide Supplements: A Prospective Cohort Study	Department of Medicine	SB
Self-Collection as an Alternative to Conventional Collection for Prenatal Screening of Group B Streptococcus	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Analysis of the Implementation of an Intercultural Mediator in Primary Care Consultations as a Measure to Improve Diabetes Control and Other Cardiovascular Risk Factors	Department of Medicine	SB

New Therapeutic Margins of Valproate in the Treatment of Bipolar Disorder: A Safety Assessment	Department of Psychiatry and Forensic Medicine	SB
Epigenetic Signature in Pediatric Acute Lymphoblastic Leukemia of B Cells: Impact on Prognosis and Relapse	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Comparative Study of Surgical Treatment for Trapeziometacarpal Degenerative Arthropathy or Eaton Stage II-III Rhizarthrosis: Arthroplasty vs. Arthrodesis	Department of Surgery	M
Effect of Neural Stem Cell Transplantation and Epidural Electrical Stimulation in Patients with Chronic Spinal Cord Injury	Department of Cellular Biology, Physiology, and Immunology	SB
Osteointegration in Transfemoral Amputations: Case Series at Vall d'Hebron Hospital	Department of Surgery	SB
Possible Pathophysiological Mechanisms of Tako-Tsubo Syndrome	Department of Medicine	N
Single-Center, Randomized, Double-Blind Study on the Efficacy and Safety of Probiotic Supplementation Combined with Second-Generation Antihistamines in Patients with Chronic Spontaneous Urticaria	Department of Medicine	N
Role of Electroacoustic Stimulation in Verbal and Musical Perception in Adults After Cochlear Implant Surgery with Hearing Preservation	Department of Surgery	SB
Implications of Bariatric Surgery in Pregnancy	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Fulguration as Treatment for Recurrence of Low-Grade Non-Muscle Invasive Bladder Cancer: An Alternative to TURBT	Department of Surgery	SB
Study on the Incidence of Spinal Cord Ischemia in Endovascular Repair of Thoracic Aorta Under Local Anesthesia and Sedation vs. General Anesthesia	Department of Surgery	SB

Effect of Liraglutide on Fertility and Obstetric Outcomes in Obese Women: A Randomized Double-Blind Clinical Trial	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Evolution and Prognosis of Lymphopenia in Septic Shock Patients: A Retrospective Cohort Study	Department of Surgery	SB
Efficacy of Prospective Pharmacogenetic Testing in the Treatment of Bipolar Disorder: A Randomized Double-Blind Clinical Trial	Departament de Bioquímica i de Biologia Molecular	SB
Deprescribing Benzodiazepines for Insomnia Treatment in Older Adults in Primary Care	Department of Pharmacology, Therapeutics, and Toxicology	N
Robotic Surgery of the Abdominal Wall: Systematic Review with Meta-Analysis	Department of Surgery	SB
Humoral and Cellular Response to the COVID-19 Vaccine in Lung Transplant Recipients	Department of Surgery	SB
Effect of Mindfulness on Body Awareness and Emotional Regulation in Borderline Personality Disorder	Department of Psychiatry and Forensic Medicine	N
Sarcopenia as a Prognostic Factor in Elderly Patients with Hip Fracture	Department of Medicine	N
Randomized Comparative Study of Alternative Treatment with Gonadotropins vs. Standard Treatment with Testosterone for Congenital Hypogonadotropic Hypogonadism in Neonates	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Impact of Multidrug-Resistant Pathogen Bacteremias on Critically Ill Patients	Department of Medicine	SB
Epidemiology of Bacteremia and Appropriateness of Empirical Treatment in the Emergency Department of a Tertiary Hospital	Departament de Genètica i de Microbiologia	N
Study of Tuberculosis Contacts in Pediatric Patients	Departament de Genètica i de Microbiologia	SB
Efficiency of Biosimilar Initiation Algorithm in the Context of Therapeutic Standards for Moderate-Severe Psoriasis in Our Setting	Department of Medicine	SB
Prognostic Implication of Perihemorrhagic Edema in Spontaneous Intracerebral Hemorrhage	Department of Medicine	N

Study of the Effect of an Educational Consultation on Rheumatoid Arthritis on Disease Progression, Quality of Life, Treatment Adherence, and Complications	Department of Medicine	SB
Use of Iptacopan (Factor B Inhibitor) in the Treatment of Complement 3 Glomerulopathy in Pediatric Population: A Randomized, Double-Blind, Controlled Clinical Trial	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	M
Genetic Variability of COVID-19 as Key to Its Resistance to Current Therapies: A Pathway for Future Pandemic Control and Development of New Treatments	Departament de Genètica i de Microbiologia	SB
Quality Indicators for Neuroblastoma Treatment at Vall d'Hebron Hospital	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Prospective, Randomized, Multicentric Study Comparing Treatment of Cholelithiasis with Choledocholithiasis: Laparoscopic Cholecystectomy with Single-Stage Stone Extraction from the Main Biliary Duct vs. Endoscopic Retrograde Cholangiopancreatography with Stone Extraction and Subsequent Laparoscopic Cholecystectomy (Two-Stage Management)	Department of Surgery	SB
Clinical Trial to Assess the Efficacy of Ophthalmologic Screening in Preventing Falls in the Elderly	Department of Surgery	SB
What is the Best Way to Reduce Burnout in Emergency Healthcare Personnel Based on Job Role, Shift, and Gender? A Before-and-After Study	Department of Medicine	SB
Utility of New Medical Devices in the Early Detection of Hereditary Breast Cancer	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	M
Study of the Degree of Discrimination Against Non-Binary Individuals in Primary Care	Departament de Filosofia	SB
Artificial Intelligence Predicts Late Brain Injury Following Non-Traumatic Subarachnoid Hemorrhage	Department of Medicine	M

Early and Non-Invasive Diagnosis of Alzheimer's Disease: Longitudinal Study on miRNAs as Plasma Biomarkers	Departament de Bioquímica i de Biologia Molecular	SB
Implication of Insulin Resistance on Fertility in Women with Obesity	Department of Cellular Biology, Physiology, and Immunology	SB
Analysis of Circulating Cytokeratin 19 as an Indicator of Recurrence in Breast Cancer	Department of Surgery	SB
Effect of Mechanical Ventilation with Limited Driving Pressure Compared to Conventional Protective Ventilation in Patients with Acute Respiratory Distress Syndrome: A Randomized Clinical Trial	Department of Medicine	SB
Study and Prognostic Value of Measurable Residual Disease Using Quantitative PCR, WT1 Expression, and Flow Cytometry in Acute Myeloid Leukemia	Department of Medicine	SB
Stereotactic-guided Vacuum-assisted Percutaneous Biopsy as a Diagnostic and Therapeutic Method for Small-Size Ductal Carcinoma In Situ	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	N
Mechanic's Hands: Clinical Sign or Prognostic Factor	Department of Medicine	SB
Impact on Quality of Life in Gastrectomized Patients Carrying the Gene for Diffuse Gastric Cancer	Department of Surgery	SB
Impact of Physical Activity on Breast Cancer Recurrence in Obese and Overweight Patients: A Clinical Trial Protocol	Department of Cellular Biology, Physiology, and Immunology	SB
Interest of Biomarkers in Differentiating Active Tuberculous Disease from Latent Tuberculous Infection	Department of Medicine	SB
Prospective Randomized Study to Evaluate the Effect of the Mediterranean Diet in Pregnant Women at Risk of Preterm Birth and Its Interaction with Vaginal Microbiota	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Comparative Study of Ganglion Cyst Treatment: Arthroscopic Surgery versus Open Surgery	Department of Surgery	N

Benefits of Physical Exercise on Diabetes Mellitus and Sarcopenia in Patients Undergoing Bariatric Surgery	Department of Surgery	SB
Multicenter, Randomized, Single-Blind Clinical Trial: Mechanical Chest Compressions versus Manual Chest Compressions	Department of Medicine	SB
Prevalence of Sleep Apnea in Parents of Children Who Suffer from It	Department of Medicine	SB
Genetic-Environmental Interaction in Antisocial Personality Disorder: Polymorphisms and Epigenetics of the Monoamine Oxidase A Gene	Department of Psychiatry and Forensic Medicine	N
Phase III Study of Atezolizumab +/- Antitigit in Patients with Locally Advanced or Metastatic Non-Small Cell Lung Cancer (NSCLC) with High PD-L1 Expression in Older or Frail Population	Department of Medicine	SB
Phase I Clinical Trial of miRNA-Based Treatment Administered via Nanoparticles for Patients with Pancreatic Cancer	Department of Medicine	SB
Prospective Randomized Study on the Efficacy of Transanal Irrigation with Different Volumes in the Treatment of Anterior Resection Syndrome	Department of Surgery	SB
Quality of Life in Patients with Chronic Rhinosinusitis with Nasal Polyps (CRSwNP): Conventional Treatment vs Biological Treatment	Department of Medicine	N
Effect of Teplizumab in Individuals at High Risk of Developing Type 1 Diabetes Mellitus	Department of Cellular Biology, Physiology, and Immunology	SB
Pilot Study: Biological Effect of a Diet and Exercise Intervention in Obese Women as a Risk Factor for Ovarian Cancer	Department of Medicine	SB
Cardiology	Department of Medicine	NV
Training in Airway Management with Virtual Reality Simulation vs No Simulation in First-Year Resident Doctors	Department of Surgery	SB
Designing an Algorithm to Differentiate Diseases Presenting with Scleroderma	Department of Medicine	SB
Utility of Genetic Phenotyping (Polygenic Risk Score) in Patients with Acute Coronary Syndrome: CARDIORISC Study	Department of Medicine	SB

Utility of Genetic Phenotyping (Polygenic Risk Score) in Patients with Acute Coronary Syndrome: CARDIORISC Study	Department of Surgery	SB
Role of Ursodeoxycholic Acid in the Treatment of Cholelithiasis in Bariatric Surgery: Prospective Randomized Study	Department of Surgery	SB
Evaluation of the Implementation of Universal HIV Screening in Hospital Emergency Departments	Department of Medicine	SB
Multicenter, Prospective, Randomized, Controlled Study: HMG vs Recombinant LH and FSH in Ovulation Stimulation in Patients with Hypogonadotropic Hypogonadism	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Effects of Ropinirole on Post-Stroke Apathy in Patients Over 65 Years Old: Superiority Clinical Trial	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Effect of Carvedilol Treatment on Compensated Liver Cirrhosis in Patients with Clinically Significant Portal Hypertension Using Non-Invasive Diagnostic Tests	Department of Medicine	SB
Progressive Chronic Hypersensitivity Pneumonitis: Characteristics and Predictive Factors	Department of Medicine	SB
Impact of the Mediterranean Diet through the Microbiota in Patients with Ankylosing Spondylitis	Department of Cellular Biology, Physiology, and Immunology	SB
Validation of a Score to Prioritize the Waiting List for Cholelithiasis at Hospital Parc Taulí	Department of Surgery	SB
Learning Curve in Robotic-Assisted Total Knee Arthroplasty: Experience at Vall d'Hebron University Hospital	Department of Surgery	SB
Transgender Children: A New Therapeutic Perspective	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB

Effect of Probiotics on Preterm Birth Rate in High-Risk Pregnant Women for Preterm Birth	Department of Paediatrics, Obstetrics and Gynaecology, and Preventive Medicine and Public Health	SB
Use of the Neutrophil-Lymphocyte Ratio as a Predictor of Complications in Pediatric Liver Transplantation	Department of Surgery	SB
Response to Mepolizumab Treatment in Patients with Asthma in the Context of Eosinophilic Granulomatosis with Polyangiitis (EGPA): A Cohort Study	Department of Medicine	N
Randomized Controlled Trial to Compare the Efficacy and Safety of Ampicillin plus Ceftriaxone or Gentamicin for the Treatment of Enterococcus faecalis Infective Endocarditis	Department of Medicine	SB
Memantine as Adjuvant Therapy for Borderline Personality Disorder in Young Adult Patients: A Double-Blind Randomized Controlled Trial	Department of Psychiatry and Forensic Medicine	SB
Role of Artificial Intelligence in Assessing Residual Disease Post-Neoadjuvant Therapy in Breast Cancer (VXXXX PXXXX)	Department of Morphological Sciences	NV
Comparison of Intensive Fluid Therapy Guided Treatment vs Conventional Treatment in Lithium Toxicity: A Randomized Clinical Trial	Department of Psychiatry and Forensic Medicine	N
Quantification of Systemic Congestion Using Ultrasound as a Predictor of Mechanical Ventilation Weaning Failure	Department of Medicine	N

Source: Academic Management Office of the Faculty of Medicine

[1] Qualificacions: M, Honorus; SB, Excellent; N, Good; A, Pass; NV, Not Assessed

Grades: M - Honorus; SB – Excellent; N – Good; A, Pass; NV – Not Assessed

Table 2.9. Student Mobility at the Faculty of Medicine (Back to Text)

	Year 16-17	Year 17-18	Year 18-19	Year 19-20	Year 20-21	Year 21-22	Year 22-23
IN							
Degree in Medicine	52	43	45	55	0	50	56
Degree in Nursing	12	15	11	15	0	12	8
Degree in Physiotherapy	1	2	1	3	0	6	7
OUT							
Degree in Medicine	55	49	51	57	22	41	75[1]
Degree in Nursing	27	21	19	23	0	13	12
Degree in Physiotherapy	4	1	5	1	2	10	3

Source: Academic Management Office of the Faculty of Medicine

[1] Starting from the 2022-23 academic year, it includes the Erasmus+ Traineeships program and the UAB Exchange Programme Traineeships

Table 3.1.a. Global Academic Indicators for the Degree in Medicine (Back to Text)

	Year 18/19	Year 19/20	Year 20/21	Year 21/22	Year 22/23
Performance Rate (%)	90,13%	94,30%	90,07%	88,48%	89,70%
Efficiency Rate (%)[1]	95%	93%	95%	94%	94%
Average Duration of Studies (years)	6,7	6,3	6,2	5,9	s.d.

	Cohort 14/15	Cohort 15/16	Cohort 16/17	Cohort 17/18	Taxa Memòria
Dropout Rate (%)	12,00%	10,00%	14,00%	13,00%	15,00%
VSMA Graduation Rate (%)	85,00%	86,00%	82,00%	s.d.	75,00%

Source: DATA (Data Governance Office)

[1] Efficiency Rate verified in the Report: 92%

s.d.: no data

Table 3.1.b. Academic indicators for the 1st year of the Degree in Medicine (Back to Text)

	Year 19-20	Year 20-21	Year 21-22	Year 22-23
Rate Presented (%)	94%	95%	91%	92%
Success Rate (%)	91%	86%	88%	90%
Performance Rate (%)	86%	81%	80%	83%

	Cohort 17/18	Cohort 18/19	Cohort 19/20	Cohort 20/21	Cohort 21/22
First-Year Dropout Rate (%)	6%	7%	4%	4%	7%
Overall Dropout Rate (%)[1]	13%	14%	10%	8%	7%

Source: DATA (Data Governance Office)

[1] Overall Active Dropout Rate, the last closed academic year is 2016-17

Table 3.2. Academic results of core subjects (Back to Text)

Subject	Year	Enrolled	Grade						Performance Rate	Success Rate	np rate (%)
			mh	exc	nt	ap	s	np			
Fisiologia Mèdica I	2	407	11	0	185	84	113	8	70	71	2
Bases de la Cirurgia Clínica	3	315	13	27	216	37	9	13	93	97	4
Medicina i Cirurgia I	4	308	9	14	209	53	6	17	93	98	6
Medicina Preventiva i Salut Pública	5	287	13	65	157	48	1	3	99	100	1
Pràctica Clínica Assistencial IV	6	287	15	254	16	0	0	2	99	100	1
Pràctica Clínica Assistencial V	6	286	14	240	29	0	0	3	99	100	1
Treball de Final de Grau	6	293	15	237	36	1	1	3	99	100	1

Source: Academic Management Office of the Faculty of Medicine

[1] Grade: mh, Honorus; exc, excellent; nt, Good; ap, Pass; s, Fail; np, absent

Table 3.3. Results of the Teaching Activity Evaluation Surveys for Faculty (PAAD) (Back to Text)

Year	Results	Degree in Medicine	Faculty of Medicine	UAB
2022-23	Rating[1]	**3,37**	**3,34**	**3,16**
	n potential	38.554	46.103	325.443
	n completed	4.434	5.983	84.432
	% Participation	11,50	12,98	25,94
2021-22	Rating[1]	**3,34**	**3,30**	**3,12**
	n potential	29.039	35.003	295.746
	n completed	2.557	3.465	65.061
	% Participation	8,81	9,90	22,00
2020-21	Qualificació[1]	**3,16**	**3,15**	**3,08**
	Rating[1]	28.517	32.916	291.156
	n potential	3.220	4.023	71.966
	n completed	11,29	12,22	24,72

Source: Office for Teaching Quality

[1] Scale from 0 to 4

Table 3.4. Results of the Course Evaluation Surveys (Back to Text)

Question	Degree in Medicine	Faculty	UAB	Medical Physiology I	Basics of Clinical Surgery	Medicine and Surgery I	Preventive Medicine and Public Health
So far, the course/module programming explained in the Course Guide has been followed	3,60	3,58	3,52	3,88	3,75	3,84	3,81
The course material (class presentations, problem or case statements, seminar and practical guides, readings, reference bibliography, etc.) is well prepared and useful	3,14	3,06	3,04	3,38	3,50	3,47	3,62
The evaluation system is clearly explained in the Course Guide of the course/module	3,47	3,51	3,47	2,88	3,85	3,67	3,95
The content of the exams and other evaluation activities corresponds with the course content and also with the time the teaching staff devoted to each topic	3,19	3,27	3,22	3,00	3,47	3,30	3,81
The student workload is appropriately sized	2,71	2,74	2,99	2,63	3,72	3,44	3,81
With this course/module, I am learning things I consider valuable for my education	3,20	3,08	3,07	3,75	3,64	3,74	3,33
Average[1]	**3,22**	**3,22**	**3,22**	**3,25**	**3,65**	**3,58**	**3,72**
Potential questionnaires	16.359	22.301	352.772	147	265	298	189
Valid n	2.663	4.120	91.913	9	32	43	21
% de Participation	**16**	**18**	**26**	**6**	**12**	**14**	**11**

Source: Office for Teaching Quality

[1] Scale from 0 to 4

Table 3.5. Results of the Graduate Satisfaction Survey (Back to Text)

	Graduates	Responses	% Responses
UAB Degrees	4.970	1.448	29,13
Faculty of Medicine	418	99	23,68
Degree in Medicine	262	62	23,66

Question	UAB Degrees	Faculty of Medicine	Degree in Medicine
The structure of the curriculum has allowed for adequate progression in my learning	3,74	3,74	3,92
There has been good coordination in the contents of the subjects to avoid overlaps	3,15	3,03	3,10
The amount of work required has been consistent with the number of credits of the subjects/modules	3,36	2,94	2,55
I am satisfied with the teaching staff	3,68	3,75	3,82
The teaching methodology used by the staff has supported my learning	3,36	3,26	3,24
The tutoring has been useful and has contributed to improving my learning	3,29	3,24	3,00
The use of the virtual campus has facilitated my learning	3,97	3,70	3,40
The assessment systems have adequately reflected my learning	3,03	2,95	2,84
External internships have allowed me to apply the knowledge acquired during the degree	3,72	4,16	3,96
The mobility actions I have undertaken have been relevant to my learning	3,58	3,61	3,44
The final project has been useful for consolidating the skills of the degree	3,63	3,11	3,21
The facilities (classrooms and teaching spaces) have been adequate to support my learning	3,69	3,84	4,10
The resources provided by the library and teaching support services have met my needs	4,05	3,95	4,00
The student support services (information, enrollment, academic procedures, scholarships, guidance, etc.) have offered me good advice and attention	3,48	3,54	3,53
I have received an appropriate response to my complaints and suggestions	3,18	3,05	2,95
The information about the degree on the website is accessible and has been useful	3,88	3,93	3,97
The training received has allowed me to improve my communication skills	3,78	3,78	3,77

The training received has allowed me to improve personal skills (confidence level, leadership, self-directed learning, decision-making, solving new problems, critical analysis, teamwork, etc.)	3,84	3,73	3,74
The training received has allowed me to improve my professional activity skills	3,81	4,05	4,06
I am satisfied with the degree	3,88	3,95	4,03
Average[1]	3,61	3,57	3,53

Repetition Date (%)	UAB Degrees	Faculty of Medicine	Degree in Medicine
I would choose the same degree again	73,00	81,82	88,71
I would choose the same university again	80,39	80,81	87,10

Reasons for Choosing the Degree (%)	UAB Degrees	Faculty of Medicine	Degree in Medicine
It was the one I liked	79,42	78,79	85,48
Good job prospects	9,53	11,11	9,68
Cut-off grade	6,42	7,07	3,23
Other	4,56	3,03	1,61

Ability to Combine Work (%)	UAB Degrees	Faculty of Medicine	Degree in Medicine
Yes	60,15	54,55	41,94
No	39,78	45,45	58,06

Source: AQU Catalunya

[1] Scale from 0 to 5

Table 3.6. Results of the Employment Survey (Back to Text)

Technical Sheet				
Year	**Contactable Population**	**Sample**	**Response**	**Margin of Error**
2023	252	117	46,40%	6,60%
2020	260	91	35,00%	8,30%
2017	214	109	50,90%	6,60%
2014	250	101	40,40%	7,50%

Insertion Speed and Satisfaction with Studies					
Year	**Time fo Find 1st Job**			**Would Repeat Degree?**	**Would Repeat Institution?**
	<3 months	**3 monthts - 1 year**	**>1 year**	**Yes**	**Yes**
2023	60,70%	29,10%	10,30%	83,80%	92,30%
2020	65,60%	24,40%	10,00%	91,20%	96,70%
2017	75,20%	17,40%	7,30%	91,70%	91,70%
2014	58,40%	17,80%	23,80%	96,00%	98,00%

Employment Status and Job Fit								
Year	**Employment Status**			**Functions Developed**			**IQO Index**	**Job Satisfaction**
	Employed	**Unemployed**	**Inactive**	**Specific**	**University**	**No university**	**Average**	**Average**
2023	99,10%		0,90%	99,10%	0,90%		79,3	8
2020	100,00%			97,80%	2,20%		75,8	8
2017	96,30%	1,80%	1,80%	99,10%	0,90%		71,2	8,1
2014	96,00%	3,00%	1,00%	95,00%	5,00%		s.d.	8
Catalan Universities	**98,00%**	**0,70%**	**1,30%**	**98,70%**	**1,10%**	**0,20%**	**78,5**	**8**

Table 4.1. Profile of Access for Medicine Degree Students (Back to Text)

	Year 19/20		Year 20/21		Year 21/22		Year 22/23	
Places offered	320		320		350		350	
Applications	3.067		4.491		4.859		4.825	
First-choice demand	654		917		1.197		1.063	
Newly admitted students	342		331		346		341	
Admission percentage								
First preference	75		78		73		75	
Cut-off score								
June PAU + CFGS	12,31		12,72		12,83		12,9	
Average admission score								
PAU	12,4		12,72		12,8		12,85	
CFGS, FP2 or equivalent	12,48		12,27		12,62		12,55	
Acces route								
Baccalaureate (PAU)	201	59%	214	65%	210	61%	191	56%
CFGS, FP2 or equivalent (PAU)	32	9%	22	7%	26	8%	36	11%
University graduates or equivalent	10	3%	15	5%	14	4%	8	2%
Over 25, 40 i 45 years old	13	4%	15	5%	11	3%	11	3%
Change of studies (PAU)	72	21%	57	17%	79	23%	89	26%
Others (disabled and athletes) (PAU)	14	4%	8	2%	6	2%	6	2%
Student dedication								
Full-time	305	89%	305	92%	330	95%	314	96%
Part-time	37	11%	26	8%	16	5%	12	4%

Source: DATA (Data Governance Office)

Table 4.2. Evolution of Women in the Medical Degree (Back to Text)

	2019-20	Increase	2020-21	Increase	2021-22	Increase	2022-23	Increase Total
Enrolled women students (%)	71,5	1,2	72,4	1,5	73,5	0,7	74,0	**3,5**
New women students (%)	73,1	-2,9	71,0	5,8	75,1	2,6	77,1	**5,5**
Women Graduates (%)	67,5	4,5	70,5	5,7	74,5	2,3	76,2	**13,0**

Source: DATA (Data Governance Office)

Table 4.3. Recognition and transfer of credits and prior learning in the Faculty of Medicine's undergraduate programmes (Back to Text)

Degree	Year	Recognition of credits		Academic recognition		Recognition of CFGS		Recognition of professional experience		Total recognitions	
		Apps	Cred	Apps	Cred	Apps	Cred	Apps	Cred	Apps	Cred
Medicine	2021-22	123	5.784,5	211	1.557	0	0	0	0	**334**	**7.341,5**
	2022-23	158	5.558,5	307	2.571	0	0	8	93	**473**	**8.222,5**
	2023-24	158	7.933	279	2.539	0	0	1	18	**438**	**10.490,0**
Nursing	2021-22	10	486	34	234	0	0	0	0	**44**	**720,0**
	2022-23	14	471	19	163,5	11	66	0	0	**44**	**700,5**
	2023-24	23	1.206	30	243,5	5	30	0	0	**58**	**1.479,5**
Physiotherapy	2021-22	10	384	5	39	0	0	0	0	**15**	**423,0**
	2022-23	7	1.72,5	18	133	0	0	0	0	**25**	**305,5**
	2023-24	5	246	15	115,5	0	0	0	0	**20**	**361,5**

Source: Academic Management Office of the Faculty of Medicine

CFGS: Higher Vocational Training Cycle; Apps: number of applications; Cred, number of credits

Table 5.1. Academic Staff Teaching on the Medicine Degree Programme (Distribution by Centre)
(Back to Text)

Centre		Gender		Overall Total
		Woman	Man	
Faculty of Medicine	TU Ciències Mèdiques Bàsiques	54	88	142
	TU Germans Trias i Pujol	56	67	123
	TU Parc Taulí	65	65	130
	TU Sant Pau	76	92	168
	TU Vall D`Hebron	82	125	207
	Total	**333**	**437**	**770**
Other Centres	Centre d'Estudis d'Història de les Ciències		1	1
	Faculty of Biosciences	17	13	30
	Faculty of Education Sciences		1	1
	Faculty of Philosophy and Letters	4	2	6
	Faculty of Psychology	2		2
	Institute of History of Science		1	1
	Institute of Neurosciences	2	1	3
	Total	**25**	**19**	**44**
Total general		**358**	**456**	**814**

Source: DATA (Data Governance Office)

Table 5.2. Teaching and Research Staff (PDI) Who Teach in the Medicine Degree (Professional Category) (Back to Text)

Category		PDI			Degree PhD[1]					Acreditation[2]					
		Woman	Man	Total	Woman		Man		Total		Woman		Man		Total	
Permanent Faculty																
University Professor		6	29	35	6	17%	29	83%	35		5	14%	20	57%	25	71%
Professor		3	6	9	3	33%	6	67%	9		3	33%	6	67%	9	100%
Senior Lecturer		16	32	48	16	33%	32	67%	48		13	27%	27	56%	40	83%
Associate Lecturer		9	46	55	9	16%	46	84%	55		9	16%	44	80%	53	96%
Temporary Associate Lecturer		1		1	1	100%			1							
Subtotal PDI permanent		*35*	*113*	*148*	*35*	*24%*	*113*	*76%*	*148*		*30*	*20%*	*97*	*66%*	*127*	*86%*
Non-Permanent Faculty																
Assistant Lecturer		2	2	4	2	50%	2	50%	4		2	50%	2	50%	4	100%
Adjunt Lecturer	Physiotherapy	5	1	6	1	17%			1	17%						
	Psychology	1		1	1	100%			1	100%						
	Speech Therapy	1		1												
	Medical	252	250	502	109	22%	118	24%	227	45%	17	3%	21	4%	38	8%
	Non-permanent	43	70	113	31	27%	41	36%	72	64%	14	12%	9	8%	23	20%
	Subtotal	*302*	*321*	*623*	*142*	*23%*	*159*	*26%*	*301*	*48%*	*31*	*5%*	*30*	*5%*	*61*	*10%*
Researcher		16	10	26	4	15%	3	12%	7	27%	4	15%	1	4%	5	19%
Emeritus Lecturer[3]		1	3	4	1	25%	3	75%	4		1	25%	2	50%	3	75%
Honorary Lecturer		1	3	4	1	25%	3	75%	4							
Substitute Lecturer		1	3	4	1	25%	3	75%	4	100%			3	75%	3	75%
Affiliate Lecturer		1		1												
Subtotal PDI non-permanent		*324*	*342*	*666*	*151*	*23%*	*173*	*26%*	*324*	*49%*	*38*	*6%*	*38*	*6%*	*76*	*11%*
Total		**359**	**455**	**814**	**186**	**23%**	**286**	**35%**	**472**	**58%**	**68**	**8%**	**135**	**17%**	**203**	**25%**

Source: DATA (Data Governance Office)

[1] The percentage of faculty members with a doctoral degree is indicated in those teaching categories where this academic qualification is not a requirement.

[2] Before the passage of the Ley Orgánica de Universidades (LOU) in 2001, university professors were not subject to the current accreditation requirements for access to permanent positions. This explains why part of the permanent teaching staff is not accredited according to the criteria established later.

[3] (former employee of the Government of Catalonia)

Table 5.3. Teaching and Research Staff (PDI) Who Teach in the Medicine Degree (in HIDA[1]) (Back to Text)

Category		PDI			Degree PhD[2]						Acreditation[3]					
		Woman	Man	Total	Woman		Man		Total		Woman		Man		Total	
University Professor		1.066,2	7.420,2	8.486,4	1.066,2	13%	7.420,2	87%	8.486,4		752,7	9%	5.385,9	63%	6.138,6	72%
Professor		415,6	1.321,4	1.737,0	415,6	24%	1.321,4	76%	1.737,0		415,6	24%	1.321,4	76%	1.737,0	100%
Senior Lecturer		2.097,7	10.011,9	12.109,5	2.097,7	17%	10.011,9	83%	12.109,5		1.819,0	15%	9.471,7	78%	11.290,6	93%
Associate Lecturer		3.847,3	12.533,3	16.380,6	3.847,3	23%	12.533,3	77%	16.380,6		3.847,3	23%	12.341,1	75%	16.188,4	99%
Temporary Associate Lecturer		171,8	0,0	171,8	171,8	100%	0,0	0%	171,8		0,0	0%	0,0	0%		
Assistant Lecturer		267,9	107,6	375,5	267,9	71%	107,6	29%	375,5		267,9	71%	107,6	29%	375,5	100%
Adjunt Lecturer	Physiotherapy	78,0	15,0	93,0	30,0	32%	0,0	0%	30,0	32%	0,0	0%	0,0	0%		
	Psychology	47,3	0,0	47,3	47,3	100%	0,0	0%	47,3	100%	0,0	0%	0,0	0%		
	Speech Therapy	23,6	0,0	23,6	0,0	0%	0,0	0%			0,0	0%	0,0	0%		
	Medical	62.571,9	64.294,7	126.866,6	27.171,1	21%	32.065,4	25%	59.236,5	47%	4.296,4	3%	5.583,4	4%	9.879,8	8%
	Non-permanent	6.441,6	12.903,1	19.344,7	4.986,3	26%	8.087,8	42%	13.074,0	68%	1.793,3	9%	5.583,4	29%	7.376,6	38%
	Total	69.162,3	77.212,8	146.375,1	32.234,6	22%	40.153,1	27%	72.387,7	49%	6.089,7	4%	11.166,7	8%	17.256,4	12%
Researcher		757,9	407,5	1.165,4	147,4	13%	94,0	8%	241,4	21%	147,4	13%	36,0	3%	183,4	16%
Emeritus Lecturer[4]		10,0	474,9	484,9	10,0	2%	474,9	98%	484,9	100%	10,0	2%	465,9	96%	475,9	98%
Honorary Lecturer		7,0	106,0	113,0	7,0	6%	106,0	94%	113,0	100%	0,0	0%	0,0	0%		
Substitute Lecturer		52,0	161,0	213,0	52,0	24%	161,0	76%	213,0	100%	0,0	0%	161,0	76%	161,0	76%
Affiliate Lecturer		45,5	0,0	45,5	0,0	0%	0,0	0%			0,0	0%	0,0	0%		
Total		**77.901,2**	**109.756,6**	**187.657,7**	**40.317,5**	21%	**72.383,4**	39%	**112.700,8**	60%	**13.349,6**	7%	**40.457,2**	22%	**53.806,8**	29%

Source: DATA (Data Governance Office)

[1] HIDA: Teaching Hours Delivered in the Classroom

[2] The percentage of faculty members with a doctoral degree is indicated in those teaching categories where this academic qualification is not a requirement.

[3] Before the passage of the Ley Orgánica de Universidades (LOU) in 2001, university professors were not subject to the current accreditation requirements for access to permanent positions. This explains why part of the permanent teaching staff is not accredited according to the criteria established later.

[4] (former employee of the Government of Catalonia)

Table 5.4. Teaching and Research Staff (PDI) Who Teach in the Medicine Degree by type of degree training. (Back to Text)

Categoria		Formació Bàsica (FB)				Formació Obligatòria (OB)				Pràctiques				Formació Optativa (OT)				Treball Final de Grau			
		PDI	Doctor[1]		Acreditat	PDI	Doctor[1]		Acreditat	PDI	Doctor[1]		Acreditat	PDI	Doctor[1]		Acreditat	PDI	Doctor[1]		Acreditat
Permanent Faculty																					
• University Professor		12	12		9 75%	27	27		19 70%	16	16		12 75%	13	13		9 69%	19	19		15 79%
• Professor		3	3		3 100%	9	9		9 100%	5	5		5 100%	6	6		6 100%	7	7		7 100%
• Senior Lecturer		11	11		7 64%	41	41		35 85%	30	30		28 93%	22	22		20 91%	30	30		27 90%
• Associate Lecturer		12	12		12 100%	43	43		42 98%	31	31		29 94%	35	35		33 94%	27	27		26 96%
• Temporary Associate Lecturer						1	1 100%							1	1 100%			1	1		
Subtotal PDI permanent		*38 (29,5%)*				*121 (18,4%)*				*82 (17,9%)*				*77 (21,8%)*				*84 (34,9%)*			
Non-Permanent Faculty																					
• Assistant Lecturer		2	2		2 100%	2	2		2 100%					2	2		2 100%				
• Adjunt Lecturer	Physiotherapy					5	1 20%			1											
	Psychology					1	1 100%														
	Speech Therapy													1	0%						
	Medical	59	31 53%		11 19%	503	251 50%		49 10%	366	166 45%		28 8%	267	142 53%		24 9%	152	112 74%		29 19%
	Non-permanent					16	11 69%		1 6%	8	6 75%			7	5 71%			2	1 50%		
	Total	*59*	*31 53%*		*11 19%*	*525*	*264 50%*		*50 10%*	*375*	*172 46%*		*28 7%*	*275*	*147 53%*		*24 9%*	*154*	*113 73%*		*29 19%*
• Researcher		24	5 21%		4 17%	3	1 33%		1 33%	1	1 100%							1	1 100%		1 100%
• Emeritus Lecturer[2]						3	3 100%		2 67%	1	1 100%		1 100%					2	2 100%		2 100%
• Honorary Lecturer		1	1 100%			3	3 100%														
• Substitute Lecturer		4	4 100%		3 75%																
• Affiliate Lecturer		1																			
Subtotal PDI non-permanent		91 (70,5%)				536 (81,6%)				377 (82,1%)				277 (78,2%)				157 (65,1%)			
Total		**129**	**81**		**51**	**657**	**394**		**160**	**459**	**256**		**103**	**354**	**226**		**94**	**241**	**200**		**107**

Source: DATA (Data Governance Office)

[1] The percentage of PhD holders is indicated in those teaching categories where this academic degree is not a requirement.

[2] (former employee of the Government of Catalonia)

Table 5.5. Distribution of Adjunt Clinical Lecturer by Medical Specialty (Back to Text)

Medical Specialty	Sexe		Total
	Dona	Home	
Adjunt Clinical Lecturer in Pathological Anatomy	18	3	**21**
Adjunt Clinical Lecturer in Anaesthesiology and Resuscitation	83	29	**112**
Adjunt Clinical Lecturer in Digestive System	19	11	**30**
Adjunt Clinical Lecturer in Cardiology	16	23	**39**
Adjunt Clinical Lecturer in Cardiovascular Surgery	3	4	**7**
Adjunt Clinical Lecturer in General and Digestive Surgery	26	24	**50**
Adjunt Clinical Lecturer in Oral and Maxillofacial Surgery		4	**4**
Adjunt Clinical Lecturer in Orthopaedic and Traumatic Surgery	38	50	**88**
Adjunt Clinical Lecturer in Paediatric Surgery	7	6	**13**
Adjunt Clinical Lecturer in Plastic, Aesthetic, and Reconstructive Surgery	13	18	**31**
Adjunt Clinical Lecturer in Thoracic Surgery	1	2	**3**
Adjunt Clinical Lecturer in Vascular Surgery		1	**1**
Adjunt Clinical Lecturer in Medical-Surgical Dermatology and Venereology	24	11	**35**
Adjunt Clinical Lecturer in Endocrinology and Nutrition	21	11	**32**
Adjunt Clinical Lecturer in Hospital Pharmacy	1		**1**
Adjunt Clinical Lecturer in Clinical Pharmacology	1	1	**2**
Adjunt Clinical Lecturer in Physiotherapy	9	5	**14**
Adjunt Clinical Lecturer in Geriatrics	16	6	**22**
Adjunt Clinical Lecturer in Haematology and Blood Transfusion	27	8	**35**
Adjunt Clinical Lecturer in Immunology	3		**3**
Adjunt Clinical Lecturer in Infectious Diseases	18	4	**22**
Adjunt Clinical Lecturer in Family and Community Medicine	523	167	**690**
Adjunt Clinical Lecturer in Physical Medicine and Rehabilitation	1		**1**
Adjunt Clinical Lecturer in Intensive Care Medicine	38	21	**59**
Adjunt Clinical Lecturer in Internal Medicine	17	16	**33**
Adjunt Clinical Lecturer in Forensic Medicine	2	1	**3**
Adjunt Clinical Lecturer in Nuclear Medicine	2	1	**3**
Adjunt Clinical Lecturer in Preventive Medicine and Public Health	4	3	**7**
Adjunt Clinical Lecturer Microbiology and Parasitology	15	1	**16**
Adjunt Clinical Lecturer in Nephrology	13	4	**17**
Adjunt Clinical Lecturer in Neurosurgery	8	9	**17**
Adjunt Clinical Lecturer in Neurology	28	21	**49**
Adjunt Clinical Lecturer in Obstetrics and Gynaecology	102	28	**130**
Adjunt Clinical Lecturer in Ophthalmology	45	33	**78**
Adjunt Clinical Lecturer in Medical Oncology	20	8	**28**
Adjunt Clinical Lecturer in Radiotherapy Oncology	3		**3**
Adjunt Clinical Lecturer in Otolaryngology	25	10	**35**
Adjunt Clinical Lecturer in Clinical Paediatrics	82	25	**107**
Adjunt Clinical Lecturer in Pulmonology	20	12	**32**

Adjunt Clinical Lecturer in Psychiatry	58	24	**82**
Adjunt Clinical Lecturer in Hospital Radio Physics	1	1	**2**
Adjunt Clinical Lecturer in Radiology	33	31	**64**
Adjunt Clinical Lecturer in Rheumatology	6	3	**9**
Adjunt Clinical Lecturer in Emergency Medicine	45	44	**89**
Adjunt Clinical Lecturer in Urology	12	29	**41**
Total	**1447**	**713**	**2160**

Source: DATA (Data Governance Office)

Table 5.6. Research Activity of the Academic Staff Teaching in the Medicine Degree: Research Projects (Back to Text)

Type of Project		Project		Agreements		International Grants		Other Grants		Scolarships		Recruitment of Staf		Mobility		Total	
		n	Import	n	Import	n	Import	n	Import	n	Import	n	Import	n	Import	n	import
2020-21	Dona	14	2.099	60	2.950	1	0	1	1				5	1	5	77	**5.060**
	Home	37	4.084	218	6.001	6	572	3	13	10	965	5	24	1	24	280	**11.683**
	Subtotal	51	6.183	278	8.951	7	572	4	14	10	965	5	29	2	29	357	**16.743**
2021-22	Dona	12	1.177	55	2.191	1	278			3	129	2	3	1	3	74	**3.781**
	Home	42	5.712	206	4.958	10	753	1	200	8	626	6	350	6	350	279	**12.949**
	Subtotal	54	6.889	261	7.149	11	1.031	1	200	11	755	8	353	7	353	353	**16.730**
2022-23	Dona	18	2.355	63	1.839	1				3	69	2	0			87	**4.263**
	Home	36	5.956	190	5.033	5	1.019			17	657	14	271	4	271	266	**13.207**
	Subtotal	54	8.311	253	6.872	6	1.019			20	726	16	271	4	271	353	**17.470**
Total Període	Dona	44	5.631	178	6.980	3	278	1	1	6	198	4	8	2	8	238	**13.104**
	Home	115	15.752	614	15.991	21	2.344	4	213	35	2.248	25	645	11	645	825	**37.838**
	Total	**159**	**21.383**	**792**	**22.971**	**24**	**2.622**	**5**	**214**	**41**	**2.446**	**29**	**653**	**13**	**653**	**1.063**	**50.942**

Source: DATA (Data Governance Office)

Amounts expressed in Thousands of Euros

Table 5.7. Research Activity of the Academic Staff Teaching in the Medicine Degree: Publications (Back to Text)

	2022-23		2021-22		2020-21		Total
	Woman	Man	Woman	Man	Woman	Man	
Article	237	528	365	846	481	1.191	**3.648**
Review Article	9	42	25	45	13	77	**211**
Book	0	4	0	2	0	16	**22**
Chapter	3	10	5	8	20	18	**64**
Official Report	2	1	0	0	0	2	**5**
Scientific Review	0	0	1	3	1	7	**12**
Foreword/Epilogue	0	0	0	0	0	1	**1**
Other Contributions	6	4	2	2	1	8	**23**
Total	**257**	**589**	**398**	**906**	**516**	**1.320**	**3.986**
	846		**1.304**		**1.836**		

Source: DATA (Data Governance Office)

Table 5.8. Research Activity of the Academic Staff Teaching in the Medicine Degree: PhD Thesis Supervisions (Back to Text)

	2022-23			2021-22			2020-21			Total
	Total	Woman	Man	Total	Woman	Man	Total	Woman	Man	Periode
PhD Programme in Cellular Biology	**1**	1	0	**1**	1	0	**0**		0	**2**
PhD Programme in Biochemistry, Molecular Biology, and Biomedicine	**12**	2	10	**13**	3	10	**13**	3	10	**28**
PhD Programme in Biotechnology	**2**	0	2	**2**	0	2	**2**		2	**4**
PhD Programme in Food Science	**1**	0	1	**1**	0	1	**1**		1	**2**
PhD Programme in Environmental Science and Technology	**1**	1	0	**0**	0	0	**0**		0	**1**
PhD Programme in Surgery and Morphological Sciences	**70**	14	56	**65**	9	56	**73**	17	56	**152**
PhD Programme in Education	**2**	0	2	**2**	0	2	**2**	0	2	**4**
PhD Programme in Pharmacology	**13**	9	4	**7**	3	4	**8**	4	4	**24**
PhD Programme in Genetics	**0**	0	0	**1**	1	0	**0**		0	**1**
PhD Programme in Genetics	**0**	0	0	**0**	0	0	**0**	0	0	**0**
PhD Programme in Advanced Immunology	**0**	0	0	**0**	0	0	**2**	2	0	**2**
PhD Programme in Computer Science	**0**	0	0	**0**	0	0	**0**	0	0	**0**
PhD Programme in Biomedical Research Methodology and Public Health	**7**	4	3	**5**	2	3	**4**	1	3	**13**
PhD Programme in Genetics	**0**	0	0	**0**	0	0	**0**		0	**0**
PhD Programme in Medicine	**67**	26	41	**61**	20	41	**57**	16	41	**144**
PhD Programme in Microbiology	**3**	2	1	**3**	2	1	**2**	1	1	**7**
PhD Programme in Neurosciences	**19**	11	8	**16**	8	8	**12**	4	8	**39**
PhD Programme in Paediatrics, Obstetrics, and Gynaecology	**14**	4	10	**15**	5	10	**21**	11	10	**40**
PhD Programme in Animal Production	**1**	0	1	**1**	0	1	**1**		1	**2**
PhD Programme in Health and Sport Psychology	**0**	0	0	**0**	0	0	**1**	1	0	**1**
PhD Programme in Psychiatry	**19**	8	11	**15**	4	11	**12**	1	11	**35**
Total	**232**	82	150	**208**	58	150	**211**	61	150	**501**

Source: DATA (Data Governance Office)

Table 5.9. Recognition of Teaching and Research Activities of Academic Staff (PDI) (Back to Text)

	Man		Woman		Total	
	n	%	n	%	n	%
PDI with teaching responsibilities[1]	455	55,9%	359	44,1%	814	100,0%
PDI eligible to apply for teaching/research merits	115	14,1%	37	4,5%	152	18,7%
PDI with active teaching merits	65	56,5%	28	75,7%	93	61,2%
PDI with active ongoing teaching merits	54	83,1%	21	75,0%	75	80,6%
PDI with active research merits	87	75,7%	28	75,7%	115	75,7%
PDI with active ongoing research merits	81	93,1%	25	89,3%	106	92,2%

Source: DATA (Data Governance Office)

[1] Adjunt Clinical Lecturer are not considered as academic staff with teaching responsibilities.

Tabla 5.10. Training Activities for Academic Staff (Back to Text)

Program	Training Area	Title	Mode	Number of Participants
Strategic Knowledge	Strategic Information	Com fer visites als centres de secundària i no morir en l'intent	Presencial	4
		Comunicació amb perspectiva de gènere i llenguatge no sexista	Línia síncrona	2
		Prevenció de la violència de gènere a la universitat	Línia síncrona	7
		Suport a la reflexió ètica: identificació i resolució de dilemes ètics (eina dialètic)	Línia síncrona	2
		Tractament de dades personals per als responsables del tractament en l'àmbit de la recerca	Línia síncrona	1
	Subtotal			**16**
	Knowledge and Integration at the UAB	Funcionament òrgans col·legiats UAB	Semi-presencial	1
	Subtotal			**1**
Total				**17**
Training in Basic Tools for the Workplace	ICT (Office applications, software, and IT)	Competències digitals, mòdul 3: processament de text (virtual)	Línia asíncrona	1
		Competències digitals, mòdul 6: gestió de bases de dades (virtual)	Línia asíncrona	1
		EGRETA: facilita t la feina. Introducció bàsica	Línia síncrona	1
		Gestió de fitxers amb Microsoft Office 365 (virtual)	Línia asíncrona	4
		Monogràfic EGRETA 1: defineix el teu perfil	Línia síncrona	1
		Monogràfic EGRETA 2: gestiona la producció científica	Línia síncrona	1
		Monogràfic EGRETA 3: crea i gestiona els teus CV	Línia síncrona	1
		Monogràfic EGRETA 5: portals de recerca. Fes-te conèixer!	Línia síncrona	1
	Subtotal			**11**
Total				**11**

Prevention, Safety, and Occupational Health	Occupational Risk Prevention	Formació d'acollida en prevenció de riscos laborals a la UAB	Línia asíncrona	56
	Subtotal			**56**
	Basic Laboratory Safety	Bioseguretat línies cel·lulars i vectors virals (virtual)	Línia asíncrona	5
		Gestió dels residus biològics de laboratori (virtual)	Línia asíncrona	5
		Introducció a la bioseguretat	No presencial	1
		Introducció a la bioseguretat (virtual)	Línia asíncrona	6
		Transport i enviament de material biològic (virtual)	Línia asíncrona	5
		Ús i manteniment de cabines de seguretat biològica (virtual)	Línia asíncrona	5
	Subtotal			**27**
	Occupational Health	Prevenció de violències sexuals i d'assetjament sexual, per raó de sexe, gènere o orientació sexual	Línia síncrona	1
	Subtotal			**1**
Total				**84**
Management Functions and Administrative Roles	Training in Skills	Coordinació equips: fonaments bàsics	Presencial	1
	Subtotal			**1**
Total				**1**

	Teaching	Aprenentatge actiu en grups nombrosos	Línia síncrona	1
		Aprenentatge basat en projectes	Semi-presencial	1
		Detecció de similituds concepte i ús d'Urkund integrat al campus virtual de la UAB	Línia asíncrona	1
		Eines per a la coavaluació a l'àmbit universitari	Línia síncrona	1
		Eines per afavorir l'aprenentatge basat en la recerca	Presencial	1
		El recurs «K altura» a les aules moodle. Què és i com funciona.	Semi-presencial	1
		Potenciem aprenentatge actiu mitjançant la classe invertida	Línia síncrona	2
	Subtotal			**8**
Teaching Improvement	UAB Strategic Lines form Teaching	ChatGPT i la tasca docent	Línia síncrona	1
	Subtotal			**1**
	FDES Programme	Activitat 3 programa FDES. Avaluació per a l'aprenentatge a l'educació superior	Semi-presencial	1
		Activitat FDES 1. Neurociència per a docents universitaris	Línia síncrona	1
	Subtotal			**2**
	Tailor-Made Calls and Conferences	Jornada d'innovació avaluació i estratègies docents	Presencial	1
		Jornada d'innovació perspectiva de gènere	Presencial	1
		Jornada d'innovació ponència i conversa	Presencial	2
	Subtotal			**4**
Total				**15**

Research ant Transfer Improvement	Protocols and Tools for Research Development	Acord de transparència per a l'experimentació animal: balanç i resultats	Línia síncrona	2
		Bones pràctiques orientades a reduir la severitat del procediments d'experimentació animal	Semi-presencial	7
		Cap a una "cultura de la cura" institucional	Línia síncrona	2
		Formació per a personal investigador usuari d'animals per a experimentació i altres finalitats CIE	Presencial	2
		Introducció a anàlisi estadística en la recerca amb R-Jamovi	Presencial	1
		Millora i gestió dels protocols de supervisió d'animals de laboratori	Semi-presencial	2
		Millora i gestió dels protocols de supervisió en animals de laboratori	Semi-presencial	2
		Refinament en la manipulació animals de laboratori	Semi-presencial	6
	Subtotal			**24**
Total				**24**
Total participants				**152**

Source: Teaching Unit

Table 5.11. Clinical Simulation Training (2017-2022) (Back to Text)

Activity Type	Number of Courses	Number of Participants
Bespoke Training	6	44
Internal Training for Teaching Units	5	91
Advanced Instructor Training	6	27
Total Courses and Staff Trained	**17**	**162**

Source: Centre Administrator

Table 7.1. Processes of the Internal Quality Assurance System of the Faculty of Medicine (IQAS-FM) (Back to Text)

Type	Code	Proces	Owner	Responsible
Strategic	PE01	Definition of Quality Policy and Objectives	Dean	Centre Administrator
	PE02	Definition, Implementation, and Monitoring of the IQAS	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager
	PE03	Design, Creation, and Discontinuation of Programmes. Programme Map	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager
	PE04	Definition of PDI Policy	Dean	Dean's Secretary
	PE05	Definition of PTGAS Policy	Centre Administrator	Administration Secretary
Key	PC01	Definition of Admission, Graduation, and Access Profiles	Vice-Dean for Academic Affairs and Students	Academic Manager
	PC02	Teaching Programming of Subjects	Vice-Dean for Academic Affairs and Students	Teaching Programming Manager
	PC03	Study Guides	Vice-Dean for Quality and Academic Accreditation	Programme Coordinators/ Teaching Quality Manager
	PC04	Management of Internships	Vice-Dean for Mobility and Internships	Academic Management Internship Coordinator
	PC05	Management of Final Projects (TFE)	Vice-Dean for Academic Affairs and Students. Vicedegà de Postgrau	Academic Manager
	PC06	Student Guidance	Vice-Dean for Academic Affairs and Students	Academic Management and/or Quality Management
	PC07	Student Assessment	Vice-Dean for Academic Affairs and Students. Vicedegà de Postgrau	Academic Manager
	PC08	Management of Student Mobility	Vice-Dean for Mobility and Internships	Academic Management Mobility Coordinator
	PC09	Monitoring, Evaluation, and Improvement of Programmes	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager

	PC10	Modification of Programmes	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager
	PC11	Accreditation of Programmes	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager
	PC12	Document Management	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager
Support	PS01	Training, Mobility, and Evaluation of PDI	Dean	Dean's Secretary
	PS02	Training, Mobility, and Evaluation of PTGAS	Centre Administrator	Administration Secretary
	PS03	Economic and Material Resource Management	Vice-Dean for Economy	Centre Administrator
	PS04	Service Management	Centre Administrator	Service Heads
	PS05	Academic Organisation	Vice-Dean for Academic Affairs and Students	Academic Affairs Manager
	PS06	Management of Complaints, Suggestions, and Praise	Centre Administrator	Administration Secretary
	PS07	Satisfaction of Stakeholders	Vice-Dean for Quality and Academic Accreditation	Teaching Quality Manager
	PS08	Public Information and Accountability	Faculty Secretary	CRD Heads / Dean's Secretary / Administration Secretary

Taula 8.1. Training Activities for Administrative and Service Staff (PTGAS) (Back to Text)

Program	Training Area	Title	Mode	Number of paticipants
Strategic Knowledge	Strategic Information	Cartes de servei a la UAB	Línia síncrona	1
		Cartes de servei_exploració de la demanda i anàlisi expectatives usuaris	Línia síncrona	1
		Com fer visites als centres de secundària i no morir en l'intent	Presencial	2
		Creant entorns universitaris inclusius amb la diversitat afectivo- sexual i de gènere	Línia síncrona	1
		Els UAB open labs	Presencial	2
		Estratègies per a garantir els drets de les persones LGTBI i contra la discriminació	Línia síncrona	2
		Prevenció de les violències masclistes a la universitat	Línia síncrona	3
		Protecció de dades personals: anonimització i pseudonimització	Línia síncrona	6
		Reglament general de protecció de dades (RGPD)	Semi-presencial	2
		Reglament general de protecció de dades (RGPD): visió general dels importants canvis. El responsable	Línia síncrona	1
		Suport a la reflexió ètica: identificació i resolució de dilemes ètics (eina dialètic)	Línia síncrona	7
		Vine a conèixer l'ECIU University i les seves oportunitats	Presencial	1
	Subtotal			**29**
	Knowledge and Integration at the UAB	Acompanyament teletreball: comunicació, connectivitat i ciberseguretat	Línia asíncrona	12
		Acompanyament teletreball: comunicació, connectivitat i treball segur a la UAB	Línia asíncrona	3
		Acompanyament teletreball: normativa en protecció de dades de caràcter personal	Línia asíncrona	15
		Acompanyament teletreball: organització del treball	Línia asíncrona	14
		Acompanyament teletreball: organització del treball i lideratge	Línia asíncrona	1

		Acompanyament teletreball: prevenció al lloc de treball i seguretat laboral en un entorn teletreball	Línia asíncrona	13
	Subtotal			**58**
Total				**87**
Training in Basic Tools for the Workplace	ICT (Office applications, software, and IT)	Aplicatiu MyWEBTime bàsic (virtual)	Línia asíncrona	9
		Aplicatiu MyWEBTime per validadors semipresencial	Semi-presencial	2
		Com convertir dades en conclusions amb Microsoft 365 Power BI (Business Intelligence)	Línia asíncrona	2
		Competències digitals, mòdul 3: processament de text (virtual)	Línia asíncrona	2
		Competències digitals, mòdul 4: fulls de càlcul (virtual)	Línia asíncrona	4
		Competències digitals, mòdul 5: presentacions (virtual)	Línia asíncrona	3
		Competències digitals, mòdul 6: gestió de bases de dades (virtual)	Línia asíncrona	3
		Disseny de presentacions amb Microsoft 365 Sway	Línia asíncrona	2
		Dissenya infografies 3.0	Semi-presencial	3
		EGRETA introducció què puc fer i com fer-ho	Línia síncrona	1
		EGRETA: facilita t la feina. Introducció bàsica	Línia síncrona	1
		Gestió de fitxers amb Microsoft office 365 (virtual)	Línia asíncrona	10
		Gestió de fitxers amb Microsoft office 365 One Drive (virtual)	Línia asíncrona	7
		Gestió de projectes i organització visual del treball amb Microsoft 365 Planner	Línia asíncrona	6
		Gestor de continguts oracle webcenter sites	Semi-presencial	1
		Gestor de continguts oracle webcenter sites per a departaments	Presencial	2
		Gestor de continguts oracle webcenter sites per a extranet	Semi-presencial	3
		Gestor de continguts oracle webcenter sites per a fitxes web de programes de doctorat	Línia síncrona	6
		Microsoft Excel: formulació amb funcions avançades	Línia síncrona	5
		Microsoft Excel: taules dinàmiques	Línia síncrona	2
		Mòdul 1 EGRETA per al PTGAS: operacions bàsiques	Línia síncrona	1

	Mòdul 2 EGRETA per al PTGAS: ajuts	Línia síncrona	1
	Mòdul 3 EGRETA per al PTGAS: processos de gestió bàsics	Línia síncrona	1
	Monogràfic EGRETA 1: defineix el teu perfil	Línia síncrona	1
	Monogràfic EGRETA 2: gestiona la producció científica	Línia síncrona	1
	Monogràfic EGRETA 5: portals de recerca. Fes-te conèixer!	Línia síncrona	1
	Presentació EGRETA: el nou gestor de la base de dades de recerca	Línia síncrona	1
	Teams per al suport a la docència	Línia asíncrona	1
	Treball segur: hàbits cibersaludables	Línia asíncrona	8
	Tutories summa	Presencial	1
	Wordpress per a persones usuàries del servei webs UAB	Semi-presencial	1
Subtotal			**92**
Administrative Management	1ª trobada de gestors/es departamentals i d'institut	Presencial	4
	Certificació i signatura electrònica	Semi-presencial	5
	Gestió de despeses avançades, viatges, atencions socials i contractacions i retribucions (virtual)	Línia asíncrona	12
	Gestió de pagaments i taxes vinculades a la matrícula i gestió expedient	Presencial	1
	Gestió de xarxes socials	Línia síncrona	1
	Gestió del mòdul TFEPE i pràctiques curriculars (nivell avançat)	Presencial	1
	Gestió del mòdul TFEPE i pràctiques curriculars (nivell bàsic)	Presencial	1
	Gestionar el procés de compres a la UAB	Línia asíncrona	2
	Introducció a l'aplicació informàtica sigma (bàsic)	Presencial	1
	Introducció de plans d'estudis a sigma i aplicacions a la gestió de l'expedient	Presencial	3
	Justificació econòmica de projectes de recerca	Presencial	2
	Justificació econòmica de projectes de recerca del Ministerio	Presencial	3
	La gestió del doctorat	Línia asíncrona	8
	Normativa acadèmica d'aplicació als estudis de grau i màster universitaris	Presencial	1

		Normativa i procediment de viatges	Presencial	2
		Nova funcionalitat per conciliació bancària a summa	Línia síncrona	3
		Procediment administratiu	Presencial	1
		Registre de la UAB. Eres 2.0	Presencial	5
		Sistema de gestió documental: classificació, descripció i calendaris de conservació de documentació	Presencial	1
		Taller aplicat sobre atencions socials avançat	Presencial	2
		Taller aplicat sobre procediment de viatges avançat	Presencial	3
		Ús de l'aplicació per a la gestió de l'encàrrec de la programació docent (GEPD)	Línia síncrona	2
	Subtotal			**64**
	Skills	10 tips per a l'anàlisi i resolució de problemes	Línia síncrona	6
		10 trucs per a establir adequadament les nostres prioritats a la feina	Línia síncrona	2
		Assertivitat i altres eines de comunicació avançades	Línia síncrona	3
		Assertivitat i gestió efectiva de queixes mitjançant correu electrònic	Línia síncrona	1
		Eines de comunicació a utilitzar en el teletreball i en el model híbrid. criteris d'utilització	Línia síncrona	1
		Entrenar la curiositat, la millora i l' aprenentatge continu	Línia síncrona	1
		Gestionar satisfactòriament situacions conflictives en atenció a usuaris	Presencial	2
		La influència de les emocions en la resolució de conflictes	Presencial	1
		La resiliència: com gestionar els canvis positivament	Presencial	4
		Lean mail: com fer del correu el teu millor aliat	Línia síncrona	7
		Motivació: les 4 portes del cervell	Presencial	2
		Organització del treball i gestió del temps	Línia síncrona	3
	Subtotal			**33**
Total				**189**

Prevention, Safety, and Occupational Health	Occupational Risk Prevention	Accidents in itinere: què son i com evitar-los (virtual)	Línia asíncrona	11
		Formació d'acollida en prevenció de riscos laborals a la UAB	Línia asíncrona	39
	Subtotal			**50**
	Evacuation Plans and Emergency Teams	Actualització anual de l'equip EPA	Línia síncrona	1
		Cadira d'evacuació per escala	Presencial	8
		Central alarmes virtual	Línia asíncrona	5
		Formació especifica en emergències	Presencial	2
		Formació genèrica en emergències virtual	Línia asíncrona	7
		Introducció als primers auxilis	Presencial	2
		Mòdul assistència sanitària immediata	Semi-presencial	3
		Renovació de l'acreditació per manipular desfibril·ladors	Presencial	4
		Suport vital bàsic + desfibril·ladors externs automàtics (dea)	Semi-presencial	1
	Subtotal			**33**
	Basic Laboratory Safety	Agents biològics. Riscos i mesures preventives virtual	Línia asíncrona	1
		Bioseguretat línies cel·lulars i vectors virals (virtual)	Línia asíncrona	16
		Capacitació per a la recollida de nitrogen líquid per a recerca	Presencial	10
		Continuada en protecció radiològica. Especialitats fonts no encapsulades	Línia asíncrona	3
		Gestió dels residus biològics de laboratori (virtual)	Línia asíncrona	15
		Gestió dels residus químics als laboratoris (virtual)	Línia asíncrona	5
		Introducció a la bioseguretat (virtual)	Línia asíncrona	19
		Introducció al risc químic al laboratori (virtual)	Línia asíncrona	5
		Prevenció en l'ús de productes químics virtual	Línia asíncrona	2
		Recollida de vessaments químics. Utilització de kits d'absorció en cas d'emergència	Presencial	3
		Transport i enviament de material biològic (virtual)	Línia asíncrona	19
		Ús i manteniment de cabines de seguretat biològica (virtual)	Línia asíncrona	18
	Subtotal			**116**
		Educació per la veu i foniatria	Presencial	1

	Occupational Health	Ergonomia laboral: manipulació manual de càrregues virtual	Línia asíncrona	14
		Prevenció de treballs amb esforç vocal virtual	Línia asíncrona	2
		Prevenció de violències sexuals i d'assetjament sexual, per raó de sexe, gènere o orientació sexual	Línia síncrona	3
		Prevenció psicosocial: estrès laboral, com gestionar-ho? (virtual)	Línia asíncrona	4
	Subtotal			**24**
Total				**223**
Language Training	Promotion and Use of Catalan	Català - elemental B1	Semi-presencial	2
		Preparació per a l' examen de català nivell C1	Semi-presencial	2
		Redacció de missatges de correu electrònic	Línia síncrona	1
	Subtotal			**5**
	General Policy for Foreign Languages	Examen per a certificat anglès 1a part nivell 7 del servei de llengües (1a part C1 MERC)	Presencial	4
		Examen per a certificat francès nivell 4 del servei de llengües (B2.1 MERC)	Presencial	1
		Sessió de presentació de la plataforma DEXWAY d'aprenentatge virtual d' idiomes	Línia síncrona	2
	Subtotal			**7**
	English for the Workplace	English pronunciation	Línia síncrona	4
	Subtotal			**4**
Total				**16**
Facilitating and Supporting Promotion	Access to Management/Technical Scale	Accés escala gestió A2	Semi-presencial	2
	Subtotal			**2**
	Access to the BB Scale	Accés escala bibliotecari/ària	Semi-presencial	1
	Subtotal			**1**
	Accreditations	Habilitació competències de gestió. Mòdul adaptació al canvi.	Línia asíncrona	3

		Habilitació competències de gestió. Mòdul coordinació d' equips.	Línia asíncrona	7
		Habilitació competències de gestió. Mòdul resolució de problemes.	Línia asíncrona	5
	Subtotal			**15**
Total				**18**
Specific Groups - Technical and Administrative Support Staff (PTGAS)	Secretariat	Rol i competències de secretariat de direcció	Presencial	1
	Subtotal			**1**
	Service Auxiliaries	GeSLIPI per a usuaris de l'eina	Línia síncrona	2
	Subtotal			**2**
	Techical Staff	Treball en equip amb Adobe Creative Cloud	Línia síncrona	2
	Subtotal			**2**
	Library Staff	Alma. Recursos electrònics: una visió doble	Presencial	2
		Bibliosalud 2023	(en blanc)	1
		Comunicació científica: alternatives més enllà de les revistes acadèmiques tradicionals	Presencial	1
		Consolidant alma. Com millorar la feina dia a dia	Presencial	4
		El protocol OAI-PMH. Què és i com el fem servir al DDD	Presencial	4
		Emmagatzematge i gestió de la documentació del SDB amb eines Msoffice 365	Presencial	3
		Gestió de dades amb Excel per a biblioteques	Presencial	5
		Jornades de ciència oberta	Línia síncrona	1
		Programari de butlletins de difusió SDB	Presencial	1
		XVII jornada compartint coneixements a les biblioteques de la UAB	Presencial	2
	Subtotal			**24**
	Laboratory Staff	Curso técnicos de anatomía y salas de disección avanzado	Presencial	1
	Subtotal			**1**
Total				**30**

	Training Linked to Specific Service Objectives	XVII jornades d'ocupació pública	Mixta	1
	Subtotal			**1**
Support for Organisational Change	Training to Address Organisational Needs	Acompanyament gestor departamental_nou model departaments	Línia síncrona	1
		Nou model departaments acompanyament equip	Presencial	2
		Nou model departaments: acompanyament equip departament, UISAD o institut	Presencial	21
		Nou model departaments: acompanyament grupal	Presencial	6
		Nou model departaments: acompanyament individual a l'equip de gestors del departament/UISAD/institut	Línia síncrona	7
		Nou model departaments: acompanyament individual gestors-es departamentals i d'institut	Línia síncrona	3
		Nou model departaments_formació aprenentatge del canvi	Presencial	22
	Subtotal			**62**
Total				**63**
Management Functions and Leadership Roles	Training in Skills	Com delegar amb èxit	Línia síncrona	2
		Com passar de la queixa al repte	Línia síncrona	1
		Coordinació equips: fonaments bàsics	Presencial	3
		L'art de les converses difícils	Semi-presencial	1
		Líder coach: com fer créixer a l equip	Presencial	1
		Metodologies àgils per a la gestió de projectes	Semi-presencial	1
	Subtotal			**9**
Total				**9**

Personal Development	Comprehensive Training Programme	Formació integral de la persona: compensació de 13 hores	Presencial	1
		Formació integral de la persona: compensació de 20 hores	Presencial	2
		Formació integral: estudis d'idiomes (compensació de 20 hores)	Presencial	2
	Subtotal			**5**
Total				**5**
Improvement of Teaching	Teaching	Aplicacions i recursos tic/tac per a la millora dels processos d'ensenyament i aprenentatge	Semi-presencial	1
		Aprenentatge basat en projectes	Semi-presencial	1
		Com dissenyar aules (més) atractives i engrescadores al campus virtual	Semi-presencial	1
		Design thinking: de la idea a la realitat	Línia síncrona	1
		Eines digitals per a la comunicació amb alumnat	Semi-presencial	1
		L'eina de qualificacions a les aules moodle	Semi-presencial	1
		Wooclap: ús de l'eina per millorar la interacció en la docència amb l'alumnat	Semi-presencial	1
	Subtotal			**7**
	FDES Program	Activitat 4 programa FDES. Experiències d'innovació docent	Semi-presencial	1
	Subtotal			**1**
	Tailor-Made Calls and Conferences	Eines pràctiques per a la inclusió de l'alumnat amb diversitat funcional a les tipologies docents	Presencial	3
		Jornada d'innovació ponència i conversa	Presencial	3
	Subtotal			**6**
Total				**14**
Research ant Transfer Improvement	Research Project Design	Adquireix i respecta els drets d'autor en docència i recerca	Línia síncrona	1
		Avaluació de la qualitat de les revistes i els llibres	Presencial	2
		Ciència oberta i opcions de finançament a la UAB	Presencial	1
		Introducció al codi de bones pràctiques en la recerca de la UAB	Línia síncrona	4
		Transferència, valorització i patents	Mixta	1
	Subtotal			**9**

	Protocols and Tools for Research Development	Acord de transparència per a l'experimentació animal: balanç i resultats	Línia síncrona	15
		Bones pràctiques orientades a reduir la severitat del procediments d'experimentació animal	Semi-presencial	5
		Cap a una "cultura de la cura" institucional	Línia síncrona	8
		Introducció a anàlisi estadística en la recerca amb R-JAMOVI	Presencial	2
		Introducció a la tècnica de la PCR	Presencial	4
		Millora i gestió dels protocols de supervisió d'animals de laboratori	Semi-presencial	4
		Refinament en la manipulació animals de laboratori	Semi-presencial	7
	Subtotal			**45**
Total				**54**
Total Participants				**708**

Source: Teaching Unit

Taula 8.2. Administrative and Service Staff (PTGAS) of the Faculty of Medicine (Back to Text)

Structures	PTGAS Labour		PTGAS Civil Servant		PTGAS chapter VI (Labour)		TOTAL	
	Woman	Man	Woman	Man	Woman	Man	Woman	Man
Adminstrator	1						**1**	
Management Support Unit			2	3			**2**	**3**
Logistics Support and Information Point	1	5					**1**	**5**
Academic Management Office			11	1			**11**	**1**
Finance Office			4	2			**4**	**2**
Distributed Computing Service		6						**6**
Teaching Resources Centre	2	2					**2**	**2**
Research Institutes [1]	15	1	19	2	29	25	**63**	**28**
Library	1		6	3			**7**	**3**
Departments	8	6	22	9	12	9	**42**	**24**
Hospital Teaching Units (UDH):		**1**	**21**	**9**			**21**	**10**
HTU Sant Pau		*1*	*5*	*2*			***5***	***3***
HTU Vall Hebron			*9*	*1*			***9***	***1***
HTU Germans Trias i Pujol			*4*	*3*			***4***	***3***
HTU Parc Taulí			*3*	*3*			***3***	***3***
Total	**28**	**21**	**85**	**29**	**41**	**34**	**154**	**84**
	49		**114**		**75**		**238**	

Source: DATA (Data Governance Office)

[1] Institut de Biotecnologia i de Biomedicina (IBB), Institut de Neurociències, Centre de Biotecnologia Animal i de Teràpia Gènica (CBATEG)

Table 8.3. Complaints, suggestions, and congratulations received through OPINA service (Back to Text)

Type	Students		PDI i PTGAS		Total	
	n	%	n	%	n	%
Complaint	**30**	**68**	**11**	**25**	**41**	**93**
User Services	16	36			16	36
Cafeteria	5	11			5	11
Teaching	3	7			3	7
Administration and Procedures	3	7			3	7
IT and Networks	1	2			1	2
Facilities and Maintenance	2	5	11	25	13	30
Suggestion	**1**	**2**	**2**	**5**	**3**	**7**
Cafeteria			1	2	1	2
Teaching	1	2			1	2
Mobility and transport			1	2	1	2
Total	**31**		**13**	**30**	**44**	**100**

Source: OPINA