UNIVERSITAT DE BARCELONA

Quality Commission

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

SELF-ASSESSMENT REPORT

Bachelor's degree in Medicine

UNIVERSITAT DE BARCELONA
Facultat de Medicina i Ciències de la Salut

February 2023

UNIVERSITAT DE BARCELONA

IDENTIFIYNG DATA

University	Universitat de Barcelona
Faculty	Faculty of Medicine and Health Sciences
Contact	Casanova, 143 08036 Barcelona Tel. 934035255 *dg.medicina@ub.edu*
Responsible for preparing Self-assessment Report	Internal Evaluation Committee
Responsible for reviewing Self-assessment Report	Quality Commission
Responsible for approving Self-assessment Report	Bachelor's degrees' Academic Committee
Date of approval	*pendent*

ACRONYMS

ACOE: Avaluació de la Competència Objectivada i Estructurada / Objective Structured Clinical Examination (OSCE)
APQUB: Agència de Polítiques i Qualitat de la UB / UB Agency for Policy and Quality
AQU: Agència de Qualitat Universitària de Catalunya / Catalan University Quality Assurance Agency
AS: Assessment system
CAE: Comitè d'Avaluació Externa / External Evaluation Committee
CAI: Comitè d'Avaluació Interna / Internal Evaluation Committee
CAP: Centre d'Atenció Primària / Primary Healthcare Assistance Centre
CGFS: Cicle Formatiu de Grau Superior / Higher Degree Training Cycle
CRAI: Centre de Recursos per l'Aprenentatge i la Investigació / Learning and Research Resource Centre
ECTS: European Credit Transfer System
EHEA: European Higher Education Area
EQF: European Qualifications Framework for lifelong learning
EUC: Estudis Universitaris de Catalunya / Catalan University Degrees
FM&HS: Faculty of Medicine and Health Sciences
FP: Final Project
FP2: Formació Professional / Professional Training
ICE-IDP: Institut de Desenvolupament professional / Institute for Professional Development
IDIBAPS: August Pi i Sunyer Biomedical Research Institute
IDIBELL: Bellvitge Biomedical Research Institute
ISC: Informe de Seguiment de Centre / Faculty's Monitoring Report
ISGlobal: Barcelona Institute for Global Health
MECES: Marco Español de Cualificación para la Educación Superior / Spanish Qualification Framework
MCQES: Marc Català de Qualificacions per a l'Educació Superior / Catalan Qualification Framework
MIR: Médico Interno Residente / Hospital resident (exam)
PAS: Personal d'Administració i Serveis / Administration and Service Staff
PAT: Pla d'Acció Tutorial / Tutorial Action Plan
PAU: Proves d'Accés a la Universitat / University Access Exam
PDI: Personal Docent i Investigador / Teaching Staff
PEQ: Procediment Específic de Qualitat / Specific Quality Procedures
RIMDA: Recerca, Innovació i Millora de la Docència i l'Aprenentatge / Research, Innovation and Improvement Programme for Teaching and Learning
RUCT: Registro de Universidades, Centros y Títulos / Register of Universities, Centres and Degrees
SAIQU: Sistema d'Assegurament Intern de la Qualitat / Internal Quality Assurance System
TA: Training activity
UB: Universitat de Barcelona
VSMA: Marc per a la Verificació, Seguiment, Modificació i Acreditació d'ensenyaments oficials / The Framework for the Validation, Monitoring, Modification and Accreditation of Official Degrees

UNIVERSITAT DE BARCELONA

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UNIVERSITAT DE BARCELONA

DATA OF THE BACHELOR'S DEGREE IN MEDICINE

Educational institution	
Name:	University of Barcelona
Address:	Gran Via de les Corts Catalanes, 585, 08007 Barcelona, Spain

Medical School	
Name:	Faculty of Medicine and Health Sciences
Address:	Casanova 143, 08036 Barcelona, Spain
Legal status:	Public
Founded in:	1906
Delivered undergraduate degrees:	6
Delivered postgraduate degrees:	14

Bachelor's degree in Medicine	
Implemented in:	2009
Vacancies per year:	259
Enrolled students (3 years mean):	1,496
Enrolled students with scholarship (3 years mean):	583
Number of graduates (3 years mean):	244
Degree total ECTS:	360
Degree total hours:	9,000
Address:	Casanova 143, 08036 Barcelona, Spain
Phone number:	+34 934035255
Email:	dg.medicina@ub.edu

PRESENTATION OF THE FACULTY OF MEDICINE AND HEALTH SCIENCES

HISTORY AND STRUCTURE

The Faculty of Medicine and Health Sciences (FM&HS) of the Universitat de Barcelona has its origins in 1760, with the creation of the College of Surgery. In 1843, the first embryo of the current Faculty was established, with its headquarters in Carme Street. In 1906, the Faculty, then of Medicine -with the teachings of Dentistry and Nursing-, moved to the current headquarters of the historic building on Casanova Street, where together with the Hospital Clínic of Barcelona, would form the Campus Medicine-Clínic August Pi i Sunyer. In 1980, the Faculty was expanded with new facilities at L'Hospitalet de Llobregat, next to the Bellvitge Hospital, where shortly afterward the Bellvitge Health Sciences Campus was set up with the incorporation of the Faculty of Dentistry and the University School of Nursing, which had attached the School of Podiatry. In 1993, with the inauguration of the teaching unit of the Hospital de Sant Joan de Déu, in Esplugues de Llobregat, the teaching campus bearing this name was incorporated. Finally, in 2016, the Faculty of Medicine and Health Sciences arose by merging the Faculties of Medicine and of Dentistry, and the University School of Nursing. This new structure allows for greater permeability between the education involved in healthcare sciences, a combination of projects and, ultimately, a teaching and research overall improvement.

The Faculty is organized in three campuses -Clínic, Bellvitge, Sant Joan de Déu-, with four third-level university hospitals and the collaboration of several health centres (ten hospitals of high-quality healthcare, teaching and research; several CAP (Primary Healthcare Assistance Centre); a Mental Health Centre in Sant Boi de Llobregat), and has the necessary infrastructures for teaching and research (libraries, dissection rooms, practice and research laboratories, computer rooms, study rooms, medical skills laboratories and other facilities for the simulation of the patient in a critical situation). The FM&HS has agreements with several companies for those studies with a more technological orientation or translational research. This organizational system allows optimizing the patient-student relationship, with better practical teaching. Moreover, the involvement of more human capital in teaching, research and care tasks is favoured and guarantees the best quality teaching. Given the heterogeneity of degrees and campuses of the FM&HS, five Training and Research Units were defined to encompass the various courses, aiming to optimize academic and administrative management.

The Departments -four on the Clínic Campus and six on the Bellvitge Campus- are the basic units responsible for teaching the topics included in the subjects. To guarantee the quality of teaching and to ensure that it conforms to the most advanced knowledge, the members of the departments have a double activity, the one derived from teaching to constantly improve and innovate the contents, and the organization in research groups within departments and around research institutes, which place the FM&HS as one of the leaders in clinical research.

STUDIES OFFER

The Faculty offers a wide and qualified range of studies in the field of health care and health technology, which is specified in six bachelor's degrees, fourteen university master's degrees, four doctoral programmes, and more than one hundred UB-specific postgraduate diploma and master' degrees (Tables P.1.).

The Faculty coordinates five bachelor's degrees: Biomedical Engineering, taught jointly with the Faculty of Physics of the UB; Dentistry; Medicine; Nursing; Podiatry. In addition, jointly with the Faculty of Biology of the UB, the bachelor's degree in Biomedical Sciences is taught. The quality and prestige of the FM&HS' bachelor's degrees are clearly perceived by future students, with its degrees having the highest access mark within its area in the Catalan university area (Tables P.2.).

Concerning postgraduate courses, the FM&HS coordinates twelve university master's degrees: Advanced medical Skills; Advanced Nursing Clinical Practice; Applied Research Methodology in Nursing Care; Biomedicine; Chinese Traditional Medicine (interuniversity, coordinated by the UB); Clinical Investigation (interuniversity, coordinated by the UB); Erasmus Mundus in Biosciences and Bioengineering Innovations for Precision Medicine (interuniversity, coordinated by the Université Grenoble Alpes); Innovation and Entrepreneurship in Nutrition, Chronic Diseases and Healthy Ageing; Integral Podiatry Surgery; Leadership and Management in Nursing; Principles of Care and Education for Diabetes Sufferers; Translational Medicine. In addition, the Faculty participates in the Master's degree Introduction to Mental Health Research (interuniversity, coordinated by the Universidad de Cantabria).

The master's degrees allow access to the research work for developing the doctoral thesis and obtaining the title of Doctor. The Faculty coordinates the Doctoral Programmes in Medicine and Translational Research; Nursing and Health; Erasmus Mundus in Foetal and Perinatal Medicine; and Erasmus Mundus in Transdisciplinary Solutions for Global Health; and participates in the programmes Food and Nutrition; Biodiversity; Biomedicine; Biotechnology; Brain, Cognition and Behaviour; Citizenship and Human Rights; Genetics; Nanoscience; Clinical Health Psychology; and Drug Research, Development and Control. The high interest aroused by these doctoral programmes is evident in a large number of high-level doctoral thesis annually read at the FM&HS.

The Faculty also offers a large number of high-level UB-specific master's degrees and postgraduate programmes. Finally, on the Bellvitge Campus, the Faculty offers courses within the framework of the Courses for senior citizens, aimed at people over the age of sixty, making the university an integrative institution open to society.

THE FM&HS' UNIVERSITY COMUNITY

The adequacy of the Faculty's training offered to respond to the needs and challenges of society is evident by the high number of students enrolled in the different degrees, more than 8,000 in the academic year 2021-2022, of which 4,775 correspond to students of university bachelor's and master's degrees. The presence of foreign students in the Faculty is remarkable, especially in postgraduate studies (Tables P.3.).

It is worth noting the participation of FM&HS students in international mobility programmes (Erasmus Programme), which in the acadèmic year 2021-2022 have allowed the stays of 79 students in 68 universities in 17 European countries and the reception in our classrooms of 120 foreign students, as well as national mobility (SICUE Programme) with several agreements signed between Spanish universities.

The teaching and research staff (PDI) of the FM&HS is made up of 1,823 professors, of which 42.752% correspond to full-time equivalent PDI and 51.23% to women. The distribution by category is 127 full university professors (6.97%), 1 full university school professors (0.05%), 89 tenured university lecturers (4.90%), 6 tenured university school lecturers (0.33%), 162 tenure-

track 2 lecturers (8.89%), 55 tenure-track 1 lecturers (3.02%), 18 temporary lecturers (0.98%), 467 adjunct lecturers (25.61%), 787 medical adjunct lecturers (43.17%), 58 researchers (3.19%), 7 emeritus (0.38%), 1 PAS staff (0.05%), 45 external teachers (2.46%). A high percentage of the teaching staff carries out their clinical care activity in the hospitals and health centres linked to the Faculty. This fact is evident in the diversity of teaching categories mentioned above, in which the figure of medical adjunct lecturer is appropriate since it is designed to incorporate into the university the most innovative professional experience, providing the leading and emerging knowledge and experience related to the practice of the various disciplines within the field of health sciences.

The Administration and Service Staff (PAS) of the FM&HS, which supports administrative, teaching, and research tasks, is distributed on all two campuses under the supervision of the Clínic Campus or the Bellvitge Campus Administrations, responsible for coordination and management of the various administrative and management units. The Faculty has 154 members of the PAS, 116 assigned to services of the centre (75.32%), 38 to departments (24.67%). In addition, some transversal UB unities are located in the FMICS (CRAI, scientific and technical units), with their own personnel.

RESEARCH AND KNOWLEDGE TRANSFER

A key point of the FM&HS is the research carried out by the basic science and the clinical departments. In addition, the collaborations between the teaching staff of the departments, researchers attached to the research groups, and professionals and experts from the health structures and other organizations are very relevant. This organization of investigation has allowed working in the attainment of an inalienable objective as it is to make reality the translational research, that allows applying the laboratory results for the benefit of patients and citizens in every one of the degrees of the Centre. In this sense, the patents that have emerged from this research stand out: 34 in 2020, 47 in 2021, and 49 in 2022.

The research carried out by the FM&HS is developed in the Centre's departments, as well as in the research institutes with which it maintains close collaboration, especially the August Pi i Sunyer Biomedical Research Institute (IDIBAPS), Bellvitge Biomedical Research Institute (IDIBELL), and ISGlobal Barcelona Institute of Global Health to which a large number of faculty members are attached.

The UB Chairs are the instrument that allows long-term agreements to be established between the University and public or private entities or companies to carry out teaching and research activities. The Faculty is very actively involved in this project, with 19 UB Chairs currently headed by FM&HS' teaching staff.

ACKNOWLEDGEMENTS AND RECOGNITIONS

In recent years, the UB has been positioned in prominent places in the various international classifications, occupying the 45th position in Clinical Medicine in the Shanghai Ranking in the last two years, and being the first Spanish centre in the QS World University Rankings (52th position in Medicine in 2022). Also noteworthy is the recognition of the teaching staff, with nine FM&HS professors among the most cited in the world (Highly Cited Researchers-WOS), as well as others distinguished with different national and international awards and recognitions, including the Lilly Foundation Award for Clinical Research, the L'Oréal-UNESCO Research Award "For Women in Science", the Klaus Joachim Zülch Prize for Basic Neurological Research, and the recognition as members of prestigious international organizations such as the National Academy of Medicine of the United States or the European Respiratory Society.

DRAFTING PROCESS OF THE SELF-ASSESSMENT REPORT

The Self-assessment Report is the natural continuation of the VSMA processes, a framework fully implemented in the FM&HS, which is both the culmination of a process and a stimulus to continue in the line of continuous quality improvement. This Self-assessment Report includes the analysis of the bachelor's Degree in Medicine, structured in the various standards established by AQU, which are based on European standards, as well as the dimensions required to obtain the World Federation for Medical Education (WFME) recognition.

The preparation of the Self-assessment Report has been carried out based on the data of the Study programme handbook and the Monitoring Reports (*available at Validation, Monitoring, Modification and Accreditation - FM&HS*) as well as data and indicators, collected in a general way for the UB whole degrees and others specific to the bachelor's degree. The procedure for the management of training programs in the VSMA framework (PEQ 020) was led by the FM&HS' Quality Commission and coordinated by the Internal Evaluation Committee (*in Catalan, CAI, Comitè d'Avaluació Interna*).

PHASES IN THE DRAFTING OF THE SELF-ASSESSMENT REPORT

a) Planning *(July 2022)*
The process of drafting the Self-Assessment Report began in July 2022, with the communication to the Dean of the FM&HS of the AQU accreditation calendar for the academic year 2022-2023. The responsible for the bachelor's degree in Medicine expressed their willingness to also request the recognition of the WFME, that was ratified by the UB.

b) Appointment and constitution of the CAI *(September 2022)*
The Quality-FM&HS Office contacted the Heads of studies to begin the procedure for the elaboration of the Self-assessment Report. In a first phase, the Heads of studies chose the subjects to be analysed based on the AQU proposal. The Quality-FM&HS Office provided them with the necessary documents to facilitate the preparation of the Report (Coordinator's Guide, Self-assessment Report template, student satisfaction and profile reports). A calendar for the drafting process was also provided.
At the same time, the CAI was appointed by the Dean of the FM&HS and constituted in an *online* meeting, in which it was agreed that all subsequent meetings would also be *online*.

c) Collection of information and drafting of the Self-assessment Report *(September 2022 – January 2023)*
The report adapts to the guidelines set by AQU 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* (last version of February, 2023).
This report covers the period between the academic years 2019-2020 and 2021-2022 as those for previous years were included in the previous Monitoring Reports. To adequately answer to the various dimensions raised in the Self-assessment Report, the CAI had the indicators and data available in the Quality System of the FM&HS (SAIQU) from various internal sources of the UB (VSMA-APQUB, Degrees Management, portal of statistics, Technical Bureau at the Rector's Office) and external (AQU, EUC), as well as pieces of evidence collected by the teaching staff.

The Quality-FM&HS Office has been responsible for coordinating the preparation of the Self-assessment Report, as well as its drafting based on the proposals corresponding to the degree's dimensions (prepared by the members of the CAI directly involved in the degree) and the transversal dimensions (elaborated by the Quality-FM&HS Office).
The structure of the Self-assessment Report follows the template provided by AQU which includes AQU and WFME dimensions. Coordination between CAI members has always been very fluid, with constant contact. After collecting the analysis of the standards, the Quality-FM&HS Office prepared the global document, which was the first preliminary version, revised by the CAI to collect its amendments.
The APQUB was responsible for enabling a SharePoint space where the various pieces of evidence required in this accreditation process were deposited, available to the CAI and, subsequently, to the External Evaluation Committee (*in Catalan, CAE, Comitè d'Avaluació Externa*).

d) Public display of the Self-assessment Report and approval *(January - February 2023)*
To make the information about the degree accreditation process available to the entire university community, an *Accreditation 2023* space was set up on the FM&HS website, in the SAIQU section. In this space, the preliminary version of the Self-assessment Report was published to inform the university community and collect any amendments they may have. No comment or amendment had been made after the public exhibition period. The final version of the Self-assessment Report was approved by the bachelor's degrees' Academic Committee of the FM&HS and delivered to AQU through the APQUB.

CAI members

Name	Position
Antoni Trilla	Dean
Ricard Cervera	President of the Quality Commission Vice-dean for Academic Affairs of bachelor's degree and for International Affairs. UFR Clínic - Medicine
Joan Miquel Nolla	Vice-dean for Academic Affairs of bachelor's degree. UFR Bellvitge - Medicine
Fernando Alcaide	Head of studies – Bellvitge Campus
Carme Junqué	Head of studies - Clínic Campus
Joan Blasi	Teaching staff - Campus Bellvitge
Camil Castelo-Branco	Teaching staff - Campus Clínic
María Hidalgo	Student - Campus Bellvitge
Enrique López	Student - Campus Clínic
Concepció Garcia	Head of the Secretary's Office for Students and Teaching Staff - Bellvitge Campus*
Carmela Ruz	Head of the Secretary's Office for Students and Teaching Staff - Clínic Campus*
Belén Nadal	Quality-FM&HS Office*

**Administrative and Service Staff*

UNIVERSITAT DE BARCELONA

EXECUTIVE SUMMARY OF THE SELF-ASSESSMENT REPORT

1. MISSION AND VALUES

This dimension assesses the mission and values of the medical school and the reference framework that characterises it and according to which all its activities are oriented.

1.1 Stating the mission

The school has a public statement that sets out its values, priorities, and goals (BME 1.1).

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

Analysis and assessment

The bachelor's degree in Medicine is committed to prepare future professionals in medicine to contribute to the improvement of individuals and communities' health and welfare, and to guarantee the assistance care of patients in health institutions.

As it is remarked in the degree's website, for over a hundred years, the Faculty has trained many generations of excellent doctors who have delivered, and continue to deliver, the best possible service to society. We have a long tradition of excellence, effort, and dedication to teaching medicine and to the medical profession. Moreover, the degree pursues an international vocation following the concept of global health ("One world, one health"). Finally, the UB's bachelor's Degree in Medicine welcomes and contributes to the training of educated, friendly, serious, entertaining, hardworking, honest, supportive students who are able to work as part of a team. All in all, students who embody the values of the medical profession, who will turn out to be excellent, committed and ethical professionals.

The Study programme handbook describes the competences that must be achieved by the students, among which it is worth noting:

- ethical commitment (general competence 1)
- sustainability (general competence 5)
- recognition of diversity and multiculturalism (transversal competence 10)
- to know the basis and to apply methods of preventive medicine and public health (specific competence 44)
- to know economic and social implications of medical profession by considering efficiency and effectiveness criteria, and to recognize the connection between health and environment, and the concept of food safety (specific competence 45)
- to know the heath planning and administration at Catalan, Spanish, European level as well as worldwide (specific competence 46)
- to know the fundamental and unifying role of the family and community medicine in the patients' life environment, in the health promotion in the family and community habitat, and in the health communication, stipulation and organization (specific competence 59)
- to achieve general clinical abilities that allow to add professional values, assistance communication competences, clinical reasoning and management, and critical judgement as well as to attend to most prevalent health issues in the Medicine, Surgery, Obstetrics and Gynecology, Pediatrics and other clinical areas (specific competence 62)

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)

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

Analysis and assessment

2.1 Intended curriculum outcomes

The school 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)

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

Analysis and assessment

The bachelor's degree in Medicine is ascribed to the MCQES' level 3 (EQF 7), and therefore the aim is to help students become independent, versatile and highly skilled thinkers with the research expertise, information literacy and interpersonal and communication skills needed to develop an advanced career or to pursue doctoral studies in a later stage. The degree has been designed, and accredits integrated degree qualifications, so that it enables graduates to demonstrate that they have achieved the learning outcomes specified in the criteria for level 3 and in the descriptors for these qualifications.

Table 2.1. Course curriculum ***Bachelor's degree in Medicine***

MECES[1] level (corresponding EQF[2])		3 (7)
Mode of study		Face-to-face
Duration (semester)		12
ECTS[3]		360
Distribution of ECTS	Basic training	94
	Compulsory	242
	Optional	18
	Compulsory placements	0
	Compulsory final project	6

[1]MECES: Marco Español de Cualificación para la Educación Superior; [2]EQF: The European Qualifications Framework for lifelong learning; [3]ECTS: European Credit Transfer System
Data provider unit and created by: FM&HS

The Study programme handbook describes the learning outcomes that students should have achieved, as well as the intended learning outcomes for each part of the course (Table 2.2.). The competency profile of the bachelor's degree in Medicine, described in the afore mentioned handbook, has been demonstrated consistent once it has been put into practice and shows the solidity of the planned competences. Therefore, the degree achieved the AQU accreditation in 2017 as *Excellent*.

The objective of the bachelor's degree in Medicine is to train doctors with the following skills:

- To perform standard tasks in medicine such as anamnesis, exploration, medical procedures, diagnosis, prognosis, health promotion and prevention.

- To tackle the profession with sound knowledge of the basic, social and clinical sciences and the fundamental principles of medicine.

- To perform other functions in the field of healthcare (research, teaching and management) and to develop the skills required for professional development (self-critical and self-assessment capabilities, independent learning skills, teamwork skills, self-care, professionalism and motivation, a holistic perspective).

2.2 Curriculum organisation and structure

The school 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

Analysis and assessment

The bachelor's degree in Medicine, through a carefully planned course curriculum taught by a fitted teaching staff assignment, pursues that students develop and work on the following general competences to meet the proposed objectives in the Study programme handbook:

- Motivation for learning
- Capacity for analysis and synthesis
- Clinical skills
- Knowledge of the fundamental scientific principles of medicine
- Critical thinking and research skills
- Communication skills
- Information, Communication and Technology skills
- Teamwork skills, organizational and planning skills
- Concern for ethical practice and respect for professional values
- Understanding of the health system and the surrounding social and cultural reality

The degree is taught in two campuses (Clínic and Bellvitge) and each of them has its own head of studies and Study Council. At the UB, the Study Council is equally formed by teachers and students and includes all the departments that participate in the degree and assumes the role of teaching coordination. With regard to the teaching staff, there is a correspondence between

departments representatives and the course coordinators; for the students, there must be representatives of second to sixth year to have information about possible contents overlap. The Council receives the students reports, through its representatives, which are communicated to the course coordinator, figure defined in the Study Council regulations. The course coordinator is responsible for the timetables of the academic year, and the control of possible content overlaps between subjects of a course, that must be solved by the subject coordinators.

The Department Councils appoint the subject coordinators, who are essential to ensure a good daily functioning of the Virtual Campus and responsible for teaching staff coordination. The subject coordinators meet annually course coordinators, student representatives, and heads of studies to decide the timetable and resolve any possible incidents. In addition, there are monographic meetings to specially analyse subject development as well as content overlap, and to assess the strengths and weaknesses of each subject.

- Minutes of the coordinators-students' meetings
- Minutes of Study Council meetings

Other monographic topic that deeply concern to students is the assessment standardization. In July 2021, a meeting between students and subject coordinators of the fourth and fifth years was held to analyse the assessment procedure and to try to harmonize the employed criteria. In this meeting, data related to academic years previous to COVID-19 was analysed to avoid its impact. During the COVID-19 pandemics period (academic years 2019-2020 and 2020-2021) the subject coordinators annual meetings were carried out through online resources provided by the UB (Bb Collaborate, Teams, Zoom). The academic year 2021-2022 meetings have been held online as well as face-to-face.

In the second semester of the academic year 2019-2020, the exceptional situation generated by the health crisis caused by COVID-19 had a great impact on the development of academic activity after the suspension of face-to-face teaching at Catalan public universities, ratified by Real Decreto 463/2020, of 14 March. The UB and its Centres sought alternatives to guarantee as much as possible the teaching already planned by making available to students the necessary resources and attention in the learning process. The UB prepared several guidance documents as well as a collection of tools to support teaching staff, establishing recommendations and resources for online assessment. In addition, UB drew up general guidelines for the teaching and assessment activities for the academic year 2019-2020 in response to the crisis. In the website, the UB enabled a site where all the COVID-19 Information of interest for the University community is collected. Moreover, each Centre designed its own action plan considering the specific characteristics of its teaching, with the constitution of specially created monitoring committees (head of studies, course coordinators and students representatives), and working to ensure that teachers and students were informed of the specific details of the non-face-to-face teaching and learning support. All the actions carried out in this exceptional framework have been included in the 2020 and 2021 FM&HS Monitoring Reports. Moreover, to coordinate both Campuses, online meetings have been held with the participation of the two heads of studies and the two vice-deans of the degree, sharing the actions that have been carried out during the closing period and back to normality, and the resources and contingency plans to assume the limitation of some clinical practices in the pandemics first phase.

- Minutes of the Crisis Committee

The Join Committee, made up of the UB and the hospitals and CAPs involved in the FM&HS practicals, meets annually and is chaired by the rector or the delegated vice-rector. The Teaching Politics Commission is chaired by the dean of the FM&HS and the medical director of the healthcare centres, and it assess the teaching quality of clinical practices. This Committee meets annually, and the concluding remarks include the actions addressed to subject's improvement.

- Minutes of the Join Committee

The specific annual meeting, so called "Executive of teaching", is joined by heads of departments, heads of studies, heads of clinical services and practical's teaching staff. In these sessions, the normal functioning of the practicals is analysed and there is the assessment of the no-UB hospital teaching staff to concede them a collaboration certificate.

- Minute of the Executive of teaching Committee (example)

Collaboration between both Studies Councils, Bellvitge and Clínic, is held through the FM&HS' Academic Committee in ordinary and extraordinary meetings. In addition, degree's academic vice-deans are members of the UB Governing Council and communicate the information about regulations and instructions to the heads of studies.

2.3 Curriculum content

The school 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)

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

Analysis and assessment

Currently, the society demands a health care in accordance with its expectations, and where the promotion and maintenance of health at personal, family and social group level is ensured and endorsed by suitably trained professionals in the health field. The constant progress of modern medicine requires scientific, technical and social knowledge in its most transversal aspects, skills and values. These requirements are necessary to train versatile, flexible, creative and competitive medical professionals with the ability to:

- Undertake the practice of the profession through knowledge of the basic and clinical sciences, as well as the fundamental principles and values of medicine
- Develop the tasks specific to the profession. The professional must have communication skills to deal with the relationship with patients and their families; master clinical examination, diagnosis, medical procedures, prognoses, and health promotion and prevention activities, while emphasizing clinical safety and quality of care
- Exercise healthcare functions inherent in the medical profession (research, teaching and management, teamwork).
- Achieve a personal development (self-criticism and self-evaluation, autonomous learning, personal care, professionalism, motivation)

To achieve this professional profile, upon national and local regulations (Orden ECI/332/2008, of 13 February, Resolution of 17 December), the bachelor's degree in Medicine, as it is stated in the Study programme handbook, is configured through the following axes:

- Basic training. From the beginning of the degree the knowledge of the basic and pre-clinical subjects is fundamental to provide a correct interpretation of the clinical subjects and to acquire basic concepts of the functioning of the healthcare System. This training is acquired in the first and second years.
- Clinical immersion. To allow the integration of basic knowledge in clinical practice, which facilitates adequate clinical practice, promoting the training of students in professional values, in clinical safety, and in the relationship and communication with patients. This clinical immersion begins in the third year, and intensifies in the fourth, fifth, and sixth year with practical tutored classes, where students must be able to correctly apply, under mentoring, all the acquired skills.
- Behavioural and social sciences. Through mandatory or optative subjects, the students achieve the knowledge in social medicine, either in preventive medicine, homecare assistance, or professionalism, and research skills. Behavioural Sciences are also included in the subject *Medical Psychology*, and ethics is specifically treated in the subject General *Semiotics and Clinical Propedeutics: Ethics in Medicine*.

The course curriculum has an duration of six courses, with a total of 360 ECTS, considering an average student dedication of 25 hours/ECTS. Of the total number of credits, 93 are basic, 243 are compulsory, 6 correspond to the Final Project and 18 are optional. The course plans of the subjects specify the competences developed, the learning objectives, the thematic blocks, the training activities, the sources of information, and the assessment procedures. The course plans are published on the degree website and the subject's Virtual Campus. The subject coordinator and the corresponding teaching staff define the programme of the training activities according to the specificity of the respective subjects. The activities developed by the set of subjects of the degree guarantee the optimum achievement of the competences referred to as knowledge, abilities, and attitudes, so much of transversal character as specific of the degree.

We consider that the curriculum is consistent and it has been proved very useful since the bachelor's degree implementation, although some aspects could be improved. A special attention has been paid on the clinical competences since the beginning of the degree as they conform the basis of the future doctors' good training. It must be highlighted that students have their first contact with family and community medicine through practicals in healthcare centres (CAP) already from the first course of the bachelor's degree. On the other hand, it has sought to give a specific medical view to all basic and fonamental subjects through focussed problem-solving practices. The third year is regarded as preclinic as subjects have a mixed system. It should be stressed the *General Semiotics and Clinical Propedeutics: Ethics in Medicine* subject, in which the student has close contact with Internal medicine hospital patients, representing a veritable immersion. In the fourth and fifth years, each morning, the students have clinic practicals so they could achieve an extensive experience in all medical specialities. Finally, in sixth year, two subjects, *Practical Tutored and Hospital Placement* and *Practical Tutored Classes in Family and Community Medicine*, enable the students to achieve clinical skills.

In addition, surgical practicals developed in subjects of fourth and fifth year have increased lab clinical skill practices given the difficulty to assume an active role in surgery. Another achieved

improvement has been the reduction of seminars theorical content to focus on clinical case-solving.

Nonetheless, in the recent years, students have valued as excessive the attendance hours at the centre, specially these related to theoretical contents, and they have suggested to review and update the course plan. In this sense, it could be positive to consider a reduction of theoretical subjects in sixth year. Furthermore, the modification of credits distribution of the different subjects and subject areas, and the reduction of optional ECTS percentage should be considered.

2.4 Educational methods and experiences

The school 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)

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

Analysis and assessment

Proposals for new official degrees must undergo a prior evaluation process (validation), which implies the writing of a report, the Study programme handbook, and the approval by the Spanish Ministry and the Catalan agency for quality (AQU). The Study programme handbook describes the teaching methods and activities developed in the bachelor's degree in Medicine. The basic theoretical and fundamental clinical contents that are taught simultaneously to all the students of the subject are exposed in the lectures. The seminars include sessions to deepen some of the contents of the lectures, clinical cases are presented and solved, and critically analyse scientific publications. In some cases, seminars activities are developed in mentored small groups. PowerPoint presentations that are made available to students on the Virtual Campus are commonly used in lectures and seminars. Practical sessions include laboratory and informatics sessions to acquire experimental knowledge and skills in healthcare field. Clinical subjects practicals develop in personal or small groups in the hospitals and CAPs that have an agreement with the FM&HS, and in the Clinical Skills Laboratory.

To analyse the degree training activities, seven subjects have been selected according to the AQU proposal. All selected subjects are basic training or compulsory, and represent the different courses of the bachelor's degree. Characteristics and teaching staff involved in the selected subjects are described in Table 2.3. Training activities developed in these subjects include theory, theoretical-practical, practical sessions, and independent learning (Table 2.4.).

Functional Anatomy and Embryology of the Musculoskeletal System
In this subject, students must know the anatomical foundations of the structure and function of the components that make up the locomotor system in their different parts (head, neck, trunk, upper limb or limb and lower limb or limb). Likewise, students must know:

a) the basics of spatial orientation (planes and axes)
b) the anatomical nomenclature of bone, joint and muscle elements
c) the mechanical functionality of the locomotive apparatus

d) the origin and distribution of the elements that make up the peripheral nervous system and how they provide motor and sensory innervation to the locomotor system
e) the anatomical distribution of the vascular elements related to the locomotor system
f) the functions of the different joint and muscle groups and correlate the limitations that may occur as a result of injuries to these elements
g) knowing how to integrate the components of the locomotor system in the human body viewed globally
h) the principles of embryonic development of the locomotor system

The subject is based on the realization of theoretical classes, seminars and practicals that are carried out with human material:

a) In the theoretical classes, the topics contained in each block are presented in a logical and orderly way in order to facilitate their learning
b) The seminars, in small groups of students, are focused on clinical cases
c) The practices are synchronized with the lectures and aim to illustrate and demonstrate in a complementary way about dissection preparations and radiological material

- Course plan (Bellvitge, Clínic)
- Teaching staff CV

Ophthalmology

In the subject *Ophthalmology* the students can acquire the needed knowledge to achieve the following objectives:

- Identify the main problems of ophthalmological pathology, specified in the following aspects:
  - Most frequent ophthalmological emergencies: attitude to adopt
  - Scheduled ophthalmological visits: assessment of the most frequent clinical situations
  - Ophthalmological manifestations of general diseases
- Know the theoretical bases of the diagnosis methods in ophthalmological pathology, specified in the following methods
  - Subjective examination: visual acuity and visual fields
  - Objective examination of the anterior segment of the eye: slit lamp
  - Examination of the posterior segment of the eye: direct ophthalmoscope
- Know the diagnosis and medical-surgical therapy of the main diseases of the visual system, specified in the following diseases:
  - Refractive defects
  - Diseases of the ocular appendages
  - Diseases of the anterior segment of the eye
  - Diseases of the posterior segment of the eye.
  - Diseases of the visual system and the ocular motor system
- Acquire the following skills:
  - Obtaining a detailed and correct ophthalmological history.
  - Basic exploration of visual function.
  - Basic examination of the anterior segment and the posterior segment of the eye
  - Interpretation of the findings in the previous sections

- Elementary techniques in emergency ophthalmological operations (extraction of superficial foreign bodies from the eyeball, irrigation of chemical burns, etc.)

The subject is structured in six thematic blocs:

- Principles of ophthalmology
- Causes of red eye
- Pathology of the appendages of the eye and glaucoma
- Loss of visual acuity: pathology of the retina and uvea
- Neuro-ophthalmology and strabismus
- Systemic eye diseases and eye trauma

- Course plan (Bellvitge, Clínic)
- Teaching staff CV

Principles of Surgery, Anesthesiology and Reanimation

The subject *Principles of Surgery, Anesthesiology and Reanimation* aims the initial training in the knowledge, skills and attitude in surgery and anesthesiology required by medicine students to achieve their competences. This subject, that is taught in the third year, represents the first clinical approach of students, and it is strongly marked by the acquisition of basic and transversal skills of great importance in the clinical practice. Basic clinical judgments begin to be worked on, such as the concepts of severity, need for immediate treatment, complication, resuscitation. The basic, fundamental, aspects that are covered in this subject must not only be a first taste for future surgeons or anesthesiologists, but represent the first immersion in the phenomena derived from the surgical act, the anesthetized patient and the patient in a critical situation. A global view of the subject, apart from structuring the knowledge of elementary surgical manoeuvres, instruments and suture materials, asepsis methods, anesthesia techniques, and the assessment of the surgical patient (as a whole), allows to open the door for the first time to knowledge of the general processes of illness, healing and repair, including infection, inflammation, bleeding and coagulation, wound healing, trauma and disruption of the immune system, neoplasia, metabolic alterations, nutrition, surgical processes and resuscitation. Moreover, students can acquire transversal skills in attitude, with the teaching staff as first example of doctor-patient communication and relationship, professional relationship, and professionalism.

- Course plan (Bellvitge, Clínic)
- Teaching staff CV

Respiratory Disease

The Respiratory Disease subject aims to offer students the knowledge of the most frequent diseases of this system as well as the diagnosis and treatment. Students can acquire a global vision of the physiopathology, the assessment and treatment techniques of the respiratory failure, the chronic obstructive pulmonary disease, infectious and inflammatory diseases, thoracic tumours, and pulmonary hypertension. The content includes the medical and surgical treatment of these diseases. From a transversal point of view, the subject reviews diagnostic imaging and pathology anatomy of the respiratory System, that are fundamental for understanding and consolidating the knowledge of all these diseases.

The subject is taught by teaching staff of the two specialities on diagnosis and treatment, that is pneumology and thoracic surgery. There are two types of training activities of equal importance: the theoretical content, with lectures and seminars, and the practical content, with practical seminars and clinical practicals with an extension of four weeks in the Pneumology and Thoracic Surgery Services (Pneumology, Intensive Respiratory Monitoring Unit, Respiratory Endoscopy, Pulmonary Hypertension Unit, Sleep Unit, Thoracic Surgery Hospitalization and operating rooms, External Visits).

- Course plan (Bellvitge, Clínic)
- Teaching staff CV

Practical Tutored Classes and Hospital Placement and Practical Tutored Classes in Family and Community Medicine

The course curriculum of the Bachelor's degree in Medicine includes a period of real clinical experience that is carried out in several healthcare assistance centres aimed to complete the acquired training in clinical skill. The *Practical Tutored Classes* subjects are aimed at providing students with the competent and integrated application of previously acquired learning, under the acquisition of new professional skills specific to this subject and aimed at the best and safest possible professional exercise. The knowledge is distributed in two complementary subjects, *Practical Tutored Classes and Hospital Placement* (12 ECTS; 8 weeks of stay in a hospital) and *Practical Tutored Classes in Family and Community Medicine* (12 ECTS; 8 weeks of stay in a CAP) that complement the clinical placements associated to the pediatrics, obstetrics and gynecology subjects taught at fourth, fifth and sixth year. Besides the placements, the training activities include practical seminars and workshops, and problem sessions, that are common to all the students of a group, mentoring, and independent work.

- Practical Tutored Classes and Hospital Placement

Students are assigned to a determined assistance unit according to their preference and the existing places. Moreover, the mentor informs about the possibility of any eventual displacements to other healthcare areas. The aim of the subject is to bring the student closer to clinical reality in different contexts by acquiring a global vision of the patient's needs and how to respond to them, developing teamwork in the healthcare field. The students acquire competences through an assistance part and specific seminars.

- Practical Tutored Classes in Family and Community Medicine

This subject is carried out in the CAPs, which are assigned to the students at the beginning of the rotation period. During their stay in the CAP, the students have a mentor to guide them throughout all the practicals. The main objective is to bring the student closer to family and community medicine clinical practice by combining clinical aspects and a good clinical praxis and communication and community prevention aspects. The students can acquire general clinical skills to adopt the professional values, the ethics in medicine decision making, competences in assistance communication, clinical reasoning, clinical management, critical judgment, and the attention to the more prevalent health problems in the different areas of the medicine.

Tables 2.5. show the hospitals and CAP where practicals have been carried out in the last two academic years.

- Practical Tutored Classes and Hospital Placement
  - Course plan (Bellvitge, Clínic)
  - Teaching staff CV

- Practical Tutored Classes in Family and Community Medicine
  - Course plan (Bellvitge, Clínic)
  - Teaching staff CV

Final Project

The Final Project (FP) (6 ECTS) is defined as independent and individual work that allows students to show in an integrated way the training contents and skills acquired associated with the degree. The FP can be a research work (basic, clinical or translational), a meta-analysis, or a bibliographic review. Every academic year, the FP offer is published and addressed to the students of fifth year. It includes title of the FP, mentor, aims, and a brief description of the topic and the activities to develop. As shown in Tables 2.6., FPs are representative of the different topics of research and assistance developed by the teaching staff of the bachelor's degree in Medicine. In this sense, the departments of Biomedicine and Clinical Fundamentals propose, at least, one FP for every two credits of the corresponding core subjects, and the departments of Medicine and Surgery and EMQ, 1.5 FP for every two credits.

Every academic year, the offer of the topics that can be dealt with in the TFG is done by procedures that involve both students and teaching staff. Teachers of the core subjects propose FPs related to their speciality or research activity. These proposals are registered in the FP's informatic application supplied by the UB (http://www.ub.edu/medicina/graumedicina/TFG.htm). Once all FP proposals are registered, the application with the description of the project opens, of which the students can choose ten in order of preference. To choose a FP, the student must have passed 222 credits. FP assignment takes place in March-April of the year prior to its defense, so that the students have the option of working on it during the summer. The criteria for the informatic assignment are the academic record average obtained in the core subjects of the first to fourth year. The number of credits achieved is the second criteria in case of a tie in the academic record.

Moreover, the students can also suggest a FP according their interests, which must be addressed to the teaching staff through the departments. Occasionally, some students who already collaborate, from the fourth year or fifth year, with research led by the teaching staff develop their TFG in these specific research topics. This way allows to achieve the maximum adequacy between the interests of students and teachers. If the teacher accepts the student proposal, the FP Commission must finally approve it. For this purpose, the students must fill the template, available at the Virtual Campus, with a brief description of the project contents as in the case of the FPs of the informatic application.

Mentors of the FP are members of the FM&HS teaching staff, and hospital's specialist doctors can act as co-mentors. The mentor monitors students along the academic year, that represents four hours of face-to-face tutoring and several contacts through email. In addition, the Virtual Campus is the channel to interact the students and the coordinators, and there is also a specific email to address any query (tfgmedicina@ub.edu).

- Course plan (Bellvitge, Clínic)
- Teaching staff CV

Mobility

The UB promotes international and national students mobility, with established procedures and legal regime. Moreover, FM&HS' specific procedures PEQ 080 and PEQ 090 are dedicated to international students mobility, and all information related to is available at the website of the Faculty (Mobility). Support for students who want to carry out international exchanges is carried jointly by the Coordinator of Mobility and Exchange and the International Relations Office (ORI).

Students have the opportunity to participate in international exchange programmes and do a regular one or two semesters stay at a foreign university. Most student participation is through the Erasmus Program, but there are also other general and specific agreements, with conditions very similar to those of the Erasmus Program, which enable exchanges with universities in Europe and other continents. Moreover, the national mobility programme (SICUE), inspired by the experience of the European Union Erasmus Program, offers students the possibility to carry out part of their studies (between three and nine months) at any Spanish university if its centre has established an agreement. This agreement guarantees academic recognition and achievement, as well as the adequacy of the curricular profile.

In the academic year 2021-2022 the bachelor's degree in Medicine has increased the number of students participating in international mobility programs, hosting sixty-three Erasmus students and sending forty-five students, overcoming the data of COVID-19 pandemics.

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

Analysis and assessment

3.1 Assessment policy and System

The school 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)

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

Analysis and assessment

Following UB Regulations Governing the assessment and grading of learning outcomes, a continuous learning assessment is carried out throughout the subject teaching period. This assessment is configured by activities that provide sufficient evidence to obtain a profile on the student learnings and their capacity to develop the acquired skills. At the same time, the assessment instruments allow the teaching staff to quantify these learnings and issue a grade at the end of the subject teaching period.

The instruments that can be used in the assessment processes are described in the Study programme handbook, and follow what is determined in UB regulations about learning assessment and qualification. Assessment procedures and qualification criteria are specified in the course plans of the subjects, published on the degree's website and the Virtual Campus for each subject. In the case that a student could not accommodate continuous assessment, he/she is entitled to a single assessment, which may consist of a global test and/or the presentation of works and reports following the subject course plan. Moreover, the course plans also specifies the assessment system when face-to-face activities are not possible.

The assessment procedures described above refer to the continuous assessment system, which is the one normally adopted by the UB for all its degrees. However, it should be noted that the UB has established that students who do not pass the continuous assessment are entitled to a resit examination that includes all the contents of the subject. Students also have the right to request, in exceptional and justified conditions that require approval, the renunciation to the continuous assessment to carry out a single assessment. In this case, the assessment takes place at the end of the semester through a single test that includes all the subject contents. The specific conditions of the resit examination and the single assessment are described in the corresponding course plans.

3.2 Assessment in support of learning

The school 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

Analysis and assessment

3.3 Assessment in support of decision-making

The school 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)

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

Analysis and assessment

As previously mentioned, the course plan details the assessment systems that includes not only lectures but also student-participative activities. The final mark is obtained by taking the weighted average of all the activities. In this section, the assessment systems of the selected subjects are described (Table 3.1.).

Functional Anatomy and Embryology of the Musculoskeletal System
The assessment of this subject contemplates the tasks developed during the course, evaluating theoretical and practical knowledge.

- Continuous practical assessment: it takes place during practice hours and consists of several tests to identify anatomical structures. To pass the practice, you must obtain 60% of the maximum score. To be able to take the synthesis test you must have passed the practical part. The practical final grade has a value of 50% of the final grade
- Theoretical evaluation. It represents 50% of the final grade and consists of a synthesis test based on a multiple-choice test and other in-class assessment tests that are considered. This test is passed with at least 50% of the total score

➢ Assessment evidence

Ophthalmology
The assessment of the knowledge and skills acquired by students comprises synthesis test, continuous learning assessment, the assessment of written report, practicals, and seminars, and self-assessment tests. After each block of seminars, a continuous learning assessment is performed (red eye and loss of visual-acuity neurophthalmology). Tests include contents of the

lectures, practicals, seminars, and recommended bibliography. Practicals and independent work are mandatory. In the case of failing the first call, students have a second one, which are similar, and they are also required to pass the practicals.

Contents of lectures and seminars are assessed in an integrated way in the final exam, with test questions. The continuous learning assessment can use test o short questions from a clinical-case presentation. The final mark is obtained by taking the weighted average of practicals participation and attendance (5%), independent work (10%), continuous learning tests (25%), and the synthesis test (60%; with a 50% of correct answers). In all tests, students must achieve a minimum of five over ten to pass the subject.

- Assessment evidence

Principles of Surgery, Anesthesiology and Reanimation

Students will carry out a continuous learning assessment that includes attendance and participation in practicals and lectures, and the preparation and participation in seminars, either theoretical or of clinical skills to assess the knowledge and the skills acquired. Laboratory practicals, clinical practicals, and seminars are mandatory to pass the subject. Assessment is based on the following competences: class participation, ability to communicate, empathy, clinical judgment, interest in reasoning, basic knowledge, and handling ability. The overall grade is obtained from a combination of the synthesis test result and the participation in practicals and seminars. Practicals are assessed through a teacher/mentor rubric-based system. The synthesis test consists of the assessment of theory contents, seminars and practicals. It will consist of 100 test questions of four possible answer with only one true; Each correct question will count 1 point and each wrong question will subtract 0.33 points. A minimum score of 6 out of 10 must be obtained to pass the test. The final mark is obtained by taking the weighted average of the synthesis test (60%), practicals (30%), seminars (5%), and voluntary work (5%). The best marks in the synthesis test, best competences and skills in practicals and seminars, and attitude throughout continuous learning and assessment will obtain excellent with honours mark.

- Assessment evidence

Respiratory Disease

The overall grade for the subject is obtained from a combination of two procedures: theoretical (synthesis test) and practical (mentor, MiniCEX, clinical-case presentation, disease review, clinical evaluation). The theoretical assessment represents the 60% of the final mark, and the practical the 40%.

- Assessment evidence

Practical Tutored Classes and Hospital Placement and Practical Tutored Classes in Family and Community Medicine

Both subjects that deal Practical Tutored Classes are assessed with the same system that combines 2 procedures:

1. Continuous assessment of the clinical experience (50%)

- Mentor assessment: Attendance at practicals and seminars (mandatory to access to the OSCE test).
  a. The mentor assesses the participative quality considering the interest, participation, clinical sense, patient relationship and competences achievement (50%)
  b. Continuous assessment based on mini-cex, with a minimum of 3. (50%)

- Portfolio: is a learning and assessment tool that records activities (clinical-cases, technical skills) and student's thought on the activity. It must contain:
  - Practical Tutored Classes and Hospital Placement:
    - Minimum of 4 clinical-cases with the clinical situation of the patient, identification of the clinical problem, discussion, conduct to follow, and evolution. In 2 of these cases, commented documents/bibliography must be included.
    - Minimum of 2 reports of medical discharge of professional type.
    - Presentation of a clinical-case in the corresponding unit
    - Register of the technical abilities carried out
    - Thought on the student's experience in the practicals
    - Commentary on the 3 seminars contributions that students considers the most relevant for their professional training

  - Practical Tutored Classes in Family and Community Medicine
    - Minimum of 4 clinical-cases with the clinical situation of the patient, identification of the clinical problem, discussion, conduct to follow, and evolution. In 2 of these cases, commented documents/bibliography must be included.
    - Standardized patient. The simulated patient methodology can be used as an instrument to evaluate clinical communication as portfolio experience.
    - Register of the technical abilities carried out
    - Thought on the student's experience in the practicals

2. Objective Structured Clinical Examination (OSCE). It is a versatile multipurpose evaluative tool and It assesses competency, based on objective testing through direct observation. It is precise, objective, and reproducible allowing uniform testing of students for a wide range of clinical skills. It is a single test (scored 0-10), and it is shared by both subjects (50%)

➢ Assessment evidence - Practical Tutored Classes and Hospital Placement

➢ Assessment evidence - Practical Tutored Classes in Family and Community Medicine

Final Project

The students deliver the report, in Pdf format, through the Virtual Campus, where it is available to the coordinator and the members of the FP Commission. In addition, the student addresses a copy of the report to the mentor, who sends a copy to the members of the examining panel.

The grade is based in the rubric approved by the FP Commission. The final mark is obtained by taking the weighted average of:

- mentor's rubric (20%)
- written report (in Catalan, Spanish or English), according to regulations specified in the course plan (40%)
- oral presentation and discussion (in Catalan, Spanish or English) (40%).
- additional 0.5 points if written report and oral presentation are in English (transversal competence)

The marks of the written report and the oral presentation are decided by a panel of three professors (direct mark). The examining panel is appointed by the Commission of the FP ensuring the presence of a representative of the teaching staff of the basic and clinical subjects. Every panel assess for a maximum of fifteen FPs. To avoid any difference between the panels, we use the following formula:

Normalized mark = direct mark – (average of panel X – total average)

Partial and final marks are published in the Virtual Campus, and through this channel, the students can ask for the review of the partial marks.

The marks use a scale 1 to 10, with one decimal. The excellent with honour grade is given to the higher marks above 9, in the set proportion.

➢ Assessment evidence

3.4 Quality control

The school 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)

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

Analysis and assessment

The establishment of appropriate indicators and the collection of data are essential mechanisms in the assessment of the monitoring and quality of studies. Being aware of their importance, the FM&HS makes a great effort in the analysis of these indicators and the derived results. Results on relevant academic aspects are analysed by the Studies Council and are reflected in the Monitoring Reports. These analyses, at the level of studies and transversal to the Centre, allow the introduction of improvements in both areas.

The FM&HS has developed a specific procedure to set the teaching development, the methodology and the assessment of learning (PEQ 060). This procedure describes the content of the course plan which must include the training activities and the assessment activities. Moreover, the specific procedure PEQ 130 establishes the management of the collection, measurement, and analysis of data regarding learning outcomes. Moreover, data are published in the Business Intelligence website, the UB's dashboard, and in the VSMA webpage. Both espaces provide a wide variety of indicators (yield, dropout, efficiency, and graduation rates, among others).

The described procedures and data bases allow the heads of study to analyse the development of the degree, and take any measure if necessary. The analysis-derived improving actions are summarized in the improvement plan (FM&HS, BD in Medicine) that includes all necessary information to carry them out (objective, responsible, actions, indicators, and dates, among others). All the bachelor's degrees of the FM&HS review the improvement plan once a year. Annually, the UB also analyses the degree of achievement of improvement actions that should have been ended in the studied academic year.

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

Analysis and assessment

Globally, all these results obtained can be considered very positive in relation to the usual success rates of Medicine courses taught in Spanish universities and, in particular, in Catalan universities.

The rate of performance and overall efficiency have been 95% and 97%, respectively. It is also observed that the number of students who do not take the evaluation tests was significantly low. The average duration of the studies was practically 6 years, which correspond to the degree courses, and the final graduation rate was higher than 85% (Table 3.2.). Very interestingly, the observed performance results in the first year have been excellent with a success rate of over 95% (Table 3.3.). All subject marks of Bachelor's degree in Medicine are shown in Table 3.4. The value most frequently obtained by the students in the selected subjects was "merit" and with a very high success rate.

Regarding the Final Projects Bachelor's degree in Medicine, the most frequent marks obtained by the students was "excellent" (Tables 2.6.), and in the Practical Tutored Classes of the degree it was "merit/excellent" which demonstrates the high performance and learning of the students, without having observed any failure in these highly relevant subjects of the last year (Tables 2.5.).

We believe that the opinion of the students once they have graduated provides a fundamental dimension in the assessment of training quality. It provides a mature, objective and disinterested opinion of the training process in relation to the teaching methodology, the efficiency of the media used and the foreseeable future professional usefulness. The analysis of the different dimensions of the attached tables 3.5. and 3.6. allows some reflections, both the good guidelines used and the opportunities for improvement. It should be noted that these evaluations are made by comparing the overall results of the University, the Faculty of Medicine and the Degree in Medicine in particular.

The analysis of the data allows first of all to verify, despite considering the difficulty of obtaining answers from graduate students, the relative low percentage of answers, between 20-27%, the Degree of Medicine is therefore within this interval that should be improved. The important

opinion of this collective in the future could be expanded to consider more promotions, the empowerment of the "UB Alumni" initiative that brings together former students of the UB could provide an even wider perspective over time.

We interpret as well-valued dimensions the structure of the study plan, the quality of the teaching staff, the structural resources and the virtual space, mobility and above all the assessment of clinical practices. Many of these ratings are above the UB average and also reflect the high level of the hospital facilities used in the training process.

Despite this, the general opinion considers insufficient individual tutoring in learning, so an effort, and academic recognition, is needed in this regard. It is also considered that the volume of work required exceeds the number of credits programmed, in this sense it is necessary to consider as an improvement the avoidance of repetitions, unnecessary overlaps of teaching content, overall it would consist of a better integration of the subjects. Finally, we consider not to be in agreement with the data provided by the University in relation to an insufficient assessment of the Final Degree Project in the acquisition of skills, given that a survey carried out internally at our faculty shows an extraordinarily positive assessment both of students and teachers.

The most relevant data of teaching staff's satisfaction with the deployment of the degree Bachelor's degree in Medicine in the academic year 2020-2021 are shown in Table 3.7. Globally, the data obtained are good, being above 70%. There are two interesting aspects that would improve teaching staff's satisfaction, such as coordination with other teachers and conditions and quality of the facilities of the degree.

The students who graduate in Medicine at the UB, mostly (85-90%) start their professional work activity trying to get a place in the Specialized Health Training system, popularly known as the MIR system, in the Spanish State.

It is still exceptional, but it is necessary to take into account a growing trend, the fact that students who graduated in Medicine at the UB try to carry out specialized healthcare training in other EU countries or in the USA or Canada.

The current MIR exam establishes a minimum score equal to or greater than 30% of the 10 best scores of the test to achieve the possibility of accessing one of the 7,971 awarded places out of the 8,188 that were offered this academic year 2021-22 by Ministry of Health. The weight of the MIR test (200 multiple choice questions and 10 reserve questions) is 90% and that of the academic record is 10% in the final grade, currently.

The Faculty of Medicine of the UB has been specifically monitoring the results of the MIR test of its students for years. The data is relatively constant, with small variations, year after year. More than 96% of UB students who take the MIR test pass it. 75-80% of the students who graduate each year finally access a position in Specialized Health Training via MIR the year following their graduation (the first opportunity they have to take the MIR test).

Although it has no statistical value, year after year, the UB Faculty of Medicine ranks first or second in the number of students among the first 100 issues of MIR. 85% of graduates who obtain a MIR place live in Catalonia. 10% do it in the Balearic Islands and the remaining 5% do it in the rest of the State. There is data on all the specialties chosen and, on the hospitals, or Teaching Units of Family and Community Medicine chosen by UB graduates. Usually, Family and

Community Medicine (which offers the most places) is the one that concentrates the highest number of UB graduates, followed by Paediatrics, Gynecology and Obstetrics and Psychiatry (which also offer a relatively high number of MIR places). Within the medical specialties, some of them stand out (Cardiology, Hematology, Digestive System, Endocrinology) due to the number and position of UB graduates in the context of the MIR. Among the surgical specialties, Urology stands out.

After 4 or 5 years of Specialized Health Training, the employability of UB students is that inherent to the medical profession at the present time (Table 3.8.): the unemployment rate is very low, the majority of contracts are "precarious" (guards, replacements, interims, temporary contracts, etc.) and a situation of employment in different workplaces simultaneously is not unusual. Gradually, doctors are joining more stable jobs, both in public and private healthcare.

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

Analysis and assessment

4.1 Selection and admission policy

The medical school 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

Analysis and assessment

The definition of the admission profile, selection and enrolment of bachelor's degree students is set in the PEQ 030 which follows the UB's regulations. The number of places offered in the bachelor's degree in Medicine has remained stable in the last academics years (n=259), although it is a low number compared to the high demand which increases continuously in the last years Tables 4.1. The number of first preference applications has reached a maximum of 1,937 (261 in Bellvitge Campus, 1,676 in Clínic Campus). In addition, the total number of enrolled students is high as it is a lengthy degree (6 years planned), with 1,502 students in the academic year 2021-2022.

Regarding the income profile of students, the large majority comes from the PAU (76.92% in the academic year 2021-2022), followed by the FP2/ CFGS students (14.97%) and students over 25 (4.45%). It should be noted that more than 90% of the PAU and CFGS students show a high academic performance (13-14) (Tables 4.2.c). However, students over 45 and these with special needs or top-class athletes. These students often have some difficulties and show a higher dropout rate than the rest. As it is described in Section 4.2., we monitor them through the PAT, but this is a student's voluntary decision and they often consult too late.

The admission qualification for students from the PAU exam has increased in the last years (in 2021, Bellvitge Campus: 12.88; Clínic Campus: 13.02) (Table P.2.b.). Moreover, the admission qualification for CFGS students was also quite high (in 2021, Bellvitge Campus: 12.88; Clínic Campus: 13.05).

In the academic year 2021-2022, the majority of students were women (71.37 %) (Table 4.3.). Moreover, also women represented the most part of graduated (75.30 %), suggesting a higher dropout in men.

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 school provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance. (BME 4.2)

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

Analysis and assessment

The articulated set of actions for academic guidance in the FM&HS, and hence in the bachelor's degree in Medicine, has great relevance for the optimal development of the educational project of the Centre. This academic guidance system deploys the FM&HS Tutorial Action Plan *(in Catalan, PAT, Pla d'Acció Tutorial)* and is complemented by different properly articulated actions, among which are informative sessions on mobility, professional orientation days, or other activities, which are punctually announced in the Activities website section. On the other hand, the UB, through its Welcome page addressed to new students, offers all the information necessary for enrolment and to apply for scholarships as well as an introduction to the institution. The academic guidance activities of the Faculty are included in the PEQ 050, procedure, which describes all the processes linked to the academic guidance of students, both the lines of the PAT and the concerted guidance actions.

The Tutorial Action Plan (PAT) of the bachelor's degree in Medicine was set in 2003 (reviewed in 2013 and in 2018) according regulations published in the BOE or approved by the UB Governing Council:

- University Student Statute (RD 1791/2010, of 30 December)
- Regulation of official university studies (RD1393/2007 of 29 October)
- Institutional Project on Teaching Policy of the UB (UB Governing Council, of 6 July 2006)
- Information, guidance and support for students: tutorial action at the UB (UB Governing Council, of 5 July 2007)

The PAT collect all the actions addressed to inform and guide the students along their stay in the FM&HS, most of them carried out as tutoring sessions, either personal or in group, and face-to-face or virtual. These academic guidance actions are carried out in three curricular moments: before and just at the beginning of the degree, a monitoring period, and in the final phase of the studies.

1. Informative actions prior enrolment and at the beginning of the bachelor's degree in Medicine
   a. Group mentoring
      - Participation in the *Saló de l'Ensenyament* (Teaching Fair), in March, in the framework of the Training and Employment Week at Fira de Barcelona. The objective is to inform of the university studies offered by the FM&HS. The Study Council organizes the participation of the bachelor's degree in Medicine, and students of the last years are also involved in the activity
      - Informative sessions of the *UB Open Days* in which the members of the FM&HS management team, and the head of studies, teaching staff and students of the

degree gives all the information and they answer questions of attendees. The session includes a guided tour to the faculty facilities.

- Enrolment Days, with the participation of vice-deans, heads od studies, head of the Secretary's Office, PAS members and students. These sessions are aimed to present and guide all the administrative questions (credits, specializations, permanency regulations, credit recognition). During the enrolment procedure, the students have the personal assistance of PAS members in the informatics room.
- *Welcome Sessions*, in September, to the new students of the degree 1st course with the participation of the management team, the heads of studies, the first-year coordinators, the responsible for the different services, as well as students. The aim is to inform about the characteristics of the FM&HS and the campuses, the facilities, the hospitals and the main resources and services of the UB located in the faculty (CRAI, study rooms).
- CRAI informative sessions to introduce functioning and useful resources to develop the subjects' proposed projects

b. Personal mentoring

- Individual mentoring that is conducted by the subject coordinator, the course coordinator and the head of studies depending whether the query is about a specific subject, the course organization or a more general aspect. All students can request a personal mentoring but it is specially addressed to support students with special needs (for example, situations of disability or elite athletes) or in case of specific degree's access (transfer, people over 25, 40 and 45 years, or university graduates)

2. Informative actions along the bachelor's degree

a. Group mentoring

- Information about scientific meetings that may be interesting to its training. The seminars are published in the FM&HS webpage and in the informative panels located in the campuses.
- Information about some academic procedures as credit recognition, group changing, or extended enrolment period, that are available at the FM&HS webpage.
- CRAI monographic sessions to give a deep insight in the library resources specifically in the knowledge and use of the main bibliographic resources in health sciences.
- Mobility programme sessions where the Vice-dean of International Affairs and PAS od the Mobility Office of the FM&HS inform and guide about the different programmes and requirements of the ongoing stays.
- Session to present and to guide in the development of the Final Project where the subject coordinator gives support to students to choose the FP according to their motivation.
- Training session on information gathering skills organised by the Final Project coordinator and with the collaboration of the CRAI. It is an optional session whose information and registration are managed through the FP Virtual Campus.
- Training sessions on OSCE assessment that are part of the Tutored Practical Classes subject.

b. Personal mentoring
The sessions are carried out in the intermediate stages and are specifically addressed to students with high academic performance and clear professional vocations, students with difficulties in continuing studies due to economic, work or illness situations, and students who require advice on the academic and administrative procedures. The course coordinator is also the mentor of these students. In exceptional circumstances, it can be appointed another mentor.

3. Informative actions at sixth year
The mentoring in this period is addressed to prepare the students for the transition to the labour market and to guide them about the career opportunities as well as give the information about master's degrees, doctoral programmes and other postgraduate programmes. The students of the bachelor's degree in Medicine may have doubts about the medical specialities of their interest. In this sense, the head of studies guides the student to the corresponding teaching staff to answer their queries.

Students' satisfaction is lower than the rest of the items, suggesting that the PAT does not properly fit to the student (Table 3.5). Throughout the three last academic years, students are fully immersed in the clinical practicals, and, in the study council meetings, they have demanded for a more personal attention in the hospital stay, either in the practical tutored classes and in the clinical specialities. In recent years, the hospital stay model has changed from a rotation in the hospital units to a tutor-guided stay which confers the student a daily follow. In addition, the subject coordinator is responsible for a welcome session to the hospital unit as well as a closing session. We consider that this improvement action should be extended to other subjects.

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)

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

Analysis and assessment

The Royal Decree 822/2021, of September 28, which establishes the organization of the university degrees and the quality assurance procedure, points in the Article 10 that universities must approve specific regulations to regulate the procedures for recognition academic credits' and transfer with the objective of facilitating student's mobility between official Spanish university degrees or between Spanish and foreign university degrees.

The UB regulates this procedure through the Regulation for credit recognition and transfer in official undergraduate studies / Complementary criteria to the rules, which is intended to regulate the procedure and the criteria for the adaptation, the recognition and transfer of credits. The adaptation establishes the equivalence between the subjects and/or the credits of a terminated degree or course curriculum and a new one; the validation consists of recognizing the subjects or credits obtained in an official university degree at a foreign university, whether they have driven or not to obtaining a degree, and which are incorporated into the student's file for the purpose of obtaining an official title. The recognition is the acceptance by the UB of the

credits obtained in other official Spanish university degree, which are included in the student's file to obtain an official title different from the education from which it comes; non-university higher studies, non-official university degrees, professional experience, and institutional and university activities are also included in this procedure. Credits transfer consists of including, in all official academic documents, all the credits obtained in official university studies taken previously (at the UB or in another university), as long as they have not led to the obtaining of an official degree and have not been subject to of recognition. It should be pointed that the Final Project is only recognized if it has been developed specifically within of a mobility program in the same degree.

The FM&HS regulations for computable credits recognition as optional credits has been recently approved by the Faculty Board. This procedure establishes the four activities considered recognisable:

1. Clinical practicals carried out in UB's hospitals or associated ones
2. Research practicals or collaborations carried out in FM&HS departments
3. Regular conferences organised jointly by the students and the FM&HS
4. Non-regular conferences organised by the FM&HS

The annual specific contents of each activity must be approved by the Academic Committee of the FM&HS before the start of the activity and before the start of the academic year and they will be published on the website of the faculty in July so that all students have knowledge of the possibility of obtaining these recognitions. Places are open to all students who meet the requirements and the selection process must have been clearly defined.

The face-to-face attendance for obtaining a credit must be a minimum of 10 hours as the minimum number of hours to recognise one credit is twenty-five. These 10 hours must be completed with a student's own activity until reaching 25, preferably a work according to the content of the activity and the skills to be achieved. Moreover, it is necessary that there are FM&HS teachers responsible for the activity and that they must propose their own work, as well as evaluate it and sign a document stating the achievement of the student's objectives.

Credit recognition or transfer procedures are initiated at the request of the student who submits to the responsible for the resolution the application and the supporting documentation defined in the UB regulations. The recognition of credits in bachelors' degrees is the responsibility of the Head of studies. The basic training credits, and the compulsory or optional credits recognised must be indicated in the resolution issued, and, where appropriate, the training that is transferred. Moreover, the list of subjects that the student must take in the case of recognition of credits of basic training in the field of knowledge or partial recognition of compulsory subjects must be also included in the resolution. The Secretary's Office of the FM&HS notifies the student of the decision, and it incorporates the training accredited into the student's academic record. The student may appeal against the resolution within one month of the date of notification of the resolution. On the other hand, the student has the option of taking a subject that has been recognized, becoming effective at the enrolment process.

- List of credit recognition - Bachelor's degree in Medicine (2020-2022)

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)

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

Analysis and assessment

The regulations governing course plans for subjects and the assessment and grading of learning outcomes were approved in May 2012, following the process started with the implementation of the European Higher Education Area (EHEA). The FM&HS, through the Academic Committee, has established criteria and general guidelines complementary to these regulations for all their degrees in order to:

- determine homogeneous assessment and re-assessment criteria and guidelines for all degrees of the same academic level
- establish the deadline and the procedure for submitting the application for single assessment
- establish the re-assessment period and ensure that the system provided for in these regulations is complied with
- establish the regulations of the final projects of bachelor's and official master's degrees

The Academic Council publishes the calendar and schedules of the single assessment tests and the closure of the continuous assessment process within the period established by the calendar approved by the UB, in any case before the start of the next enrolment period, and guarantees the maximum dissemination of this information. The teaching staff responsible for each group of a subject publishes the final results of the assessment within the deadlines established by the FM&HS, which conform to the framework calendar established by the UB. The final qualitative (assigned according to the correspondence established by current legislation) and numerical (0-10 scale, with a single decimal) grades resulting from the assessment process are reported in a single assessment report.

Following the publication of the final grades, the faculty shall open a re-assessment period that must be carried out under the same qualification conditions as the continuous or single assessment. The qualification reported in the reports is that obtained in the re-assessment. The final grade for the subject must be made public within a maximum period of 14 calendar days from the closing date of the continuous assessment processes, the single assessment exam or the re-assessment. At the end of the re-assessment and review period, the professor reports the final grades, and closes and signs the assessment report. The publication of qualifications, both provisional and final, takes place through the mechanisms established for this purpose, and must comply with current legislation on the protection of personal data and other applicable regulations.

The assessment report, in a single format for all UB's degrees, is the official document which the students are listed by name with the final grades obtained in the academic year and it must be signed by the professor responsible for the subject and group. The teaching staff must keep for one year the evidence of assessment of all the activities carried out, from the date of signing the

report. The UB must permanently file and keep the assessment reports, in the medium established for this purpose.

The official Diploma is processed by the centre responsible for the file of the graduate, at the request of the latter, with prior verification of compliance with the requirements established by law, and after payment has been made public prices established by decree corresponding to the Generalitat de Catalunya. Once requested, the FM&HS informs students when they can pick up the issued degree that may only be withdrawn from the Secretary's Office for Students and Teaching Staff by the holder or may authorize another person to collect it, always by means of a power of attorney.

The UB issues the European diploma supplement (SET) to the degrees of diploma, technical engineering, bachelor's degree, engineering, doctorate, official master's degree and degree, in accordance with the provisions of RD 1044/2003, of 1 August. For this purpose, the regulations establishing criteria for the issuance of the SET have been set. The UB issues the European supplement to the official university degrees of those who have applied for the degree from 12 September 2003. It contains unified and personalized information for each of the graduates, on the studies completed, the results obtained, the acquired professional skills and the level of their degree in the national higher education system. The SET must be issued by the centre responsible for the records of the graduate, at the request of the latter, with prior verification of compliance with the requirements set out in the regulations, and after payment has been made (public prices established by the corresponding decree of the Generalitat de Catalunya). The supplement must be collected in person by the holder or it must be done by means of a notarial power of attorney granted to another person.

5. ACADEMIC STAFF

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

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

Analysis and assessment

5.1 Academic staff establishment policy

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

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

Analysis and assessment

The definition and planning of the teaching staff of the bachelor's degree in Medicine is the responsibility of the Study Council. However, recruitment conditions and staff promotion policies depend on Spanish and local legislation, and also on the University's teaching policy. The academic and teaching organisation and the commitment plan are properly defined in the UB regulations. Moreover, the UB has stated a specific transversal procedure (PTD.4.1.) to define the recruitment and selection of the teaching staff. The FM&HS teaching staff list is published in the Faculty webpage.

The number of teaching staff involved in the bachelor's degree in Medicine is very high (929 at the academic year 2021-2022, of which 40.65% are women), that is distributed in several categories as showed in tables 5.1. This reflects the fact that they teach specific topics of their specialty, mainly the most clinical subjects. The level and dedication of the teaching staff are adequate, as evidenced by the fact that 77.72% holds a Ph.D. (100 % in permanent staff, 67.56% in non-permanent staff), and that all professors, tenured university lecturers, tenure-track 2 lecturers, and tenure-track 1 lecturers are full-time dedicated. The permanent staff have achieved the national accreditation from AQU or ANECA (100 %); it is noteworthing that a 22.42% of non-permanent staff is also accredited. It should be mentioned that the access to the bachelor's degree in Medicine positions is highly competitive yielding a high teaching and research level of the staff (Table 5.2.).

The close connections between teaching staff and cutting-edge research is a major asset of the degree. Most of the staff belongs to or leads research groups of the IDIBAPS or IDIBELL, among other institutes, by passing an specific accreditation that is reviewed every five years following excellence standards. Tables 5.3. show the participation of the degree's teaching staff in research projects managed by the UB or by institutes and research centres associated with the UB (mainly IDIBELL and IDIBAPS). It is important to note that these tables illustrate the fact that most of the research projects of teaching staff are not managed by the UB but by centres in consortium with the UB, in which they carry out their research. On average, in the period 2020-2022, the projects managed by the UB were 90 projects/year, with an average amount of

16,599,676 euros/year. On the other hand, in this same period, the projects managed by other non-UB centres represent an average of 342 projects/year and an amount of 68,781,653 euros/year. The difference observed in terms of the amount per project between those managed by the UB and those managed by non-UB centres responds to administrative issues related to the regulations and nature of the different research calls.

Most of the teaching staff correspond to medic adjunct lecturers in positions linked to hospitals (55.65 %), which maintain the primary employment in hospitals, and that constitute an essential category to clinical teaching (practicals and seminars). The level and dedication of these teaching staff are adequate, as evidenced by the fact that a high percentage holds a Ph.D. (70.77 %) and that some of them have started the promotion to access the permanent staff by accreditation (22.07 %). The professional career in the hospitals supposes a relevant contribution towards teaching staff's training not only as excellent clinicians but also as researchers. As previously mentioned, the involvement in research in an area of exponential progress in medical advances is an excellent guarantee of training for future doctors. On this basis, we consider that the generational succession seems to be sufficiently guaranteed.

Table 5.4. indicates that along the academic years from 2019-2020 to 2021-2022, the ratio between the number of students and the number of teaching staff (full-time equivalent) has been constant around an average figure of 4.3 student/teacher, meaning a good ratio that enables sufficient number of personnel to taught theory and seminars. Nevertheless, there is not enough teaching staff allocated to handle the roll-out of clinical placements as just one student is able to be in a medical act. The Orden SSI/81/2017, of 19 January, gives publicity to the agreement of the Human Resources Commission of the National Health System, by which the protocol is approved by means of which basic guidelines are determined to ensure and protect the right to privacy of the patient by students and residents in Health Sciences. On the basis of this regulation, the number of people present in front of a patient cannot exceed five, a number that includes residents, students of bachelor's degree in Medicine and Nursing, and postgraduate degree's students. Moreover, in some subjects' students of bachelor's degrees in Biomedical Engineering and in Psychology are also included. In this sense, a higher number of teaching staff should be dedicated to clinical placements to maintain the current model, although it is not economically sustainable. Two possibilities must be considered: to have the support of teaching collaborators as we do currently (medical doctors not hired by the hospital) or, alternatively, to increase simulation placements although this option implies an increase in technicians that is not easy to assume.

5.2 Academic staff performance and conduct

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

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

Analysis and assessment

The UB considers the assessment of teaching activity one of the key pieces to improve the quality of teaching and it is a fundamental element to detect needs for improvement, and design and develop the corresponding actions. In this sense, it must have a close relationship with the training actions of university teaching staff and with the promotion of continuous improvement and teaching innovation, and it must contribute prominently to value and recognize the teaching

work of the teaching staff, among other actions that must be developed within the framework of the teaching policy of the UB.

The teaching assessment model of the UB is based on the information and assessment offered by the different agents involved in the teaching and learning process: the teaching staff, the students, the academic positions that can provide significant information, and the units responsible for the management of relevant aspects in the teaching environment (management of the assignment and teaching planning, teaching staff training, teaching improvement and innovation, etc.). The principles that guide the assessment process are systematicity in obtaining and availability of information, sufficiency of the obtained evidences, and simplicity of the procedure.

The three principles mentioned are specified in an assessment system based on the concept of the *teacher's folder*. This is an individual and virtual folder that includes all the relevant information to assess teaching activity (teaching assignment, academic results, surveys, evidences related to training and innovation, among others) and the necessary functionalities that allow the teacher to introduce the evaluative elements that he/she considers appropriate in relation to this information and, where appropriate, make it possible to easily manage the assessment process for the teacher, the academic personnel involved, and the assessment commission.

The assessment of teaching activity has the following purposes:

a) Stimulate the process of analysis and reflection of teaching staff on teaching practice, to help them in their professional development

b) Facilitate and promote decision-making to improve teaching at the UB

c) Have information for the selection and promotion processes of the teaching staff

d) Obtain indicators that allow to establish criteria for the distribution of incentives, both for teaching staff and among the faculties, schools and departments of the University

e) Formulate the proposals for the evaluations referring to the additional complements of teaching, in accordance with Decree 405/2006 of the Generalitat de Catalunya.

This teaching staff assessment system has been accredited by AQU, and it is described in the Handbook of teaching assessment and in the UB's specific procedure PTD.4.3.

The Time commitment plan for UB teaching staff regulates the time commitment of teaching staff, taking into account both teaching and research and management. Moreover, teaching staff's activities in teaching, research and management are regulated by Spanish, local and UB regulations.

The UB has built in the last years its own institutional integrity framework that has involved the approval of a number of specific regulations in this area. Specifically, the University has adhered to the Code of Ethics of Integrity and Good Practices, the Code of Research Integrity, and a Protocol for prevention, detection and action against situations of sexual harassment and harassment based on sex, gender identity, and sexual orientation, and other sexist behaviours that are added to other regulations and structures, such as the Office of the Ombudsman, the Office of Mediation, the Book of social networks, or the Bioethics Commission. All these

instruments are intended to guarantee that the processes and results of research, teaching, and management under public control promote the consolidation of an ethical, upright, and quality institutional culture, at the service of the accountability. In parallel to this regulation, the Mailbox of Ethics and Institutional Integrity, the Ethics Committee, and the Anti-Fraud Committee, have also been approved, representing three key instruments of guarantee of the ethical regulations and compliance with the institutional integrity that culminate the integrity framework.

In addition, the UB has set procedures relating to the adherence of teaching and research staff to the Code of Conduct (non-elected positions, elected positions).

5.3 Continuing professional development for academic staff

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

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

Analysis and assessment

I. **UB TEACHING STAFF TRAINING (IDP-ICE)**

The University Section of the Institute for Professional Development (IDP-ICE) is responsible for programming the UB teaching staff Training Plan, to come into effect the statutory precept contained in the teaching staff right to «have access to lifelong learning, to guarantee the continuous teaching and research tasks improvement». The training activity aimed at UB teaching staff is applied both to teaching and management and to the research and knowledge transfer and has the participation of the centres through the centre's training coordinators who form the Training Centres Coordination Council**.** The responsible staff is composed of teachers from different fields of knowledge, with extensive accredited experience, and of technical training staff. The general goal is to promote the professionalization of the teaching staff and to contribute to teaching quality improvement.

The teaching staff Training Plan responds to the need of updating the competences linked to the professional development and to the expectations of the UB to have a qualified teaching staff prepared to take on the challenges promoted by the EHEA and the university quality. The Training Plan aims to accompany UB teaching staff in learning processes that contribute to promote good teaching practices that result in a progressive, relevant, and continuous improvement of teaching at the UB, to offer tools and resources for the improvement of academic management in the different areas, and to provide guidance and support in management and research tasks. All training is generally aligned with Objective 4 “Quality Education” of the Sustainable Development Goals, and specifically with other objectives depending on the content of the activity. The Training Plan is approved annually by the Board of Directors and ratified by the IDP-ICE Board of Directors (2021 UB Teaching Staff Training).

A. **TEACHING TRAINING PROGRAMME.** This programme is based on the concept of improvement and the duty to take a step forward that involves a real change in the UB, and the need to understand training as a key element, and it must facilitate the development of several skills (methodological, communicative, interpersonal, teaching planning and management, teamwork, and innovation). Training included is:

1. **Lifelong learning** offers training to all UB teaching staff and is subdivided into a general offer of the IDP-ICE (courses and workshops, experiences, and good teaching practices exchange meetings, in face-to-face, blended, and distance mode) and courses requested by the Centres, through the centre's training Coordinators, to ensure that training activities respond to their real needs and that they will contribute to the strategic line of improving teaching quality

2. **Training for the development of digital teaching competence** to help teaching staff to strengthen their digital competence and to incorporate the digital dimension into their class to improve the students' teaching-learning process.

3. **Master's degree in University Teaching** to provide basic training to new teaching staff and grant holders with assigned teaching tasks.

4. **Tutoring training** which offers training, resources, and advice to tutoring coordinators.

5. **Language training for the internationalization of teaching** to provide resources and support to teachers who already teach or are preparing to teach in English.

B. **RESEARCH AND TRANSFER TRAINING PROGRAMME.** Training in research and knowledge transfer must contribute to the development of general and transversal skills for good research practice, both for senior teachers and for new researchers. It should provide training in the use of resources to support research, team leadership, scientific knowledge dissemination, and transfer, which will help them in the research area to continue to create knowledge and improve its transfer and dissemination.

C. **MANAGEMENT TRAINING PROGRAMME.** Specific training facilitates teaching staff with responsibility in academic or research management to acquire skills and competences to improve management efficiency and the knowledge of efficient and quality management processes.

D. PROJECTS AND COLLABORATIONS. The IDP-ICE collaborates in several networks and projects to establish synergies that help in the improvement of the training (International Congress of University Teaching and Innovation and its Symposium, Interuniversity Teacher Training Group, State University Teaching Network, Researchers and Teachers Network from Mexico, Andorra, and Spain, Good Teaching Practices for University Teaching Staff**"** Hub). The IDP-ICE also has a Blog to communicate and disseminate the Section news.

E. **PUBLICATIONS.** Two collections are co-published between the ICE's University Section and the Editorial Octaedro (University Teaching Notebooks Collection and University Education Collection). In addition, the IDP-ICE Digital Library allows open, free, and universal access to most of its publishing collection and other academic materials generated by the IDP-ICE

The FM&HS shows its commitment to the support and training of teaching staff so that a Study of Training Needs was carried out with the support of the ICE-UB, becoming a reference document for the planning of training activities. As described, the FM&HS and the UB have several lines and programs to support and train teaching staff. In addition, the Teaching section of the UB Digital Repository includes open access documents to help teaching staff in the development of their teaching work (e.g., innovation in teaching methodology, use of the Virtual

Campus, assessment and rubric systems). The participation of the teaching staff of the Bachelor's degree in Medicine in the UB training offer is shown in table 5.5.

II. RESEARCH, INNOVATION AND IMPROVEMENT PROGRAMME FOR TEACHING AND LEARNING (RIMDA)

The UB RIMDA programme offers solutions to allow an adequate response to the new academic demands and to promote teaching quality improvement. The project includes and integrates three axes: pedagogical and didactic training, teaching innovation, and research in university teaching. The goal is to elaborate and carry out joint projects of teaching innovation so that their experimentation results in the training of teachers and the improvement of their teaching. The programme proposes the implementation of innovations as a process of inquiry that requires the cooperative participation of the teaching staff in all phases of the process (action-observation-reflection).

The FM&HS actively participates in the RIMDA programme, with eighteen active projects and twelve innovation groups in the academic year 2021-2022 (Tables 5.6.). In addition, two institutional projects were designed to promote teaching quality based on the concerns and demands detected among its teaching staff, and which were developed in the period 2018-2021 (Bellvitge Campus, Clínic Campus). These projects include several lines of teaching innovation and teaching staff specialized in these methodologies will advise different groups of teachers combining training strategies (Lesson Study, Clinical Supervision, reflective advice, among others).

6. EDUCATIONAL RESOURCES

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

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

Analysis and assessment

The FM&HS has sufficient facilities and material resources to allow the optimal development of the teaching and academic activities required in the different official degrees, as well as to carry out research and innovation activities. Both campuses where the Bachelor's degree in Medicine is taught (Bellvitge and Clínic) have fully equipped classrooms and laboratories. It should be noted that the laboratory of clinical simulation and the laboratory of clinical skills enable the students to achieve clinical skills and competences to improve patient safety and care. The Centre also has an osteotheque and a Dissection Service. In addition, the Centre has access to additional facilities and resources of great value due to the collaboration with prestigious hospitals and research centres.

Some of the transversal units of the UB are located at the FM&HS facilities. The Bellvitge and Clínic Campus libraries offer general library services and a range of specialized teaching support and research support services. On the other hand, some scientific and technological units are located in the FM&HS, both on the Clínic and the Bellvitge Campuses, facilitating access for students to carry out experiments that require common and large-scale facilities.

The FM&HS uses different channels to provide easy access to virtual information. The Virtual Campus is the main academic communication channel between the teaching staff and the students of the bachelor's degree, with the needed information for a proper subject development. Academic and administrative information is also available at the websites of the FM&HS and the bachelor's degree in Medicine as well as in the Món UB website that collects different themes that may help students.

6.1 Physical facilities for teaching and learning

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

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

Analysis and assessment

The FM&HS has suitable facilities in both campuses (Bellvitge an Clínic) for providing quality teaching so that students can carry out their activities satisfactorily. In this sense, the Centre has specific procedures to ensure the correct management of material resources (PEQ 110) and the services (PEQ 120) for which it is responsible, to obtain adequate support for the development of academic and teaching activities.

For the teaching of the Bachelor's degree in Medicine, all the facilities of the Faculty are available: classrooms, practice laboratories, dissection rooms, skills and simulation classrooms, and library. There are also university and subsidized hospitals, and CAPs, to be able to do tutored in their respective services. The FM&HS has the laboratories of Biophysics, Biology, Biochemistry, Physiology, Pharmacology, Microbiology, Histology, Microscopy, Neuropsychology, and Medical Physics to achieve a proper training in the different medicine basic fields. The Centre also has the laboratory of clinical skills, the laboratory of clinical simulation and a Dissection Service, as described in Section 6.2. All the laboratories have a complete equipment to achieve properly the training and research activities. All these facilities are appropriate to the number and the characteristics of the students of the degree.

In addition, some transversal units of the UB are located in the FM&HS:

- **Learning and Research Resource Centre** (CRAI) *(see Section 6.3)*

- **Scientific and Technological Centres (**CCiTUB**)**
  The UB has a significant number of scientific and technical infrastructures with the main mission of supporting research and innovation in the fields of Chemistry, Materials Science, and Biosciences. To this end, it offers state-of-the-art analytical and characterization technologies and specializing technological advice to both the research community and industry. Moreover, some of them are located in both campuses of the FM&HS: animal facilities, electron microscopy, Advanced optical microscopy, proteomics, genomics, cytometry, radiological protection technical unit.

The FM&HS facilities have been positively evaluated by the students, obtaining in the surveys carried out scores at the level of the overall average of the University (for example, in relation to the Library) and above the overall average (Classrooms, Computer Rooms, Rooms of study and Laboratories) (Tables 6.1.).

In addition, the FM&HS has access to the facilities of the institutes which it maintains a close relationship, with a considerable number of faculty staff being members of the different research teams.

- ✓ IDIBAPS: August Pi i Sunyer Biomedical Research Institute
- ✓ IDIBELL: Bellvitge Biomedical Research Institute
- ✓ IRB: Institute for Research in Biomedicine
- ✓ ISGlobal: Barcelona Institute for Global Health
- ✓ Josep Carreras Leukaemia Foundation

The Safety, Health and Environment Office (OSSMA) is the unit that provides the UB with a technical organizational structure to manage and promote the integration of occupational risk prevention and the environment at the UB, in accordance with regulations. The OSSMA is formed by the Occupational Safety and Health Area, the Environmental Area, and the Social Services Area. Its mission is to ensure the adequate promotion, prevention and protection of the health and safety of UB employees, as well as environmentally friendly practices throughout the University. The OSSMA proposes improvements and interventions in safety, industrial hygiene, ergonomics, psychosociology and occupational medicine, and it advises and assists the different members of the university community with the aim of promoting and supporting the integration of health and risk prevention in all its areas and in all the activities carried out there.

To guarantee the safety and health of all its staff, students, workers of external companies, and visitors, the UB has set the Prevention Plan according to the Prevention Policy, and has assigned functions and responsibilities in preventive matters to all hierarchical levels. In the event of an accident at the UB, the OSSMA has set a general Contingency plan. In addition, each centre has its own contingency plan that is published in the main page of the centre's webpage (Bellvitge Campus, Clínic Campus)

6.2 Clinical training resources

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

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

Analysis and assessment

The FM&HS is responsible of training and teaching professionals in the health Sciences and for this purpose it has an extensive and high-quality hospital infrastructure. The faculty has four third-level university hospitals (Hospital Clínic de Barcelona, Hospital Universitari de Bellvitge, Hospital de la Mútua de Terrassa, Hospital de Sant Joan Despí Moisès Broggi), a monographic university hospital for Pediatrics (Hospital de Sant Joan de Déu), a mental health centre (Benito Menni, Complex Assistencial en Salut Mental), and 12 more hospitals (second and third-level), to adequately develop the Practical tutored classes of the bachelor's degree in Medicine's.

The UB has an agreement ("Concert") with each hospital where the students of the UB carry out their practicals. These agreements detail the university structures (hospital sections and units and its connection to University departments), the studies and the subjects involved, the number of students agreed to the healthcare centre, and the teaching staff linked to. It is important to highlight that the Health Department of the Catalan Government and the University General Direction supervise and validate the Agreements, that are periodically reviewed.

The university hospitals of the UB are characterized not only by being focused on high-level and complex medical assistance but also on biomedical research, innovation and transfer in the biomedical field. The associated hospitals contribute to the training of students in a more general way in the field of health promotion for the most frequent pathologies, prevention, and clinical approach in situations with the potential to develop diseases. In addition, the faculty has a wide network of primary care centres (CAPs) that contribute significantly to the training of future professionals in primary care, prevention, and family medicine.

All the hospitals and CAPs have the necessary infrastructure for teaching and research and these are similar resources to achieve a homogeneous training of the students. The hospitals have classrooms, seminars, laboratory areas, and ultimate medical technology for clinical placements. In the CAPs there are seminars for teaching. Moreover, the FM&HS has the Clinical Skills Laboratory, the Clinical Simulation Laboratory, the osteotheque, and the Dissection Service.

Clinical Skills Laboratory

The Clinical Skills Laboratory, is located in the Faculty building, was born with the aim of training the clinical skills and competences of future health professionals, improving their confidence, their decision-making and their ability to react to clinical problems. This mission is carried out through the application of a teaching methodology based on clinical simulation that provides new training tools for the new generations of medical and nursing graduates. Responds to the simulation training needs of the faculty across the Department of Medicine, Department of Surgery and Medico-Surgical Specialties, Department of Fundamental and Medico-Surgical Nursing, Department of Public Health Nursing, Maternal and Child Health and, more recently, the Department of Biomedicine, and is open to host teaching activities from the other departments and degrees.

It is the seat of the consolidated teaching innovation group GINMAD (GINDOC-UB/159), Group of Innovation in Active Teaching Methodologies for the development and evaluation of clinical skills in Medicine, which seeks to incorporate active teaching methodologies (collaborative learning and clinical simulation) for the development of clinical skills in medicine and health sciences and to create and incorporate psychometrically measured instruments for the evaluation of practices in clinical simulation and other active methodologies, as well as to integrate active methodologies into the curriculum of medicine and health Sciences. Its objectives are:

- Facilitate the learning of undergraduate and postgraduate students and offer a space for training professionals in the field of medical simulation
- Prioritize patient and professional safety as a training focus
- Develop clinical simulation as a facilitating tool for the transformation of the culture of the healthcare environment
- Generate a climate and common and multidisciplinary learning opportunities
- Advise and encourage the teaching staff of the Faculty to increase teaching through simulation incorporated into the teaching skills of a teacher

The Laboratory has a flexible modular layout except for a closed module with Operating Room-ICU equipment, a multifunctional room to simulate any patient care space, from an operating room to an emergency box, a debriefing, independent to generate learning conversations and allows streaming to the debriefing room and to all the Faculty's classrooms. Among the equipment available are high-tech simulation mannequins, complex CPR mannequins, mannequins and simulators for different pathologies and medical-surgical specialties, Extracorporeal Circulation pump simulation, among others.

The activity of the Laboratory is mainly dedicated to students of the bachelor's degrees in Medicine and Nursing. Training activities of Zone 0-1 Clinical Simulation stand out, aimed at training the technical skills of future professionals or health professionals (hand washing, vital signs, basic and advanced life support, bandages and plasters, care of wounds, sutures, peripheral venous catheter insertion, serotherapy, nasogastric and bladder catheterization, non-invasive mechanical ventilation, airway management, invasive mechanical ventilation, among others) and Zone 2-3 Clinical Simulation, aimed at training of non-technical skills such as teamwork, communication, leadership and decision-making.
The teaching staff is made up of more than forty health professionals, including doctors, nurses, nursing assistants, who combine teaching with health care, which offers added value for the training of future professionals in health sciences.

Osteotheque

The Osteotheque has capacity for 30 people and is equipped with computers, video/TV, complete and removable skulls, complete and removable vertebral columns, an important collection of bones, a variety of high-quality plastic models of different anatomical structures. This facility is especially important for the study of osteology, a topic included in the first year of the bachelor's degree in Medicine. The identification of the main morphological characteristics of each bone, its dimensions and its spatial orientation, are key elements for the interpretation of radiological images

Dissection Service

The Dissection Service (*Servei de Donació de Cossos i Sales de Dissecció*) is fully equipped with mobile dissection tables, general (forceps, scalpels, scissors, kochers, mosquito forceps, separators, sutures, syringes) and special (osteotomes, leucotomes, aspirators) surgical instruments, head and portable halogen surgical lights, an industrial dissection saw, pneumatic saws, an infusion pump, devices and chemicals for storage and freezing, ultrasound devices, negatoscopes, anatomical models, and a complete audio/video system that allows the distribution of signals from different devices, including a high-resolution camera, a dedicated computer, or external laptops, iPad, smartphones and medical equipment (surgical microscopes, endoscopes, fluoroscopes, etc.) to be projected on 5 wide digital screens. The rooms have the permissions for working with X-ray Systems. Some rooms are connected bidirectionally to other teaching spaces of the Faculty, such as the Auditorium or the Aula Magna, to transmit dissection demonstrations by videoconference to external servers and has its own wireless network.

Most of the practices of the Human Anatomy are carried out in the Dissection Service. This teaching is based on the study of prosections prepared by experienced anatomist. In the bachelor's degree in Medicine, students have a total of 70 and 65 hours of teaching in two basic compulsory subjects: *Functional Anatomy and Embryology of the Locomotor System* (1st year) and *Anatomy and Embryology of Organs and Systems* (2nd year), respectively. Students can also receive optative anatomic training in *Vascular approaches*, *Anatomo-surgical approaches to limbs*, The *evolution of Human Anatomy*, and *Sonografic anatomy*. All students are introduced in the proper use of laboratory gowns and gloves, hand and dissection material cleaning, containers for disposable materials, and compliance with ethical conduct.

It is the seat of two pioneering laboratories in surgical anatomy: the 'Laboratory of Macro-microdissection and Surgical Anatomy (LMMDAQ)' and the 'Laboratory of Surgical Neuroanatomy (LSNA)', an accredited laboratory as a Centre for Training in Neuroanatomy by the Spanish Society of Neurosurgery. Both laboratories carry out important research activities and specific anatomical projects that give rise to doctoral theses, scientific publications and teaching manuals. On the other hand, the LSNA gives supports to the consolidated teaching innovation group 'Virtual and Simulated Anatomy'(GINDOC-UB/042), which uses advanced modeling and visualization systems for the simulation and quantification of neurosurgical and anesthetic approaches.

And last but not least, an intense medical continuous training activity are carried out in the Dissection Service. They are aimed at the acquisition of advanced skills and competences in different surgical specialties and the practice of minimally invasive procedures: endonasal endoscopy, skull-base transorbital endoscopy, oral and zygomatic implantology, thoracic surgery, gynecological laparoscopy, robot-assisted surgery, arthroscopy, foot and ankle minimally invasive surgery, interventional and neurostimulation procedures for the treatment of pain, minimally invasive spine surgery (MISS), nerve transfer procedures, flap microsurgery techniques, among others. In this regard, highlight the role that the LMMDAQ has played in the

organization of dissection and surgical anatomy courses for specialists in Hand Surgery and other areas related to the musculoskeletal system for more than 25 years.

6.3 Information resources

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

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

Analysis and assessment

The Learning and Research Resource Centre (CRAI) decisively and positively contributes to the learning of students, not only in the provision of bibliographic services but also with the realization of guides and courses for better use of the available resources. The CRAI offers general library services and a range of specialized teaching support and research support services, through the CRAI libraries and technical units, as well as the Digitalization Centre.

The CRAI offers the University community, and wider society, sixteen libraries, two of them located at the FM&HS:

Bellvitge Campus CRAI Library (FM&HS)

- ✓ Subject areas: medicine, biomedical sciences, biomedical engineering, and nursing
- ✓ Monographs: 44,000 documents
- ✓ Journals: 1,555 titles and electronic access to 3,696 titles in the area of Health Sciences
- ✓ Early Collection: 15,200 printed works from 1820 to 1950, and 800 journals
- ✓ Area: 3,000 m2
- ✓ Reading points: 317
- ✓ Group work rooms: 4
- ✓ Computer room: 1 (21 computers)
- ✓ Equipment: microfilm reader, DVD and TV monitor, scanner, photocopiers, colour printer
- ✓ 3D printing (*EspaiCrea*)

Clínic Campus CRAI Library (FM&HS)

- ✓ Subject areas: medicine, nursing, dentistry and podiatry
- ✓ Monographs: 27.000 volumes
- ✓ Journals: 577 titles and online access to 3,696 titles in the area of health sciences.
- ✓ Area: 2,777 m^2
- ✓ Reading points: 422
- ✓ Computer room: 1 (19 computers)
- ✓ Study rooms: 12
- ✓ Equipment: microfilm reader, DVD and TV monitor, photocopiers, colour printer

As shown in Tables 6.1., the CRAI assessment by the students is very positive, being that of the FM&HS, in general, higher than the UB average assessment. The FM&HS CRAI has a high volume of use, accounting for 10% of the total lending activities carried out at the whole UB (Tables 6.2.).

The academic communication channel for all the FM&HS official degrees is the UB Virtual Campus, an environment of online teacher-student relationships that facilitates contact and participation in forums, being the place of dissemination of activities and news related to the subjects. The Virtual Campus is structured in the different subjects that conform the degree and provide all the information regarding plan course, timetables, teaching and assessment activities, and marks. The access to the Virtual Campus is restricted to the student and the subject teaching staff.

On the other hand, the FM&HS has the technological equipment required to record online sessions and activities when needed. During the COVID-19 face-to-face suspension period, when educational activities were maintained through online modalities, the UB and its Centres sought alternatives to guarantee the teaching and a proper degree's coordination. For this purpose, the UB prepared several guidance documents as well as a collection of tools to support teaching staff, establishing recommendations and resources for online assessment (*see COVID-19 webpage*). These good practices have been maintained once the face-to-face sessions have been recovered. Moreover, the FM&HS has the support of the Centre's Informatics Unit.

As described in section 7.2, specific information of the bachelor's degree in Medicine is available on the degree's website that includes, among other, the course curriculum and plans, the calendar and the timetable. Moreover, at the faculty's website the students have access to administrative information through the Secretary's Office of the Bellvitge and Clínic campuses and the Mobility Unit. On the other hand, through the faculty website the students have access to the Món UB, where they are given information of academic issues, grant offer, units and services, and participation.

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)

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

Analysis and assessment

The FM&HS has an Internal Quality Assurance System (SAIQU) -a general UB model structured in six axis- that is fully implemented and integrated into the operation of the Centre in its various areas. The SAIQU includes different specific procedures (PEQ) which assure degree's internal and external quality such as assessment, teaching staff, facilities, and the analysis of the satisfaction of the different interest groups and job placement of graduates. The creation by the FM&HS of a unit specifically dedicated to this field -the Quality-FM&HS Office- has allowed the centralization of all processes related to Quality, for greater coordination and finally the achievement of better results in this area. On the other hand, the analysis of relevant academic and teaching aspects is carried out in the meetings of the Quality Commission, based on the information generated by the Study Councils and the Master's Coordination Committees, and reflected in the various reports of the VSMA framework.

The Monitoring Report analyses the degrees specific dimensions and the FM&HS transversal dimensions and it allows the introduction of upgrades in a continuous improvement process that is reflected in the improvement plan. Moreover, in 2021, the FM&HS Internal Quality Assurance System has begun an in-depth review addressed to move towards the accreditation of the Centre through the certification of its SAIQU. The resulted reports of both degree's monitoring and SAIQU's review are made public in the SAIQU's webpage.

The public information system of the FM&HS includes a range of various media (Faculty and degrees webpages, social networks, e-mail, dissemination panels, ...) as well as the use of the Virtual Campus for the direct teacher-student relationship within the framework of the different studies. In this regard, in recent years the Centre has given a great boost to public information, especially from the renewal of its websites and the full implementation of its social networks, with the allocation of its resources for the hiring of a communication technician. The new website offers detailed information on the FM&HS studies and organization, increasing the one related to the Quality System, as a further step in accountability, and making public the information regarding teaching staff activity. In 2021, the FM&HS has started the process for the translation of websites content into Spanish and English.

The continuous improvement developed by the Faculty in this area, results in complete, truthful, and up-to-date public information of the FM&HS and its degrees, with quick and easy access.

7.1 The quality assurance System

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

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

Analysis and assessment

The Quality Assurance System (SAIQU) of the FM&HS takes the standards and guidelines for quality assurance in the European Higher Education Area -prepared by the European Association for the Quality Assurance of Higher Education (ENQA) and adopted by the European Ministers of Education in Bergen (2005)- as a reference. Within this framework are the guidelines established by Spanish quality agencies (ANECA, AQU) in the AUDIT programme, complying with the requirements established by the regulations governing state-regulated education.

The FM&HS conceives the quality of teaching, and all those related activities, as an essential and priority action in the development of training programs, and is, therefore, a structural issue of the Centre (PEQ 010). Quality management directly involves the Faculty Board, the Dean and all other governing organs, the heads of studies and the Master's coordinators in addition to all the delegate commissions, units, and services of the Faculty (PEQ 011). Since 2018, the Quality-FM&HS Office centralizes and coordinates all the processes related to the SAIQU, and it acts as an interlocutor between FM&HS and APQUB, and it is a point of reference for the Centre's teaching staff. The Office has promoted the document management associated with Quality through a SharePoint.

The Faculty Quality Commission, with the support of the Quality-FM&HS Office in management tasks, is responsible for monitoring the different procedures, and for controlling documents, and pieces of evidence that ensure the right development of the processes, as well as for proposing the required modifications. The Quality Commission meets at least once a year to review the SAIQU, analyse data and indicators, as well as those processes on the VSMA framework developed throughout the academic year.

- Minutes of the Quality Commission meetings

The Quality Policy sets out the lines of action within the quality area, which is developed through different specific procedures (PEQ) that allow appropriate monitoring and improvement (Tables 7.1.). The identification of all the processes is collected in a map where their sequencing and interaction are determined. The Internal Quality Assurance System integrates all the activities related to the quality assurance of official degrees, defining and documenting the different mechanisms and processes necessary to carry out their design process and approval, facilitating the monitoring process and, where appropriate, the modification process, as well as ensuring the continuous improvement of the quality of teaching based on the analysis of objective data. The PEQ describe all the actions and agents involved in the processes that ensure the quality of the deployment of degrees and, consequently, the quality of the training programmes, and they are generated, applied, and reviewed directly by the Centre. The management of the PEQ pertains to the Quality-FM&HS Office, which coordinates the entire process, based on the instructions of the agents involved and with the approval of the respective persons in charge.

The SAIQU is periodically reviewed through the specific procedure *Review of the Internal Quality Assurance System* (PEQ 011). Moreover, in the academic year 2021-2022, the FM&HS has started a profound review of the SAIQU to achieve the AQU's certification. In the first phase, the diagnosis of the main points of the SAIQU was carried out to assist the reflection on the degree of implantation and update of the six elements (quality policy and objectives; process structure; action plain; documented processes; indicators; public information and accountability). In the period 2022-2023, tasks are focussed on the review of the PEQs (Tables 7.1.), with the elaboration of the associated dashboard, and the writing of the Quality Handbook. The SAIQU review reports are available in the SAIQU webpage of the FM&HS.

The processes of design and validation, monitoring, modification, and accreditation (VSMA framework), along with the extinction, make up the program's life (PEQ 020). The proposal for a new degree arises from a promoter committee, led by a member of the FM&HS teaching staff, that address a brief report to the Centre's Academic Committee. Subsequently, the proposal is addressed to the UB Vice-rector's Office and, if favourably evaluated, the process of verifying the new study starts. The monitoring through self-assessment by degree's responsible is an essential tool in the continuous improvement that allows the most appropriate actions to be proposed and to carry out. The FM&HS Quality Office is responsible for coordinating the elaboration of the Monitoring Report (ISC) hence supporting the study's responsible to do a more agile and rigorous task. The UB Business Intelligence is the dashboard that contains academical data as well as the results of the variety of surveys carried out to students and graduates (Table 7.2.). On the other hand, the Technical Bureau at the Rector's Office has useful indicators and statistical series for the analysis of the degree's.

The Monitoring report includes the degree's improvement plan (PM), so that it is updated annually, with the addition of new actions, the assessment of the existing ones, and closing the ended ones. The FM&HS gives great importance to the Improvement Plan, a document that collects all the actions addressed to achieve continuous improvement in the degrees, and which represents a dynamic and useful tool for the analysis and decision-making by those responsible for studies as well as for the Quality Commission. The Improvement plan is made public in the degree's monitoring and accreditation reports, being available to the stakeholders. As a result of the analysis of the development of the study, comparing expected and real results throughout the life of the degree, improvement actions involving modifications may arise and require the approval of the UB or AQU. Annually, the UB Vice-rector's Office informs about the kick off period to request changes and/or modifications to be applied in the following academic year.

On the other hand, the APQUB informs the FM&HS' Dean annually about the studies that must apply for AQU accreditation in the next academic year. The Quality-FM&HS Office coordinates the accreditation process, supplying the degree responsible with the documents for the preparation of the Self-assessment Report, and providing support to solve any doubts that may arise. The Office collects all the information and prepares the Self-assessment Report that includes all the studies to be accredited, and completes the information by incorporating the pieces of evidence into the SharePoint enabled for consultation by the evaluation commissions. A site in the FM&HS website is devoted to collecting all the information related to this process to make it public and accessible to all stakeholders (Accreditation visits).

The Board of Trustees, with the previous Governing Council's report, is responsible for approving the suppression of the degrees, and addressing this proposal to the University Department of the Catalan Government. The first step in the process is the reasoned proposal by the study leader, with the previous approval of the Study Council, which sets out the motivation for the

expiration and which must be approved by the Faculty Board, who will transmit it to the proper UB Vice-rector's Office. In the event of the degree being expired, the UB guarantees that all students who have begun their studies should complete it, following current regulations.

7.2 Public information

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

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

Analysis and assessment

The UB gives great importance to its information policy, based on transparency and public accessibility to information through the Transparency portal, as well as access to the various databases. In this sense, and in execution of the Spanish legal provisions, the Regulations of the University of Barcelona on the application of Law 19/2014, of 29 December, on transparency, access to public information and good governance, and the operation of the Transparency Portal were approved. UB regulations focus on the content of the Transparency Portal, the regulation of the right of access to public information and the Register of interest groups.

The webpages are a pivotal tool to disseminate the offer and activities of the UB. In 2020, the UB website was renewed, with a simplified and very comprehensible structure, with access to the faculties and administrative units (*The UB*), study (*Study*) and research (*Research*). The Faculty of Medicine and Health Sciences is also strongly committed to promoting communication focused on the different stakeholders involved. The FM&HS communication system includes several media: the Centre's website, e-mail, broadcast panels, activity videos, leaflets, *Twitter* (Clínic Campus and Bellvitge Campus) and *Facebook*.

Public information has become a key phase in the FM&HS governing organs decision-making process, and the internal media carry this information and participation processes. The communication system is also intended to disseminate the studies offered and the research activity carried out. The responsibility for the Faculty's communication system lies with the Dean. Institutional information is maintained by the UB's Web Support Unit to guarantee homogeneity in all its centres; the specific information of the FM&HS is entirely maintained by the Centre, being a communication technician, under the supervision of the Centre Administrators, the person responsible for its management. The FM&HS Internal Quality Assurance System (SAIQU) introduces the mechanisms to ensure that the information available regarding all aspects related to the Faculty is correct and is updated with the appropriate frequency through the specific procedure PEQ 140.

The Faculty's website completed its renovation in 2019, and the websites of the different bachelor's and master's degrees were renewed in 2020, following the design and information homogeneity established by the UB. The new websites have a clearer and more accessible design, easy to navigate, and with extended information. In the academic year 2020-2021, the UB web unit implemented the Spanish and English versions of the FM&HS website and their degrees. However, the Faculty is closely monitoring this renewal process to introduce specific aspects of the Centre (coordination of the different Campuses and UFR, information on teaching staff research activity, several quality data, and indicators), as well as more general information

considered of interest for the university community, and complete translations. The homepage of the FM&HS website provides direct links, either from the header, side drop-downs or *banners*, to studies, Secretary's Office for Students and Teaching Staff, and administrative procedures, Library (CRAI), teaching model, mobility, languages, SAIQU or Equality Committee, among others, also reporting on the news and activities of the Centre. The information relating to the Faculty is presented in a differentiated way, distributed in five areas: Faculty, Campus, Studies, Research, and Mobility.

- FACULTY and CAMPUS: provide institutional information about the FM&HS (history, location and contact details, organization and structure, internal functioning). In the *Faculty* section, there is an area dedicated to the Internal Quality Assurance System (SAIQU) with information on the Centre's quality policy and objectives and the management of involved processes, as well as the Academic Year, Monitoring and Accreditation Reports, including various data and indicators related to teaching. In addition, because of the core role played by the SAIQU in the development of the Centre's activities, a direct link -through a banner- has been added in all the subpages of the Faculty's website
- STUDIES: includes the degree offer, university extension courses, and other training offers. It also provides information on the various administrative procedures and regulations.
- RESEARCH: includes information regarding Faculty's teaching staff research activities (research groups and projects, doctorate) and research data and indicators, and links to the research institutes with which the FM&HS maintains a closer relationship.
- MOBILITY: provides information on the various options for staying in national and international centres as well as the requirements and procedures

Specific information regarding bachelor's degree in Medicine is available on its website which includes objectives and competences, course curriculum and plans, admission, enrolment, support for studying, calendar and timetable, and course details with key figures and data for the degree.

Moreover, the Virtual Campus is the academic communication channel for the direct teacher-student relationship within the framework of the different studies, as described in Section 6.3.

The UB collects and manages in a centralized way, and for each study, the information on the academic outcomes (graduation, dropout, efficiency, yield, success, and not presented rates, as well as subjects' assessment) and the students and graduates' satisfaction. These data are publicly accessible through the VSMA and the Business Intelligence spaces of the APQUB. The information is also offered on the FM&HS website through its SAIQU, clearly structured in the Data and Indicators section, with access to academic indicators, admission profile indicators, satisfaction indicators, labour insertion indicators. Also, in the Data and Indicators section in each study website, there are pre-enrolment and academic data as well as tables related to teaching staff and student satisfaction.

The systematic process of publishing information on the FM&HS studies is described in procedure PEQ 140. Obtaining, processing and publishing data on academic results and satisfaction involves a cross-disciplinary task by several units of the UB (UB Agency for Policy and Quality, Technical Bureau at the Rector's Office, and Academic and Teaching Planning Unit) as well as the centres. This integration of the data provides homogeneous, clear, and rigorous

information on all the UB studies. The Faculty presents and disseminates in an exhaustive and aggregate manner the quality policy, the processes of the Internal Quality Assurance System (SAIQU), and the elements derived from it, for public information and accountability. The information reaches the evaluation agencies and the society in general through the SAIQU website, accessible through both websites of the FM&HS and its studies.

To properly respond to the quality assurance criteria, the layout of the information on the Faculty quality system website is structured in several sections, that includes the documentation related to the VSMA framework. A specific section for Accreditation Visits showing self-assessment reports and the external assessment reports. On the other hand, the qualification obtained in the accreditation processes is reflected in the seal awarded by AQU, inserted on the website of each degree, that provides access to the Review Reports Portal (EUC) where study development data and indicators and evaluation reports are available.

STAKEHOLDERS SATISFACTION

Students and graduates

The UB has a standardized system of students surveys to respond to various perspectives:

- Surveys of new students on their perception of the UB and the actions of welcome
- Satisfaction of the students about the subjects and teaching staff, with a short questionnaire (biannual)
- Satisfaction of graduates, with a set of questions common to all graduates of the Catalan university system that allows for comparative analysis between universities and studies
- Survey on the opinion of students regarding the UB services, activities, and facilities

All those surveys are available in the Technical Bureau at the Rector's Office website, which is the unit in charge of the design and data collection and analysis, aimed to elaborate reports on institutional issues. This unit also provides the data on which the degree's analysis for monitoring and accreditation reports will be based. For facilitating the location of the surveys corresponding to FM&HS students and graduates, the specific entry Indicators of satisfaction have been included in the SAIQU section of the Centre's website.

- Surveys on student's satisfaction
- Surveys on new students' satisfaction
- Surveys on student's satisfaction (faculty services, facilities and activities)
- Surveys on graduate's satisfaction

The FM&HS' priority aim is to increase students' participation in surveys from two points of view. On the one hand, the analysis of the most successful cases to implement their methods in other studies. On the other hand, to raise the attention of students so that they perceive the importance of their participation in the surveys for the good development of degrees and the assessment of the teaching staff. Regarding the latter perspective, an infographic has been designed by the Quality-FM&HS office appealing to the students' participation and solidarity to improve quality and also for the due accountability as a public institution.

The system for collecting graduates' satisfaction depends on AQU, which, every four years, prepares a report of the whole Catalan University System, which does not always allow for updated results. In addition, the data are often aggregated by areas of knowledge and not by degrees, which makes it difficult to analyse. To try to fill these gaps, in the academic year 2020-2021 the Centre has launched an FM&HS specific survey to collect the satisfaction of graduates

of all degrees, which is carried out at the time graduates collect in-person the official qualification in the Faculty's Secretary's Office for Students and Teaching Staff. This is a brief survey, with questions related to the graduate's employment situation and their assessment of various degree aspects.

Teaching staff

As in the case of students, the UB also has a standardized system to collect teaching staff satisfaction with the teaching development through a survey designed by the Technical Bureau at the Rector's Office, which includes the students' profile and dedication, the adequacy of diverse subject items, the teaching, and material resources and the institutional support. The results of these surveys are published on the VSMA website.

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)

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

Analysis and assessment

As previously mentioned, the faculties of Medicine and Dentistry, and the University School of Nursing merged to create the FM&HS, upon the Agreement of the Governing Council of the UB, of April 20, 2015, on the reform of academic and organizational structures administration of the institution. From the beginning, the FM&HS has been working together with several research centres (IDIBAPS, IDIBELL, IBEC, ISGlobal,…). Moreover, the faculty has university hospitals, associated hospitals and primary care centres for the development of the research and teaching, through the corresponding concerts established between the UB and different healthcare institutions, under the conditions provided for by the applicable legislation and, especially, in the UB's Statute. In this sense, the FM&HS has established different agreements to participate and collaborate with hospitals and institutes to regulate the coordination and the activities with partners. The bachelor's degree in Medicine is developed in the Bellvitge and Clínic Campus that are equally structured and that have their own personnel and resources.

The faculties of the UB are responsible for the academic and teaching organization of their studies as well as for the administrative and management processes involved in the centre's functioning. The UB's Statute and the Regulations of the FM&HS and of Departments clearly set the structure of the governing bodies and their competences to ensure the correct implementation of the degrees and the quality of the training. The Faculty Board is the maximum governing body of the FM&HS and develops their functions through several commissions. The Dean and the governing team are responsible for the compliance of the quality policies established by the Faculty Board. On the other hand, the Study Councils, one for each campus, are responsible for the organization and coordination of the bachelor's degree and it ensures the correct application of the regulations. In addition, the FM&HS has an Advisory board, that includes representatives of the professional field, to encourage relationships between the centre and the world labour.

The FM&HS governing bodies are composed by representatives of all the centre community as established in the regulations. This structure is accessible to the public through the faculty's webpage, and it includes the administrative support. The administrative staff, civil servants and contract personnel, is qualified to carry out the entrusted tasks from departments and units, and they are coordinated by the Centre's Administrator. In addition, the UB has central units that work in coordination with the faculties giving an adequate teaching, learning, and research support.

In conclusion, we consider that the FM&HS has an adequate, sufficient, and effective structure that is set in the Regulations and that allows the correct management of the degrees.

8.1 Governance

The school 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 school's mission and functions, and ensures stability of the institution. (BME 8.1)

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

Analysis and assessment

The UB is an institution governed by public law, with its own legal personality and heritage, that deploys its autonomy in the institutional, academic and financial fields, on the basis of the autonomy recognized in article 27.10 of the Spanish Constitution. Article 9 of the UB's Statute estates that the institution is committed to the promotion and evaluation of quality in teaching, research and the management of university services, in accordance with criteria and methodologies comparable on an international scale. With this purpose, the UB's quality policy is specified in:

- The mission, the vision and the values of the UB codified in the Statute.
- The principles of behaviour set in the Code of ethics of integrity and good practices of the UB.
- Compliance with the principles and obligations of transparency through the Transparency Portal of the UB.
- The deployment and periodic review of quality management systems in the areas of teaching, research and services.
- The evaluation and external certifications in accordance with European and international standards of quality in the areas of teaching, research and services.
- The management of available human resources and providing them with adequate continuing education according to their respective activities.

The faculties and university schools are the centres in charge of the organization of education and the academic, administrative and management processes leading to the obtaining of academic degrees, as well as the connection with the corresponding professional and labour sectors. Faculties' competences, defined in article 14 of the UB's Statute, include draw up and approve its regulations, to coordinate the organization of the different degrees and courses and to prepare the course curriculum, to approve the action guidelines, and to establish the basic criteria for organization and coordination of teaching activities, and the management and administration of the resources attributed by the UB's Governing Council.

The FM&HS Regulations establishes the centre's competences and organization, and regulates the creation of commissions. This regulations define the current campuses (Bellvitge and Clínic), the training and research units (*UFR, in Catalan, Unitats de Formació i Recerca*) (Medicine-Clínic, Medicine-Bellvitge, School of Nursing, School of Dentistry and School of Podiatry) and the departments (Biomedicine; Clinical Sciences; Physiological Sciences; Surgery and Medical-Surgical Specialties; Clinical Fundamentals; Fundamental and Medicosurgical Nursing; Public Health, Mental Health, and Maternal and Child Health Nursing; Medicine; Odontostomatology; Pathology and Experimental Therapeutics). The Departments have also their own regulations.

Government lies in the collegial bodies participated by all the faculty's community (Faculty Board, Committees, and Study Council), and in individual positions (dean, vice-deans, secretary,

head of studies, master's coordinator), whose competences are set by the UB's Statute and the FM&HS' regulations. Among the competences of the Faculty Board, that is chaired by the dean, it should be stressed:

- to draw up and approve the faculty regulations,
- to elect the dean,
- to monitor and to promote relations between the UFR, the departments and with other faculties to ensure the teaching coordination and supporting research,
- to create and organize, prior report from the training and research units, the Faculty committees that are considered necessary for the best development of their activities,
- to approve the organization, coordination and suppression of the different studies
- to set up of commissions necessary for the effective exercise of their functions, among them these specific for bachelor's degrees, postgraduate studies, research, quality, teaching staff or equality

➢ Minutes of the Faculty Board

The bachelor's degree in Medicine has a Study Council for each campus, equally formed by teachers and students and that includes all the departments that participate in the degree teaching. The Study Council elects the Head of studies from among a professor who is a member. The role of the Study Council is essential to ensure good teaching coordination: it approves the timetables of the academic year, the assessment calendar, the course plans, and all the academic-teaching programming, as well as the teaching assignment, which is formulated in the departments so that they give teaching and assign the teaching staff. The Head of studies, together with the Study Council, monitors annually the academic outcomes and the students and teacher's satisfaction and proposes the needed improvement actions. Moreover, the head of studies evaluate the former actions included in the Improvement Plan to determine its level of achievement.

The Faculty controls and verifies the design and deployment of its official degrees to ensure compliance with the requirements for accreditation, those specified by the UB and those defined in the various regulations (PEQ 020), and generates up-to-date degrees public information. For this task the centre has the support of the UB's Policy and Quality Agency (APQUB), that has established the quality framework as well as the planning and evaluation processes for the decision-making of its activity. As mentioned in Section 7, the SAIQU of the FM&HS integrates all the activities related to the quality assurance of official bachelor's and master's degrees. These activities are developed in the Specific Quality Procedures (PEQ).

Finally, it should be mentioned that the FM&HS has an Advisory board to encourage relationships between their activities and the world labour and professional in their respective fields. This board is composed of the dean, two vice-deans of Medicine (one from Clínic and another from Bellvitge), the vice dean of Nursing, the vice dean of Dentistry, the director of the School of Podiatry, and up to a maximum of 7 representatives from around the world professional, business and administration institutions.

8.2 Student and academic staff representation

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

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

Analysis and assessment

The Article 3 of the FM&HS Regulations sets that the teaching staff, the students, and the PAS are the members of the faculty, and, as a part of the centre, they participate in the government collegial bodies according to the regulations of the centre and the UB. It should be pointed out that in all governing bodies both campuses, Bellvitge and Clínic, are taken into consideration to have an equitable representation of its members that allows a complete global vision of the Faculty.

The Faculty Board is made up of fifty members who are distributed with the aim of promoting more equitable representation of the different groups: 51% of civil servant teaching staff from university teaching bodies, 9% from other teaching and research staff, 30% of students (including Ph.D. students), and 10% of administrative and service staff. The Faculty Board meets at least twice a year and is chaired by the dean. The members are elected among the members of the centre of the same category. In addition, the vice-deans and vice-directors, the secretary, the directors of the departments, the heads of studies, the head of the Secretary's Office and the centre administrator are also non-voting members, in the case of not having been elected.

On the other hand, in the different commissions there are representatives of the whole faculty community. The composition, function and duration of these delegated commissions is established by the Faculty Board. As previously mentioned, the Study Council is equally formed by teachers and students and includes all the departments that participate in the degree teaching. Moreover, the Council has the students reports, through its representatives, which are communicated to the course coordinator.

8.3 Administration

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

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

Analysis and assessment

The administrative and service staff (PAS) is responsible for carrying out the management and administration tasks of all the general and specific areas of the University, as well as support for teaching and research, and advice and assistance to academic governing bodies. The selection of the PAS is carried out through a public call in which the constitutional principles of publicity, equality, merit and ability are guaranteed. The selection systems for civil servants are competition, opposition competition and opposition. The selection systems for contract staff are those established in the applicable collective agreement. Temporary staff, in accordance

with current regulations, are freely appointed by the rector. These selections ensure that the PAS has the training and academic qualifications necessary for the correct performance of the functions and tasks of their job. Moreover, the PAS Training Unit facilitates the personal and professional development of the PAS of the UB through training services in order to achieve the organizational objectives. It also aims to promote adaptation to the changes caused by technological and management innovations, and to the cultural and social demands required by the environment. Annually, through the Training Plan, the Unit offers two calls with a huge variety of courses addressed to improve the knowledge in management (academic, economical, document), managerial skills, quality, and safety, health, environment and psychosocial risks, among other. The unit also offers specific courses addressed to a group (i.e., Workshop for Centre's Administrators) or for training in a specific field or tool (i.e., SharePoint, Leadership training and executives-oriented skills).

The PAS assigned to the FM&HS is determined by the UB's list of positions and it is distributed in several unities: Administration, Secretary's Office, Research Office, General Afers Office, Information Points. The departments have administrative staff and also of contract staff who support research and teaching tasks. The existence of two campuses entails the duplication of these administrative support structures (Tables 8.1.). The Centre's Administrator is responsible for coordinating all services to ensure a suitable and correct administration management.

Table 8.1.a. FM&HS administrative and service staff by category (2022)

	Bellvitge Campus	Clínic Campus
Civil servants	41	42
Contract staff	31	40

Data provider unit and created by: FM&HS

Table 8.1.b. FM&HS administrative and service staff by units (2022)

	Bellvitge Campus	Clínic Campus
Centre Administration	10	1
Secretary's Office	18	18
General Affairs Office	6	8
Research Office	3	5
Information points	15	10
Departments	17	21
Other locations	3	19

Data provider unit and created by: FM&HS

In addition, as mentioned in Section 6, different UB's general services are located in the FM&HS, as the Learning and Research Resource Centre (CRAI), with a library in each campus (Bellvitge, Clínic), and the Scientific and Technological Centres (CCiTUB) with the units of Cytometry, Animal facilities, Genomics, Advanced optical microscopy, Electron microscopy (TEM/SEM), Proteomics and Radiological Protection Technical unit. The staff in charge of CCiTUB's facilities is fully qualified to apply and develop the instrumental techniques of the laboratory, to interpret the results, to promote the implementation of innovations in its field, and to advise users on techniques and methods (Table 8.2.).

Table 8.2. FM&HS General Services Staff (2021-2022)

	Campus Bellvitge	Campus Clínic
CRAI	9	11
CCiTUB	13	12

CRAI: Learning and Research Resource Centre (In Catalan, CRAI, Centre de Recursos per a l'Aprenentage i la Investigació)
Data provider unit: CRAI and CCiTUB; Created by: FM&HS

The UB will guarantee the professional development of its administrative and service staff, which includes its promotion. The PAS Training Unit facilitates the personal and professional development of the staff through training services so that organizational objectives are achieved. It also aims to promote adaptation to changes caused by technological and management innovations, and to the cultural and social demands required by the environment. To this end, the Unit programmes training and improvement activities, and offers self-training resources. The PAS is represented in the UB and FM&HS's governing and representative bodies in accordance with the provisions of the UB Statutes.

UB funding is managed at two levels: a centralized budget, managed by the UB's general administration services, and a budget delegated to the Centres, managed by them. In this sense, all the information relating to economic, budgetary, and patrimonial management, including the annual budget -specifying the general and specific distributions of Faculties and departments- and the Annual Economic Report, can be consulted on the UB Transparency Portal.

The allocation of funding to the Faculties is intended to satisfy the concepts of operation (teaching and laboratory equipment) and repair of equipment and maintenance of buildings. The Faculties also have an additional part of their income from their own courses, specialization courses, and lifelong learning - the prices of which are approved by the Board of Trustees at the proposal of the UB Governing Council -and other incomes from various sources such as UB Chairs or rental of facilities (Tables 8.3).

MANAGEMENT OF COMPLAINTS, CLAIMS, AND SUGGESTIONS

The FM&HS has tools to manage the collection of information on stakeholders' satisfaction with the degrees and other related issues as set out in the PEQ 100 for the management of complaints, claims, and suggestions. A specific section has been set up on the Faculty website for the collection of questions and suggestions. In 2019, eight applications were received, of which five focused on admission and enrolment, and three on the studies development; in 2020, six complaints were received, three focused on the admission and enrolment processes, one on the mobility management, and two on services and facilities; in 2021, eight complaints were notified, one focused on the admission and enrolment processes, three on the studies development, three on services and facilities, and one on the website. Therefore, there is a very low percentage of complaints -less than ten in a population of more than 4,000 students enrolled in 17 degrees-, which demonstrates the high level of satisfaction of the students with the development of the Faculty's degrees and the human and material resources employed.

UNIVERSITAT DE BARCELONA

IMPROVEMENT PLAN

Bachelor's degree in Medicine

UNIVERSITAT DE BARCELONA

Quality Commission

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

TABLE PM. New improvement actions *Bachelor's degree in Medicine*

Code	Proposal for improvement	Aim	Weak point	Priority	Responsible for the improvement	Responsible for the execution	Type	Actions to be deployed	Achievement indicators	End date (forecast)	Modification implied
GMED_AM11	To establish a mentor-guided hospital stay model	To improve the PAT		High	• Head of Studies • PAT Coordinator • Coordinators of subjects with hospital stay	• Head of Studies • PAT Coordinator • Coordinators of subjects with hospital	PEQ 050 STD 5	• To assign a mentor to students for hospital practicals • To organise welcome and closing sessions for each hospital units	• Students satisfaction • List of tutors	2023-2024	NO

Created by: FM&HS

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

Faculty of Medicine and Health Sciences

In the academic year 2018-2019, the FM&HS started the revision of its Internal Quality Assurance System, promoting this area with the full-time dedication of a technician, which has allowed better coordination of all the activities that are part of it. This review began with the redesign of the institutional websites, the Faculty and its teaching, with a special emphasis on completing public information. Thus, in recent years, information on the processes of university degrees monitoring and accreditation has been increased, student satisfaction surveys have been made available, and a new section has been included in which the teaching, professional and research activities of the teaching staff is shown, among the actions to be highlighted. On the other hand, since the academic year 2020-2021, work has been underway to expand the Spanish and English versions of the FM&HS website.

Nowadays, the UB is immersed in the accreditation process of its Centres. In this regard, in the academic year 2022-2023, the Strategic plan of the FM&HS is on review by the Governing team. Moreover, the FM&HS Quality Unit is reviewing the SAIQU to detect the aspects that should be improved. In a first phase, the Specific Quality Procedures (PEQ) are under review, and, if necessary, a new PEQ is drafted to fit the map of processes that relates to them. The aim is to maintain the concordance with the transversal PEQ of the UB and adapt the procedures to the new model. In this sense, special consideration is addressed to select the most appropriate indicators to detect their satisfactory compliance. As a result, a dashboard is been elaborating to collect all indicators related with quality procedures to allow a suitable monitoring.

To consolidate the Centre's accreditation objective, in addition to completing the mentioned actions already underway, the FM&HS has set the following improvement actions:

- ✓ to strengthen the systematic collection of pieces of evidence of quality processes with the creation of its own space for each degree (SharePoint)
- ✓ to elaborate the Quality Manual of the FM&HS, in which the system of internal assurance of the quality will be one of the integral elements of the system of management of the Faculty

EVIDENCES

No	Evidence	Location
E01	FM&HS - Website	*web*
E02	FM&HS - Campuses	*web*
E03	FM&HS - Studies	*web*
E04	FM&HS - Tables P.1. FM&HS studies offer	*SharePoint*
E05	FM&HS - Tables P.2. Admission qualifications	*SharePoint*
E06	FM&HS - Tables P.3. FM&HS students and teaching staff	*SharePoint*
E07	FM&HS - Research	*web*
E08	FM&HS - Management of training programmes in the Validation, Monitoring, Modification and Accreditation framework (VSMA) - PEQ 020	*web*
E09	CAI appointment	*SharePoint*
E10	CAI constitution	*SharePoint*
E11	Self-assessment report approval	*SharePoint*
E12	FM&HS - *Accreditation 2023*	*web*
E13	FM&HS - Mission, vision and values	*SharePoint / web*
E14	Bachelor's degree in Medicine - Website	*web*
E15	Bachelor's degree in Medicine - Study programme handbook	*SharePoint*
E16	Bachelor's degree in Medicine - Table 2.2. Subject competences	*SharePoint*
E17	Bachelor's degree in Medicine - AQU report	*web*
E18	Bachelor's degree in Medicine - Course curriculum	*web*
E19	Bachelor's degree in Medicine - Teaching staff assignment	*web*
E20	Bachelor's degree in Medicine - Course coordinators tasks	*SharePoint*
E21	Bachelor's degree in Medicine - Timetable	*web*
E22	Bachelor's degree in Medicine - Professor assignment	*web*
E23	Bachelor's degree in Medicine - Subject coordinators tasks	*SharePoint*
E24	Bachelor's degree in Medicine - Minutes of coordinators - students meetings	*SharePoint*
E25	Bachelor's degree in Medicine - Minutes of Study Council meetings	*SharePoint*
E26	FM&HS - Minutes of the Crisis Committee	*SharePoint*
E27	UB- Minutes of the Join Committee	*SharePoint*
E28	FM&HS - Minute of the Executive of teaching Committee (example)	*SharePoint*
E29	FM&HS - FM&HS Monitoring Reports	*SharePoint / web*
E30	Bachelor's degree in Medicine - Table 2.3. Subjects analysed: characteristics and teaching staff	*SharePoint*
E31	Bachelor's degree in Medicine -Table 2.4. Training activities	*SharePoint*
E32	Bachelor's degree in Medicine - Functional Anatomy and Embryology of the Musculoskeletal System - Course plan	*SharePoint / Web (Bellvitge, Clínic)*
E33	Bachelor's degree in Medicine - Functional Anatomy and Embryology of the Musculoskeletal System - Teaching staff CV	*SharePoint*
E34	Bachelor's degree in Medicine - Ophthalmology - Course plan	*SharePoint / web (Bellvitge, Clínic)*
E35	Bachelor's degree in Medicine - Ophthalmology - Teaching staff CV	*SharePoint*
E36	Bachelor's degree in Medicine - Principles of Surgery, Anesthesiology and Reanimation - Course plan	*SharePoint / web (Bellvitge, Clínic)*
E37	Bachelor's degree in Medicine - Principles of Surgery, Anesthesiology and Reanimation - Teaching staff CV	*SharePoint*
E38	Bachelor's degree in Medicine - Respiratory Disease - Course plan	*SharePoint / web (Bellvitge, Clínic)*

E39	Bachelor's degree in Medicine - Respiratory Disease - Teaching staff CV	*SharePoint*
E40	Bachelor's degree in Medicine - Practical Tutored Classes and Hospital Placement - Course plan	*SharePoint / web (Bellvitge, Clínic)*
E41	Bachelor's degree in Medicine - Practical Tutored Classes and Hospital Placement - Teaching staff CV	*SharePoint*
E42	Bachelor's degree in Medicine - Practical Tutored Classes in Family and Community Medicine - Course plan	*SharePoint / web (Bellvitge, Clínic)*
E43	Bachelor's degree in Medicine - Practical Tutored Classes in Family and Community Medicine -Teaching staff CV	*SharePoint*
E44	Bachelor's degree in Medicine - Table 2.5. Practical Tutored Classes	*SharePoint*
E45	Bachelor's degree in Medicine - Final Project - Course plan	*SharePoint / web (Bellvitge, Clínic)*
E46	Bachelor's degree in Medicine - Final Project - Teaching staff CV	*SharePoint*
E47	Bachelor's degree in Medicine - Tables 2.6. Final Projects	*SharePoint*
E48	FM&HS - Management of international student mobility - PEQ 080	*web*
E49	FM&HS - Management of national student mobility - PEQ 090	*web*
E50	FM&HS website - Mobility	*web*
E51	FM&HS - International Relations Office (ORI)	*web*
E52	UB - Regulations Governing the assessment and grading of learning outcomes	*SharePoint /web*
E53	Bachelor's degree in Medicine - Table 3.1. Assessment Systems	*SharePoint*
E54	Bachelor's degree in Medicine - *Functional Anatomy and Embryology of the Musculoskeletal System* - assessment evidence	*SharePoint*
E55	Bachelor's degree in Medicine - *Ophthalmology* - assessment evidence	*SharePoint*
E56	Bachelor's degree in Medicine - *Principles of Surgery, Anesthesiology and Reanimation* - assessment evidence	*SharePoint*
E57	Bachelor's degree in Medicine - *Respiratory Disease* - assessment evidence	*SharePoint*
E58	Bachelor's degree in Medicine - *Practical Tutored Classes and Hospital Placement* - assessment evidence	*SharePoint*
E59	Bachelor's degree in Medicine - *Practical Tutored Classes in Family and Community Medicine* - assessment evidence	*SharePoint*
E60	Bachelor's degree in Medicine - *Final Project* - assessment evidence	*SharePoint*
E61	FM&HS - Teaching development: methodology and assessment of learning - PEQ 060	*web*
E62	FM&HS - Analysis of results - PEQ 130	*web*
E63	UB - VSMA webpage	*web*
E64	UB - Business Intelligence *(dashboard)*	*web*
E65	FM&HS - Improvement plan	*SharePoint*
E66	Bachelor's degree in Medicine - Improvement plan	*SharePoint*
E67	Bachelor's degree in Medicine - Table 3.2. Academic indicators	*SharePoint*
E68	Bachelor's degree in Medicine - Table 3.3. First-year global results evolution	*SharePoint*
E69	Bachelor's degree in Medicine - Table 3.4. Subject marks	*SharePoint*
E70	Bachelor's degree in Medicine - Table 3.5. Students' satisfaction	*SharePoint*
E71	Bachelor's degree in Medicine - Table 3.6. Satisfaction of the students with teaching and training activities	*SharePoint*
E72	Bachelor's degree in Medicine - Table 3.7. Teaching staff's satisfaction with the deployment of the degree	*SharePoint*
E73	Bachelor's degree in Medicine - Table 3.8. Employability indicators (satisfaction of graduates)	*SharePoint*
E74	FM&HS - Definition of the admission profile, selection and enrolment of bachelor's degree students - PEQ 030	*web*
E75	UB - Academic and financial regulations on enrolment	*SharePoint /web*

E76	UB - UB regulations on continuance for students	*SharePoint /web*
E77	Bachelor's degree in Medicine - Tables 4.1. Offer, demand and enrolment	*SharePoint*
E78	Bachelor's degree in Medicine - Table 4.2. Students access	*SharePoint*
E79	Bachelor's degree in Medicine - Table 4.3. Students classified by gender	*SharePoint*
E80	FM&HS - PAT	*SharePoint*
E81	Bachelor's degree in Medicine - PAT	*SharePoint*
E82	FM&HS - Activities	*web*
E83	UB - Welcome	*web*
E84	FM&HS - Student guidance - PEQ 050	*web*
E85	UB - Regulation for credit recognition and transfer in official undergraduate studies / Complementary criteria to the rules	*SharePoint /web*
E86	FM&HS - FM&HS regulations for computable credits recognition as optional credits	*SharePoint /web*
E87	Bachelor's degree in Medicine - List of credit recognition (2020-2022)	*SharePoint*
E88	UB - Regulations governing course plans for subjects and the assessment and grading of learning outcomes	*SharePoint /web*
E89	UB - Regulations establishing criteria for the issuance of the European Diploma Supplement (SET)	*SharePoint /web*
E90	Bachelor's degree in Medicine - Bachelor's degree in Medicine Diploma	*SharePoint*
E91	Bachelor's degree in Medicine - SET	*SharePoint*
E92	UB - Guide for the academic and teaching organisation of the UB	*SharePoint /web*
E93	UB - Time commitment plan for UB teaching staff	*SharePoint /web*
E94	UB - Specific transversal procedure to define the recruitment and selection of the teaching staff (PTD.4.1.)	*web*
E95	FM&HS teaching staff list	*web*
E96	Bachelor's degree in Medicine - Tables 5.1. Teaching staff	*SharePoint*
E97	Bachelor's degree in Medicine - Table 5.2. Percentage of teaching hours taught according to research periods	*SharePoint*
E98	Bachelor's degree in Medicine - Table 5.3. Research projects	*SharePoint*
E99	Bachelor's degree in Medicine - Table 5.4. List of students per teaching staff (Full-Time Equivalent)	*SharePoint*
E100	UB - Handbook of teaching staff assessment	*web*
E101	UB - AQU reports to the Handbook of teaching staff assessment	*web*
E102	UB - Specific transversal procedure of assessment, promotion and recognition of teaching staff (PTD.4.3.)	*web*
E103	Teaching staff's activities in teaching, research and management areas - Spanish, local and UB regulations	*web*
E104	UB - Code of Ethics of Integrity and Good Practices	*web*
E105	UB - Code of Research Integrity	*web*
E106	UB - Protocol for prevention, detection and action against situations of sexual harassment and harassment based on sex, gender identity, and sexual orientation, and other sexist behaviours	*web*
E107	UB - Office of the Ombudsman	*web*
E108	UB - Office of Mediation	*web*
E109	UB - Book of social networks	*web*
E110	UB - Bioethics Commission	*web*
E111	UB - Mailbox of Ethics and Institutional Integrity	*web*
E112	UB - Ethics Committee	*web*
E113	UB - Anti-Fraud Committee	*web*
E114	UB - Code of Conduct	*web*
E115	UB - adherence of teaching and research staff to the Code of Conduct (non-elected positions, elected positions)	*web*

E116	UB - University Section of the Institute for Professional Development (IDP-ICE)	*web*
E117	UB IDP-ICE - Teaching staff Training Plan	*SharePoint*
E118	UB - 2021 UB Teaching Staff Training	*web*
E119	UB - UB Digital Repository	*web*
E120	Bachelor's degree in Medicine - Table 5.5. Training at the Institute of Education Sciences (ICE)	*SharePoint*
E121	Research, innovation and improvement programme for teaching and learning (RIMDA)	*web*
E122	FM&HS - Table 5.6.FM&HS' teaching innovation projects and groups	*SharePoint*
E123	FM&HS - FM&HS facilities	*SharePoint*
E124	FM&HS - Management and improvement of material resources - PEQ 010	*web*
E125	FM&HS - Management and improvement of services - PEQ 011	*web*
E126	FM&HS - Clinic Campus CRAI Library	*web*
E127	FM&HS - Bellvitge Campus CRAI Library	*web*
E128	UB - Scientific and Technological Centres of the UB - CCiTUB	*web*
E129	FM&HS - Tables 6.1. General assessment of facilities and library	*SharePoint*
E130	August Pi i Sunyer Biomedical Research Institute - IDIBAPS	*web*
E131	Bellvitge Biomedical Research Institute - IDIBELL	*web*
E132	Institute of Biomedicine of the UB - IBUB	*web*
E133	Institute for Research in Biomedicine - IRB	*web*
E134	Barcelona Institute for Global Health - ISGlobal	*web*
E135	Josep Carreras Leukaemia Foundation	*web*
E136	UB - Safety, Health and Environment Office	*web*
E137	UB - Prevention Plan	*web*
E138	UB - Prevention Policy	*web*
E139	UB - Functions and responsibilities in preventive matters	*web*
E140	UB - Contingency plan	*web*
E141	FM&HS - Contingency plan - Bellvitge Campus	*web*
E142	FM&HS - Contingency plan - Clínic Campus	*web*
E143	FM&HS - Hospitals	*web*
E144	FM&HS - Community family medicine centres (CAPs)	*web*
E145	UB - Concerts UB-hospitals	*SharePoint*
E146	FM&HS - Tables 6.2. Library use and training	*SharePoint*
E147	FM&HS - administration webpage	*web*
E148	UB - COVID-19 webpage	*web*
E149	FM&HS - Mobility Unit	*web*
E150	UB - Món UB	*web*
E151	FM&HS Internal Quality Assurance System - SAIQU	*web*
E152	FM&HS Quality Specific Procedures - PEQ	*web*
E153	FM&HS - Minutes of Quality Commission meetings	*SharePoint*
E154	FM&HS - Quality policy	*web*
E155	FM&HS - Tables 7.1. Specific Quality Procedures	*SharePoint*
E156	FM&HS - Table 7.2. List of surveys	*SharePoint*
E157	FM&HS - Process management and map	*web*
E158	FM&HS - SAIQU review reports	*web*
E159	FM&HS - Reviewed PEQ *(draft)*	*SharePoint*
E160	FM&HS - Dashboard *(draft)*	*SharePoint*
E161	UB - Transparency portal	*web*
E162	UB - Transparency regulations, access to public information and good governance of the UB	*SharePoint /web*
E163	UB - website	*web*

E164	FM&HS - Process for publishing information on degrees - PEQ 140	*web*
E165	UB - UB Agency for Policy and Quality (APQUB)	*web*
E166	UB - Students surveys	*web*
E167	Bachelor's degree in Medicine - Surveys on students satisfaction	*SharePoint*
E168	Bachelor's degree in Medicine - Surveys on new students satisfaction	*SharePoint*
E169	FM&HS - Surveys on students satisfaction (faculty services, facilities and activities)	*SharePoint*
E170	Bachelor's degree in Medicine - Surveys on graduates satisfaction	*SharePoint*
E171	FM&HS - Indicators of satisfaction	*web*
E172	FM&HS - Infographic to improve students participation	*web*
E173	FM&HS - graduates survey	*SharePoint*
E174	UB - Technical Bureau at the Rector's Office	*web*
E175	UB - UB's Statute	*web*
E176	FM&HS - Advisory board	*web*
E177	UB - UB'S Code of ethics of integrity and good practices	*web*
E178	FM&HS - FM&HS Regulations	*Web / SharePoint*
E179	FM&HS - Departments' regulations	*web*
E180	FM&HS - Minutes of the Faculty Board	*SharePoint*
E181	FM&HS - FM&HS Commissions	*web*
E182	Bachelor's degree in Medicine - Students reports	*SharePoint*
E183	UB - PAS Training Unit	*web*
E184	FM&HS - Table 8.1. FM&HS administrative and service staff	*SharePoint*
E185	FM&HS - Table 8.2. FM&HS General Services Staff	*SharePoint*
E186	UB - Annual Economic Report	*web*
E187	FM&HS - Table 8.3. Economic evolution of the FM&HS	*SharePoint*
E188	FM&HS - Management of complaints, claims and suggestions - PEQ 100	*web*
E189	BE Medicine Improvement Plan - New actions	*SharePoint*

ANNEX 1. TABLES

Table P.1.a. Bachelor's and university master's degrees offer

Degree	Level	RUCT Code	ECTS Credits	Typology (*)	Start year	Responsible of the degree
Biomedical Engineering	Bachelor's degree	2502447	240	UB	2010	Ramon Farré
Biomedical Sciences	Bachelor's degree	2503377	240	UB	2017	JMV Blasi
Dentistry	Bachelor's degree	2500506	300	UB	2009	Albert Estrugo
Medicine	Bachelor's degree	2500285	360	UB	2009	Carme Junqué Fernando Alcaide
Nursing	Bachelor's degree	2500284	240	UB	2009	M. Rosa Rozas
Podiatry	Bachelor's degree	2500481	240	UB	2009	Elena de Planell
Advanced Medical Skills	Master's degree	4315244	60	UB	2015	Ricard Ramos
Advanced Nursing Clinical Practice	Master's degree	4315819	60	UB	2016	Avelina Tortosa
Applied Research Methodology in Nursing Care	Master's degree	4315232	60	UB	2015	Margarida Pla
Biomedicine	Master's degree	4313909	60	UB	2013	Nieves Agell
Chinese Traditional Medicine	Master's degree	4315823	120	INT-C	2016	M. Angeles Lorente
Clinical Investigation	Master's degree	4314735	60	INT-C	2014	Núria Casamitjana
Erasmus Mundus in Biosciences and Bioengineering Innovations for Precision Medicine	Master's degree	4317565	60	INT	2021	José Roca
Innovation and Entrepreneurship in Nutrition, Chronic Diseases and Healthy Ageing	Master's degree	4315824	120	UB	2016	Ramon Estruch
Integral Podiatric Surgery	Master's degree	4316893	60	UB	2021	Elena de Planell
Introduction to Mental Health Research	Master's degree	4313725	60	INT	2016	Jose M. Menchón
Leadership and Management in Nursing	Master's degree	4311570	120	UB	2010	Marta Romero
Principles of Care and Education for Diabetes Sufferers	Master's degree	4315243	60	UB	2015	Violeta Moizé
Translational Medicine	Master's degree	4312469	60	UB	2010	Josep M. Llovet

**Typology: INT-C (Interuniversity coordinated)*
Data provider unit: Academic and Teaching Planning; Created by: APQUB, FM&HS

Table P.1.b. Doctoral programmes offer

Programme	RUCT Code	Typology	Start year	Responsible
Led by the FM&HS				
Biomedicine	5601137	UB	2014	Albert Tauler
Erasmus Mundus Doctorate in Fetal and Perinatal Medicine	5601242	International	2015	Eduardo Gratacos
International Doctorate in Transdisciplinary Global Health Solutions	5601243	International	2015	Núria Casamitjana
Nursing and Health	5601142	Interuniversity	2014	Josefina Goberna
Medicine and Translational Research	5601164	UB	2014	Julià González
Participated by the FM&HS				
Food and Nutrition	5601135	UB	2014	María Izquierdo
Biodiversity	5601136	Interuniversity	2014	M. Dolors Vinyoles
Biotechnology	5601138	UB	2014	Josefa Badia
Brain, Cognition and Behaviour	5601139	UB	2014	Joan López
Citizenship and human rights	5601143	U B	2014	Gonçal Mayos
Genetics	5601158	UB	2014	Francesc Mestres
Nanoscience	5601165	UB	2014	Juan M. Fernández
Clinical Health Psychology	5601166	UB	2014	José Gutierrez
Drug Research, Development and Control	5601171	UB	2014	M. Luisa García

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Table P.1.c. FM&HS-specific master's degrees and postgraduate programmes

Programme	Typology	Credits	Modality	Responsible
Advanced Anatomical Dissection: Advanced Study of the Human Body	Master	60	Face-to-face	M. Isabel Miguel, Ricard Ramos
Advanced Experimental Clinical Endodontics	Master	150	Face-to-face	Esther Berastegui
Advanced Oral Implantology	Master	62	Blended	Javier Roselló, José López, Raul Ayuso
Aesthetic and Wellness Medicine	Master	75	Blended	Joan Fontdevila, Petra Vega, Justo M. Alcolea
AIDS	Master	65	Face-to-face	José M. Miró, José Mallolas, Esteban J. Martínez, José L. Blanco, José Alcami
Allergology and Pediatric Clinical Immunology	Master	124	Face-to-face	Laia Alsina, Montserrat Alvaro
Child Health	Master	110	Face-to-face	Antoni Noguera
Clinical Genetics and Minority Diseases	Master	120	Face-to-face	Francesc Palau
Clinical Practice in Implantology and Oral Prostheses	Master	130	Face-to-face	Carlos Mendieta, Pablo Barenblit
Clinical Sexology and Sexual Health	Master	70	Face-to-face	Camil A. Castelo-Branco
Critical and Emergency Care	Master	120	Blended	José M. Nicolas, Miguel Sanz, Abelardo García, Carmen Sellan
Dentistry in Oncological Patients and Immunodeficient Patients	Master	86	Face-to-face	José López, Enric Jané, Antonio Mari
Diagnostic and Therapeutic Advances in Oral Medicine	Master	70	Face-to-face	José López, Eduardo Chimenos
Endocrinology and Diabetes in Children and Adolescents	Master	148	Face-to-face	M. Lourdes Ibañez
Fellowship in Adult Reconstructive Surgery	Master	60	Face-to-face	Andrés Combalia Jenaro A. Fernández-Valencia, Juan C. Martínez
Fellowship in Arthroscopic Surgery	Master	60	Face-to-face	Andrés Combalía, Sergi Sastre
Fellowship in Clinical Simulation and Patient Safety	Master	60	Blended	Esther León, Munt Garcia, José M. Quintilla, Gemma Claret, Mariona Farres, Jaime Carballedo
Fellowship in Foot and Ankle Surgery	Master	60	Face-to-face	Andrés Combalia, Daniel Poggio
Fellowship in Hand Surgery	Master	60	Face-to-face	Andrés Combalia, Manuel Llusa, José M. Arandes, Joaquin Fores

Fellowship in Open and Arthroscopic Shoulder Surgery	Master	60	Face-to-face	Francisco J. Cabo, Abdul I. Hachem
Fellowship in Orthopedics and Pediatric Traumatology	Master	60	Face-to-face	Ferran Torner, Cesar G Garcia
Fellowship in Shoulder Surgery (Orthopedic Surgery and Traumatology)	Master	60	Face-to-face	Andrés Combalia, Luis Peidro, Sergi Sastre
Fellowship in Spine Surgery	Master	60	Face-to-face	Andrés Combalia, Salvador Fuster
Fellowship in Team Sport Medicine	Master	60	Face-to-face	Gil Rodas, Antonio Turmo, Ricard Pruna
Fellowship in Upper Extremity Surgery (Orthopedic Surgery and Trauma)	Master	60	Face-to-face	Andrés Combalia, Ana M. Carreño
Forensic Sciences	Master	60	Face-to-face	Gabriel Martí, Carme Barrot
Global Health	Master	60	Face-to-face	Nuria Casamitjana, Antonio Plasencia
Hospital and Health Service Management	Master	60	Face-to-face	Antonio Trilla
Humanization of Healthcare: Patients, Families and Professionals	Master	60	Blended	M. Pilar Delgado, Marta Romero, Gabriel Heras
Independent Complementary Interventions in Nursing Care	Master	60	Face-to-face	Ana B. Fernández
Infectious Diseases	Master	60	Distance	José M. Nicolás
Initial Emergency Care	Master	60	Blended	Joan Fontdevila, Alberto Salazar, Manel Cerdà
Integrated Adult Dentistry	Master	180	Face-to-face	Carles Subirà, Sergio García
International Course in Organ, Tissue and Cell Donation and Transplantation	Master	60	Blended	Martí Manyalic
Laser Technology in Dentistry	Master	60	Blended	Josep Arnabat, Antonio J. España
Laser and Light Systems in Aesthetic Dermatology	Master	60	Blended	Joan Fontdevila, Mario A. Trelles
Medicine, Surgery and Oral Implantology	Master	180	Face-to-face	José López, Antoni Mari
Neonatology	Master	128	Face-to-face	Martín Iriondo, Oscar García, Francisco Botet, Oscar García
Neuropediatrics	Master	154	Face-to-face	Jaime Campistol
Nursing Care in Anaesthesia, Reanimation and Pain Treatment	Master	60	Blended	Joan M. Estrada

Nursing Care for Cardiovascular Patients	Master	60	Face-to-face	Joan M. Estrada
Nursing Care for Critical Patients	Master	60	Face-to-face	M. Carmen Moreno, Miguel A. Hidalgo
Nursing Care for Complex Patients	Master	60	Blended	Montserrat Puig, Miguel A. Hidalgo
Nursing in Emergency Wards	Master	60	Face-to-face	Joan M. Estrada, José A. Sarria
Nutrition in Physical Activity and Sport	Master	60	Face-to-face	Esther Fusté
Occlusion and Oral Rehabilitation	Master	115	Face-to-face	Maria Peraire, José M. Anglada, Raul Ayuso
Oral Surgery and Orofacial Implantology	Master	180	Face-to-face	Eduardo Valmaseda
Orthodontics	Master	192	Face-to-face	Josep M. Ustrell
Orthodontics and Dentofacial Malformations	Master	180	Face-to-face	Josep M. Ustrell, Alejandro Rivera
Pediatric and Adult Epileptology	Master	60	Face-to-face	Jaume Campistol, M. Carmen Fons, Alexis Arzimanoglou
Pediatric Cardiology	Master	126	Face-to-face	Joaquin Bartrons
Pediatric Dentistry	Master	162	Face-to-face	Juan R. Boj
Pediatric Emergencies	Master	125	Face-to-face	Carlos Luaces, Gemma Claret
Pediatric Gastroenterology, Hepatology and Nutrition	Master	126	Face-to-face	Francisco J. Martin
Pediatric Heart Surgery	Master	60	Face-to-face	Joan Sánchez de Toledo, Stefano Congiu
Pediatric Ophthalmology	Master	125	Face-to-face	Claudia Fortuny
Pediatric Nephrology	Master	125	Face-to-face	Claudia Fortuny, Alvaro Madrid
Pediatric Nursing	Master	60	Face-to-face	M. Ángeles Saz
Pediatric Podiatry	Master	60	Face-to-face	Laura Pérez
Pediatric Rheumatology	Master	130	Face-to-face	Jordi Antón
Periodontics and Oral Implantology	Master	140	Face-to-face	Carlos Mendieta
Posturology	Master	66	Face-to-face	Ignacio Beltran, Enrique Giralt
Preventive and Minimally Invasive Dentistry	Master	100	Face-to-face	Isabel Martinez, Paul M. Castañeda, David Bagan
Rehabilitation and Dental and Maxillofacial Prostheses	Master	122	Face-to-face	Tomás J. Escuín
Respiratory Nursing	Master	60	Distance	Joan M. Estrada, Xavier Alsina

Sinology	Master	65	Blended	Aleix Prat, Miquel Prats
Sport Podiatry	Master	60	Face-to-face	Montserrat Marugan, Gemma Navarro
Surgical Nursing	Master	60	Face-to-face	Joan M. Estrada
Techniques of Extracorporeal Perfusion and Oxygenation	Master	75	Blended	M. Teresa Mata, Daniel Pereda, Juan Perdomo
Design and Analysis of Clinical Investigations	Master	60	Distance	Carlos Ascaso, Alberto Cobos
Education of Health Sciences Professionals	Master	65	Blended	Esther León, Jordi Pales, Joan M. Nolla, Jose L. Medina
Advanced Clinical Podiatry	Specialization diploma	30	Face-to-face	Carles Verges
Aesthetics in Dentistry	Specialization diploma	36	Face-to-face	Josep M. Ustrell, Nuno G. Correia
Basic Oral Medicine and Surgery	Specialization diploma	60	Face-to-face	José López, Antoni Mari
Breast Cancer	Specialization diploma	30	Distance	Aleix Prat, Miquel Prats, Maria Vidal
Breast Pathology	Specialization diploma	30	Distance	Aleix Prat, Miquel Prats, Edelmiro Iglesias
Dentistry in Patients with Associated Medical Conditions	Specialization diploma	38	Face-to-face	José López, Enric Jané, Antonio Mari
Endodontics	Specialization diploma	60	Face-to-face	Carles Subirà, Sergio García
General Applied Dentistry	Specialization diploma	35	Face-to-face	Albert Estrugo
Mindfulness for Health and Wellbeing	Specialization diploma	30	Face-to-face	Begoña Mellado, Ferran Mestanza
Occupational Toxicology	Specialization diploma	30	Distance	Gabriel Martí, Pedro Sanz, Carme Barrot
Oral Medicine and Radiology for Dentistry	Specialization diploma	30	Face-to-face	Eduardo Chimenos, José López
Pathomechanics of the Foot: Orthopedic Podiatric Treatments	Specialization diploma	30	Face-to-face	Carles Verges
Principles of Critical Care Medicine and Intensive Therapy	Specialization diploma	30	Distance	José M. Nicolas, Guillermo Ortiz, Alejandro Baez
Principles of Critical and Emergency Care	Specialization diploma	30	Distance	José M. Nicolas, Miguel Sanz
Strategic Vision, Skills and Values for Medical Leadership	Specialization diploma	30	Blended	Antonio Trilla, Albert Ledesma
ATM and Orofacial Pain	Expert	16	Face-to-face	Javier Bara, Tomás J. Escuin
Clinical Simulation and Patient Safety	Expert	15	Blended	Esther León, Munt Garcia, Jose R. Alonso

Instructor in Simulation: Improving Teamwork through Teamstepps	Expert	15	Blended	Marta Raurell
Surgical Anatomy for Resident Doctors	Expert	15	Face-to-face	M. Rosa Morro, Manuel Llusa, Amer Mustafa
Basic Support for Critical Patients	Higher University Course	4	Blended	José M. Nicolas
Biostatistics	Higher University Course	4	Face-to-face	Núria Casamitjana
Determinants of Global Health	Higher University Course	3	Face-to-face	Núria Casamitjana
Early Breast Cancer	Higher University Course	10	Distance	Aleix Prat, Miquel Prats, Edelmiro Iglesias
Energising Global Health Innovation and Entrepreneurship	Higher University Course	3	Distance	Núria Casamitjana, Claudio Cruz, Marina Espriu
Fundamental Principles of Epidemiology	Higher University Course	5	Face-to-face	Núria Casamitjana
Fundamental Principles of Support for Critical Patients	Higher University Course	4	Blended	José M. Nicolas
GIS for Exposure Assessment in Environmental Health Research. With Free and Opensource Software: QGIS, R, Phyton)	Higher University Course	2	Distance	Núria Casamitjana
Global Environmental Health	Higher University Course	3	Face-to-face	Núria Casamitjana
Global Health Responses in Emergencies and Humanitarian Crisis	Higher University Course	3	Face-to-face	Núria Casamitjana
Governance and International Policy in Global Health	Higher University Course	4	Face-to-face	Núria Casamitjana
Health Economics	Higher University Course	3	Face-to-face	Núria Casamitjana
Implantology and Oral Prostheses	Higher University Course	9	Face-to-face	Pablo Barenblit, Carlos Mendieta
Management in Global Health	Higher University Course	3	Face-to-face	Núria Casamitjana

Maternal and Reproductive Health: Challenges in Global Health	Higher University Course	3	Face-to-face	Núria Casamitjana
Metastatic Breast Cancer	Higher University Course	10	Distance	Aleix Prat, Miquel Prats, Maria Vidal
Molecular Biology of Breast Cancer	Higher University Course	10	Distance	Aleix Prat, Miquel Prats, Maria Vidal
Normal Breast and Benign Pathology	Higher University Course	10	Distance	Aleix Prat, Miquel Prats, Maria Vidal
Podiatry Clinical Practicum	Higher University Course	8	Face-to-face	Carles Verges
Rehabilitation with Implants of Partial Tooth Loss	Higher University Course	4	Blended	Xavier Roselló, José López, Raul Ayuso
Surgical Techniques and Approaches in Foot and Ankle Surgery	Higher University Course	4	Face-to-face	Xavier Martín, Tania Díaz
Treatment of Clubfoot: Ponseti Method	Higher University Course	4	Face-to-face	Enric Giralt, Anna M. Ey
Ultrasound in the Critical Patient	Higher University Course	4	Blended	José M. Nicolas, José R. Alonso
Vaccine Development and Application in Global Health	Higher University Course	3	Face-to-face	Núria Casamitjana

Data provider unit: Academic and Teaching Planning; Created by: FM&HS

Table P.2.a. FM&HS bachelor's degrees admission qualifications (2022)

	UB		UPF	UAB	UdG	UdL	UPC	URV	UVic-UCC
	Bellvitge	Clínic							
Biomedical Engineering	-	12.67	12.63	-	11.06	-	12.07	11.20	-
Dentistry	12.59	-	-	-	-	-	-	-	-
Medicine	13.08	13.24	13.08	12.89	12.84	12.84	-	12.86	12.50
Nursing	11.54	12.35	9.46	11.39	10.98	10.84; 11.34	-	11.51; 11.05; 10.73	8.36; 8.66
Podiatry	9.16	-	-	-	-	-	-	-	5.00

Data provider unit: Canal Universitats - Generalitat de Catalunya; Created by: FM&HS

Table P.2.b. Admission qualification evolution ***Bachelor's degree in Medicine***

		UB		UPF	UAB	UdG	UdL	URV	UVic-UCC
		Bellvitge	Clínic						
Admission qualification	2022	13.08	13.24	13.08	12.89	12.84	12.84	12.86	12.50
	2021	12.87	13.02	12.75	12.75	12.71	12.71	12.70	11.98
	2020	12.66	12.65	-	12.66	12.54	12.52	12.54	11.34
	2019	12.45	12.63	-	12.30	12.19	12.18	12.18	10.30
Offer		87	172	60	350	80	110	125	110

UB: Universitat de Barcelona; UPF: Universitat Pompeu Fabra; UPC: Universitat Politècnica de Catalunya; URV: Universitat Rovira i Virgili; UdG: Universitat de Girona
Data provider unit: Canal Universitats - Catalan Government; Created by: FM&HS

Table P.3.a. Bachelor's and university master's degrees offer (2021-2022)

Degree	Offer	New students	Enrolled students	Graduates	Teaching staff
Biomedical Engineering	40	42	157	33	207
Nursing	390	375	1,530	364	405
Medicine	259	247	1,501	247	929
Dentistry	120	122	574	96	264
Podiatry	80	74	317	79	110
TOTAL	**889**	**860**	**4,079**	**819**	-
Advanced Medical Skills	132	61	94	57	204
Advanced Nursing Clinical Practice	40	26	36	28	48
Applied Research Methodology in Nursing Care	30	16	14	11	26
Biomedicine	80	49	49	42	142
Chinese Traditional Medicine	50	-	4	4	3
Clinical Investigation	120	44	48	38	98
Erasmus Mundus in Biosciences and Bioengineering Innovations for Precision Medicine	30	10	12	2	10
Innovation and Entrepreneurship in Nutrition, Chronic Diseases and Healthy Ageing	40	13	25	13	53
Integral Podiatric Surgery	20	20	20	20	19
Introduction to Mental Health Research	20	7	8	6	21
Leadership and Management in Nursing	35	32	65	27	49
Principles of Care and Education for Diabetes Sufferers	30	29	34	20	18
Translational Medicine	50	33	37	31	92
TOTAL	**677**	**340**	**446**	**299**	-

Data provider unit: Academic and Teaching Planning; Created by: APQUB, FM&HS

Table P.3.b. FM&HS enrolled students (2021-2022)

Study		Enrolled students	Women (%)	Foreigner students (%)
Bachelor's degrees		4,300	78.95	7.04
University master's degrees		475	75.58	31.35
Doctoral programmes		1,650	63.64	24.13
	TOTAL	**6,425**	**74.77**	**20.84**
FM&HS-specific master's degrees	Master's degree	1,906	74.34	21.45
	Specialization diploma	135	78.52	42.86
	Expert	189	76.19	6.98
	Higher University Course	153	60.13	38.57
	TOTAL	**2,383**	**73.81**	**27.46**

Data provider unit: Academic and Teaching Planning; Created by: FM&HS

Table 2.1. Course curriculum *Bachelor's degree in Medicine*

MECES[1] level (corresponding EQF[2])		3 (7)
Mode of study		Face-to-face
Duration (semester)		12
ECTS[3]		360
Distribution of ECTS	Basic training	94
	Compulsory	242
	Optional	18
	Compulsory placements	0
	Compulsory final project	6

[1]MECES: Marco Español de Cualificación para la Educación Superior; [2]EQF: The European Qualifications Framework for lifelong learning; [3]ECTS: European Credit Transfer System
Data provider unit and created by: FM&HS

Table 2.2. Subjects competences *Bachelor's degree in Medicine* (2021-2022)

a) Bachelor's degree competences
BASIC COMPETENCES (BC)
BC1. Ability to demonstrate knowledge achievement and understanding in an area of study that is based on general secondary education, and which is generally at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge coming from the vanguard of his field of study
BC2. Ability to apply knowledge to the job or vocation in a professional way and to demonstrate the achievement of skills through the elaboration and defense of arguments and problem solving within their area of study
BC3. Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific, or ethical issues
BC4. Ability to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences
BC5. Learning skills needed to undertake further studies with a high degree of autonomy
GENERAL COMPETENCES (GC)
GC1. Ethical commitment
GC2. Learning capacity and responsibility
GC3. To be able to work in a team or a multidisciplinary group
GC4. Creative and entrepreneurial ability
GC5. Sustainability
GC6. Communicative ability
TRANSVERSAL COMPETENCES (TC)
TC3. To be able to analyse and summarize
TC4. Ability to organize and plan
TC5. Oral and written communication in the first language
TC6. Knowledge of a foreign language
TC7. Computer knowledge related to the field of study
TC8. Problem solving
TC9. Decision making
TC10. Recognition of diversity and multiculturalism
SPECIFIC COMPETENCES (SC))
SC1. To know the history of health and disease and to know how to interpret the bases of epidemiology and demography
SC2. To know cell structure and function, the cell cycle, biomolecules, cell communication, cell proliferation, metabolism, and membrane excitability
SC3. To know the basic concepts of biostatistics and their application in the medical sciences, to be able to design and perform simple statistical studies using computer programs and to interpret the results, to understand and to interpret statistical data in the medical literature
SC4. To autonomously use a personal computer, search and recovery systems for biomedical information and clinical documentation procedures, understanding and critically interpreting scientific texts and their sources
SC5. To know the principles of the scientific method, biomedical research and clinical trials, as well as the principles of telemedicine
SC6. To learn about embryonic development, organogenesis and the structure of the skin, blood, organs and systems
SC7. To know the morphology of the skin and blood, and circulatory, digestive, locomotor, reproductive, excretory, and respiratory systems, and the endocrine system, the immune system, and the central and peripheral nervous system
SC8. To know the growth, maturation and aging of the different devices and systems
SC9. To know the function of the skin and the blood, and the circulatory, digestive, locomotor, reproductive, excretory, and respiratory systems, the endocrine system, the immune system, and the central and peripheral nervous system
SC10. To know the homeostasis and adaptation to the environment

SC11. To make a public presentation, oral and written, of scientific works and/or professional reports
SC12. To know the material and basic laboratory techniques and to know how to use this material
SC13. To know the biological, psychological, and social basis of personality and behaviour in states of health and illness, as well as to know how to initiate in communication between doctor and patient
SC14. To know and interpret gene information, expression and regulation, as well as the principles of heredity and genetic diagnosis and counselling.
SC15. To recognize through macroscopic and microscopic methods and imaging techniques the morphology and structure of tissues, organs and systems
SC16. To know the characteristics of tissues in the different situations of injury, adaptation, cell death and inflammation
SC17. To recognize cell growth alterations and the pathological anatomy of the different apparatus and systems, as well as the biochemical, cytogenetic and molecular biology markers applied to clinical diagnosis
SC18. To know the principles of microbiology and parasitology, and the main microbiological and parasitological diagnostic techniques, and to know how to interpret the results
SC19. To know how to use disinfection and sterilization techniques
SC20. To know the main groups of drugs, doses, routes of administration and pharmacokinetics
SC21. To know the basis of the interaction of radiation with the human body, the radiological image
SC22. To know the basis of rehabilitation, the promotion of personal autonomy, the functional adaptation to the environment, and other physical procedures in morbidity, for quality of life improvement
SC23. To carry out a complete anamnesis and physical examination, focussed on the patient and oriented to the various pathologies, interpreting their meaning, the general etiology of the syndromes, the syndromic differential diagnosis and the general pathophysiology
SC24. To know the aspects of communication with patients, family members, and their social environment, the clinical relationship models, interviews, verbal and non-verbal communication and interference, giving bad news, writing stories, reports, instructions and other records in a way that patients, relatives, and other professionals are able to understand
SC25. To know to interpret a normal analysis and to perform functional tests, to determine vital parameters and to interpret them
SC26. To know the basis of medical ethics and bioethics, to resolve ethical conflicts, and to apply the values
SC27. To know the pathophysiology of wounds (including burns, frostbite and other types), healing, surgical bleeding, and thromboembolic prophylaxis and to know how to perform elementary surgical procedures of the wound (cleaning, hemostasis and suturing)
SC28. To know general surgical indications, preoperative risk and postoperative complications
SC29. To recognize, diagnose and guide life-threatening situations, to know how to perform basic and advanced life support manoeuvres and to know the principles of analgesia and its application
SCE30. To recognize, diagnose and guide the approach to the main respiratory diseases, and to know and interpret the main complementary examinations
SC31. To recognize, diagnose and guide the approach to the main endocrine, metabolism and nutrition diseases, and to know and interpret the main complementary examinations
SC32. To recognize, diagnose and guide the approach to the main cardiovascular diseases, and to know and interpret the main complementary examinations
SC33. To recognize, diagnose and guide the approach to the main ear, nose, and throat diseases, and to know and interpret the main complementary examinations
SC34. To recognize, diagnose and guide the approach to the main digestive system diseases, and to know and interpret the main complementary examinations
SC35. To recognize, diagnose and guide the approach to the main blood diseases, and to know and interpret the main complementary examinations
SC36. To recognize, diagnose and guide the approach to the main central and peripheral nervous system diseases, and to know and interpret the main complementary examinations
SC37. To recognize, diagnose and guide the approach to the main psychiatric disorders and psychotherapy, and to know and interpret the main complementary examinations

SC38. To recognize, diagnose and guide the approach to the main locomotor system, rheumatological and immune system diseases, and to know and interpret the main complementary examinations
SC39. To recognize, diagnose and guide the approach to the main nephrological and urological diseases, and to know and interpret the main complementary examinations
SC40. To recognize, diagnose and guide the approach to the main skin and sexually transmitted diseases, and to know and interpret the main complementary examinations
SC41. To recognize, diagnose and guide the approach to the main ophthalmologic diseases, and to know and interpret the main complementary examinations
SC42. To recognize and to guide the approach to pregnancy, normal and pathological delivery, and puerperious, and to recognize, diagnose and guide the approach to the main gynecological diseases
SC43. To know the management of contraception and fertilization
SC44. To know the principles and to apply the methods of preventive medicine and public health
SC45. To know the economic and social implications of medical action, considering effectiveness and efficiency criteria, to recognize the relationship between health and the environment, and the concept and application of food safety
SC46. To know health planning and administration at global, European, Spanish and regional level
SC47. To recognize, diagnose and guide the main infectious diseases in the different organs and systems. To know the main infectious agents and their mechanisms of action
SC48.To know the morpho-functional characteristics of infants, children and adolescents, and the cognitive, emotional, and psychosocial growth and development in childhood and adolescence (normal and pathological).
SC49. To recognize, diagnose and guide the main pediatric diseases, prematurity and child nutrition
SC50. To know the indications for biochemical, hematological, immunological, microbiological, anatomopathological, and imaging tests, and to assess their risk/benefit ratio
SC51. To know drug interactions and adverse pharmacological effects, prescription and pharmacovigilance, the pharmacology of different devices and systems, and analgesic, antineoplastic, antimicrobial and anti-inflammatory drugs, among others
SC52. To assess the nutritional status and to prepare a suitable diet to different circumstances, and to know the basis and indications of complementary medicines
SC53. To know, interpret and know how to apply the legal principles of the exercise of the medical profession, informed consent and confidentiality
SC54. To recognize, diagnose and guide the approach to physical and mental illness, and the social and legal implications of death
SC55. To know to recognize the normal evolution of the corpse, the postmortem diagnosis, the basis of medical criminology and to be able to write medicolegal documents
SC56. To know the basis of prevention and protection against diseases, injuries, and accidents, and to evaluate the quality of care and patient safety strategies to promote and protect occupational health
SC57. To recognize, diagnose and guide the approach to the main poisonings, to know to obtain and to process a biological sample for study using the different diagnostic procedures, and to know to interpret the results
SC58. To recognize, diagnose and guide the approach to tumour disease of organs and systems, and to know to apply the principles and indications of radiotherapy
SC59. To know the fundamental and integrative role of family and community medicine in the environment of the sick person, in the promotion of health in the family and community sphere, in communication, prescription and in the healthcare organization
SC60. To establish an action plan focused on the patient's needs, the family and social environment, consistent with the patient's symptoms and signs
SC61. To recognize the characteristics of the prevalent pathology in the elderly and to know the indications and actions of palliative medicine
SC62. To acquire general clinical skills that allow the incorporation of professional values, care communication competences, clinical reasoning, clinical management, and critical judgment, and the attention to the most prevalent health problems in the areas of Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, and other clinical areas

b) Subjects competences							
	Functional Anatomy and Embryology of the Musculoskeletal System	*Principles of Surgery, Anesthesiology and Reanimation*	*Respiratory Disease*	*Ophthalmology*	*Practical Tutored Classes and Hospital Placement*	Practical Tutored Classes in Family and Community Medicine	Final Project
BC1	✓	✓	✓	✓	✓	✓	✓
BC2	✓	✓	✓	✓	✓	✓	✓
BC3	✓	✓	✓	✓	✓	✓	✓
BC4	✓	✓	✓	✓	✓	✓	✓
BC5	✓	✓	✓	✓	✓	✓	✓
GC1	✓	✓	✓	✓	✓	✓	✓
GC2	✓		✓	✓	✓	✓	✓
GC3	✓	✓	✓	✓	✓	✓	✓
GC4	✓		✓	✓	✓	✓	✓
GC5	✓		✓	✓	✓	✓	✓
GC6	✓	✓	✓	✓	✓	✓	✓
TC3			✓	✓	✓	✓	✓
TC4			✓		✓	✓	✓
TC5		✓	✓		✓	✓	✓
TC6			✓		✓	✓	✓
TC7		✓	✓		✓	✓	✓
TC8		✓	✓	✓	✓	✓	✓
TC9			✓	✓	✓	✓	
TC10		✓	✓		✓	✓	
SC1					✓	✓	✓
SC2							
SC3							
SC4							
SC5							✓
SC6	✓						
SC7	✓						
SC8							
SC9							
SC10							
SC11					✓		
SC12							✓
SC13					✓		
SC14							
SC15							
SC16							
SC17							
SC18							
SC19							
SC20							
SC21							
SC22							
SC23		✓			✓		
SC24		✓					
SC25		✓					
SC26		✓					

SC27	✓					
SC28	✓					
SC29	✓	✓				
SC30		✓				
SC31						
SC32						
SC33						
SC34						
SC35						
SC36						
SC37						
SC38						
SC39						
SC40						
SC41			✓			
SC42						
SC43						
SC44					✓	
SC45					✓	
SC46					✓	
SC47						
SC48						
SC49						
SC50		✓	✓			
SC51						
SC52						
SC53						
SC54						
SC55						
SC56						
SC57						
SC58						
SC59						
SC60				✓		
SC61						
SC62				✓		✓

Data provider unit and created by: FM&HS

Table 2.3.a. Subjects characteristics *Bachelor's degree in Medicine* (2021-2022)

	ECTS	Type	Year	Department	Students	Groups
COMPULSORY SUBJECTS						
Functional Anatomy and Embryology of the Musculoskeletal System	12	BT	1st	Clinical Sciences, Clinical Fundamentals	273	3
Ophthalmology	5	C	5th	Clinical Sciences, Surgery and Medical-Surgical Specialties	207	3
Principles of Surgery, Anesthesiology and Reanimation	6	C	3rd	Patologia i Terapèutica Experimental, Surgery and Medical-Surgical Specialties	269	3
Respiratory Disease	9	C	4th	Clinical Sciences, Medicine	255	3
PRACTICAL TUTORED CLASSES						
Practical Tutored Classes and Hospital Placement	12	C	6th	Clinical Sciences, Medicine	250	3
Practical Tutored Classes in Family and Community Medicine	12	C	6th	Clinical Sciences, Medicine	252	3
FINAL PROJECT						
Final Project	6	RP	6th	Clinical Sciences, Medicine	250	3

BT: basic training subject; C: compulsory subject; RP: research project
Data provider unit: FM&HS; Created by: FM&HS

Table 2.3.b. Percentage of teaching hours (HIDA) according to teaching staff category ***Bachelor's degree in Medicine*** (2021-2022)

	Permanent 1* (%)	Permanent 2** (%)	Tenure-track 1 lecturer (%)	Adjunct lecturer (%)	Other (%)	TOTAL (%)
COMPULSORY SUBJECTS						
Functional Anatomy and Embryology of the Musculoskeletal System	26.15	-	12.60	58.65	2.60	100
Ophthalmology	42.00	-	-	58.00	-	100
Principles of Surgery, Anesthesiology and Reanimation	20.45	-	-	79.55	-	100
Respiratory Disease	40.37	-	-	58.41	-	100
PRACTICAL TUTORED CLASSES						
Practical Tutored Classes and Hospital Placement	18.29	-	-	78.33	3.38	100
Practical Tutored Classes in Family and Community Medicine	6.82	-	-	93.18	-	100
FINAL PROJECT						
Final Project	38.43	-	1.31	59.83	-	100

**Permanent 1: PhD-required permanent teaching staff; **Permanent 2: Non-PhD-required permanent teaching staff; Others: visiting lecturer, grant holder, etc.*
Data provider unit and created by: FM&HS

Table 2.4. Training activities *Bachelor's degree in Medicine* (2021-2022)

a) Training activities
Functional Anatomy and Embryology of the Musculoskeletal System TA1: Theory TA2: Theoretical-practical TA3: Independent learning
Principles of Surgery, Anesthesiology and Reanimation TA1: Theory TA2: Theoretical-practical TF3: Independent learning
Respiratory Disease TA1: Theory TA3: Independent learning TA4: Practical sessions
Ophthalmology TA1: Theory TA3: Independent learning TA4: Practical sessions
Practical Tutored Classes and Hospital Placement TA1: Theory TA3: Independent learning TA4: Practical sessions
Practical Tutored Classes in Family and Community Medicine TA1: Theory TA3: Independent learning TA4: Practical sessions
Final Project TA3: Independent learning TA5: Supervised project

b) Training activities (%)						
	TA1	TA2	TA3	TA4	TA5	TOTAL
COMPULSORY SUBJECTS						
Functional Anatomy and Embryology of the Musculoskeletal System	*23.34*	*26.66*	*50.00*	*0*	*0*	100
Principles of Surgery, Anesthesiology and Reanimation	*12.66*	*33.34*	*54.00*	*0*	*0*	100
Respiratory Disease	*12.89*	*0*	*55.11*	*32.00*	*0*	100
Ophthalmology	*19.20*	*0*	*52.00*	*28.80*	*0*	100
PRACTICAL TUTORED CLASSES						
Practical Tutored Classes and Hospital Placement	*13.34*	*0*	*33.33*	*53.33*	*0*	100
Practical Tutored Classes in Family and Community Medicine	*8.00*	*0*	*33.34*	*58.66*	*0*	100
FINAL PROJECT						
Final Project	*0*	*0*	*86.66*	*0*	*13.34*	100

Data provider unit and created by: FM&HS

Table 2.5.a. Practical Tutored Classes ***Bachelor's degree in Medicine - Bellvitge Campus***

Centre		Mark					
2020-2021							
		TOTAL	**P**	**M**	**E**	**EH**	**F**
Practical Tutored Classes in Family and Community Medicine	ABS El Castell - Castelldefels	4	0	1	3	0	0
	ABS Can Bou - Castelldefels	4	0	2	2	0	0
	ABS Vinyets - Sant Boi	4	1	2	1	0	0
	ABS La Gavarra - Cornellà	4	0	3	1	0	0
	ABS Sant Ildefons - Cornellà	4	0	1	3	0	0
	ABS Martí i Julià - Cornellà	4	0	3	0	1	0
	CAP Jaume Soler - Cornellà	4	0	2	1	1	0
	ABS Les Planes - Sant Joan Despí	4	0	3	1	0	0
	CAP Bartomeu Fabres Anglada - Gavà	1	0	1	0	0	0
	ABS Santa Eulàlia Sud - L'Hospitalet	4	0	3	1	0	0
	ABS Florida Sud - L'Hospitalet	4	0	2	2	0	0
	ABS Florida Nord - L'Hospitalet	4	0	2	2	0	0
	ABS Sant Josep - L'Hospitalet	4	0	2	2	0	0
	ABS Rbla. Just Oliveres - L'Hospitalet	4	0	2	2	0	0
	ABS Pubilla Cases - L'Hospitalet	4	0	3	1	0	0
	ABS Sanfeliu - L'Hospitalet	4	0	1	2	1	0
	ABS Can Vidalet - Esplugues	4	0	2	2	0	0
	ABS Lluís Millet - Esplugues	4	0	3	1	0	0
	ABS Maria Bernades - Viladecans	1	0	0	0	1	0
	ABS El Pla - Sant Feliu	4	0	1	2	1	0
	ABS Bellvitge	3	0	2	1	0	0
	CAP Martorell - Martorell	4	0	2	2	0	0
	CAP Vilavella - Sant Vicenç dels Horts	3	0	1	1	1	0
Practical Tutored Classes and Hospital Placement	Hospital de Viladecans	20	0	9	11	0	0
	Hospital Moisès Broggi	20	1	8	10	1	0
	Hospital de Sant Boi	27	0	10	17	0	0
	Hospital de Mataró	6	0	3	3	0	0
	Hospital de Mollet	9	0	6	3	0	0
2021-2022							
		TOTAL	**P**	**M**	**E**	**EH**	**F**
Practical Tutored Classes in Family and Community Medicine r i Comunitària	ABS El Castell - Castelldefels	1	0	1	0	0	0
	ABS Can Bou - Castelldefels	5	0	3	2	0	0
	ABS Sant Pere de Ribes - Roquetes	3	0	1	2	0	0
	CAP Bartomeu Fabres Anglada	4	0	1	3	0	0
	CAP Camps Blancs - Sant Boi	4	0	3	1	0	0
	ABS Vinyets - Sant Boi	2	1	1	0	0	0

	ABS La Gavarra - Cornellà	3	0	2	1	0	0
	ABS Jaume Soler - Cornellà	4	0	0	3	1	0
	ABS Sant Ildefons - Cornellà	4	0	3	1	0	0
	CAP Martí Julià - Cornellà	4	0	2	2	0	0
	ABS Les Planes - Sant Joan Despí	4	1	0	2	1	0
	ABS Santa Eulàlia Sud - L'Hospitalet	4	0	4	0	0	0
	ABS Florida Sud - L'Hospitalet	4	0	2	2	0	0
	ABS Florida Nord - L'Hospitalet	4	0	2	2	0	0
	ABS Sant Josep - L'Hospitalet	4	0	3	1	0	0
	ABS Rbla. Just Oliveres - L'Hospitalet	4	0	2	1	1	0
	ABS Pubilla Cases - L'Hospitalet	4	0	1	2	1	0
	ABS Can Vidalet - Esplugues	4	0	2	2	0	0
	ABS Lluís Millet - Esplugues	4	0	1	3	0	0
	ABS El Pla - Sant Feliu	4	0	3	1	0	0
	ABS Bellvitge	4	0	1	3	0	0
	ABS Martorell	3	0	2	1	0	0
	CAP Vilavella - Sant Vicenç dels Horts	2	0	2	0	0	0
Practical Tutored Classes and Hospital Placement	Hospital de Viladecans	16	0	6	10	0	0
	Hospital Moisès Broggi	20	0	6	10	4	0
	Hospital de Sant Boi	31	0	11	19	1	0
	Hospital de Mataró	5	0	3	2	0	0
	Consorci Hospitalari Alt Penedès i Garraf	4	0	1	3	0	0
	Hospital de Mollet	9	0	3	6	0	0

P: pass; M: merit; E: excellent; EH: excellent with honours
Data provider unit and creator: FM&HS

Table 2.5.b. Practical Tutored Classes ***Bachelor's degree in Medicine - Clínic Campus***

Centre		Mark					
2020-2021							
		TOTAL	**P**	**M**	**E**	**EH**	**F**
Practical Tutored Classes in Family and Community Medicine	EAP Borrell	12	0	8	4	0	0
	EAP Casanovas CAPSE	11	0	10	1	0	0
	EAP Casc Antic	11	0	8	2	1	0
	EAP Dr. Carles Ribas	8	0	5	2	1	0
	EAP El Clot	10	1	8	1	0	0
	EAP Gòtic	8	0	5	2	1	0
	EAP La Marina	8	0	8	0	0	0
	EAP La Mina	9	0	8	1	0	0
	EAP La Pau	8	0	7	1	0	0
	EAP Les Corts	11	0	9	2	0	0
	EAP Manso - S. Antoni	10	0	9	1	0	0
	EAP Manso - Via Roma	10	0	8	2	0	0
	EAP Mútua de Terrassa	8	0	4	4	0	0
	EAP Numància	11	0	10	1	0	0
	EAP Poble Nou	9	0	6	2	1	0
	EAP Raval Nord	11	0	5	4	2	0
	EAP Raval Sud	9	0	5	2	2	0
Practical Tutored Classes and Hospital Placement	Hospital Clínic de Barcelona	58	0	28	28	2	0
	Hospital de l'Esperit Sant	16	0	3	12	1	0
	Hospital Dos de Maig	14	0	2	12	0	0
	Hospital de Mataró-Consorci Sanitari del Maresme	6	0	2	4	0	0
	Hospital de Mollet	7	0	4	3	0	0
	Hospital Municipal de Badalona	3	0	3	2	2	0
	Hospital Plató	15	0	3	11	1	0
	Hospital Sant Rafael	8	0	4	3	1	0
	Hospital Universitari Mútua de Terrassa	12	0	4	8	0	0
	Hospital Universitari Sagrat Cor	14	1	4	8	1	0
2021-2022							
		TOTAL	**P**	**M**	**E**	**EH**	**F**
Practical Tutored Classes in Family and Community Medicine	EAP Borrell	11	0	9	2	0	0
	EAP Casanovas CAPSE	11	0	6	3	2	0
	EAP Casc Antic	10	0	9	1	0	0
	EAP Dr. Carles Ribas	10	0	6	2	2	0
	EAP El Clot	10	0	5	4	1	0
	EAP Gòtic	8	1	5	2	0	0
	EAP La Marina	8	0	7	1	0	0

	EAP La Mina	8	0	7	0	1	0
	EAP La Pau	10	0	7	2	1	0
	EAP Les Corts	11	1	9	1	0	0
	EAP Manso - S. Antoni	11	0	10	1	0	0
	EAP Manso - Via Roma	9	1	8	0	0	0
	EAP Mútua de Terrassa	7	0	6	1	0	0
	EAP Numància	11	0	10	1	0	0
	EAP Poble Nou	10	1	7	2	0	0
	EAP Raval Nord	9	0	9	0	0	0
	EAP Raval Sud	10	0	6	4	0	0
Practical Tutored Classes and Hospital Placement	Hospital Clínic de Barcelona	65	1	39	22	3	0
	Hospital de l'Esperit Sant	15	0	5	9	1	0
	Hospital de Barcelona	5	0	4	1	0	0
	Hospital Dos de Maig	16	0	6	8	2	0
	Hospital de Mataró-Consorci Sanitari del Maresme	12	0	6	6	0	0
	Hospital de Mollet	9	0	1	6	2	0
	Hospital Municipal de Badalona	10	0	5	5	0	0
	Hospital Sant Rafael	2	0	1	1	0	0
	Hospital Universitari Mútua de Terrassa	13	0	6	6	1	0
	Hospital Universitari Sagrat Cor	15	0	8	7	0	0

P: pass; M: merit; E: excellent; EH: excellent with honours
Data provider unit and creator: FM&HS

Table 2.6.a. List of Final Projects ***Bachelor's degree in Medicine - Bellvitge Campus***

Title	Type	Field	Mark
2020-2021			
Valoració del tractament amb fotofèresi extracorpòrea en els pacients amb síndrome de Sézary	Clinical research	Dermatology	9.50 (E)
Impacte de la diabetis post-trasplantament en pacients amb trasplantament hepàtic	Clinical research and bibliographical review	Endocrinology	9.60 (E)
Maneig funcional de les MAVs cerebrals en àrees eloqüents	Clinical research	Neurosurgery	8.90 (M)
Infeccions en cirurgia de raquis instrumentada	Clinical research	Infectious disease	9.30 (E)
Estrès en els treballadors de la sanitat pública. Síndrome del cremat professional. Estat actual. Diagnòstic, tractament i prevenció	Bibliographical review	Preventive Medicine	9.30 (E)
Proposta de protocol diagnòstic i terapèutic de la sordesa sobtada neurosensorial	Bibliographical review	Otolaryngology	9.20 (E)
Esclerosi múltiple, microbiota intestinal i fatiga	Clinical research	Sclerosis	9.10 (E)
Característiques de les persones que consulten per abús o agressió sexual i de l'assistència que reben en un hospital universitari de Catalunya	Clinical research	Preventive Medicine	9.30 (E)
Influència d'una intervenció prenatal: Entrevista Motivacional per disminuir el consum d'alcohol i millorar el resultats obstètrics	Clinical research	Obstetrics and Gynecology	9.30 (E)
Ketogenic diet as a potential treatment and prevention strategy of different diseases	Bibliographical review	Preventive Medicine	8.10 (M)
Impacte de la contaminació de l'aire en les consultes per síndromes respiratoris aguts i el consum d'antimicrobians en la població general (projecte ONAIR)	Bibliographical review	Infectious disease	9.60 (E)
Biaix de gènere en l'assistència sanitària	Bibliographical review	Gender bias	9.00 (E)
Anàlisi de variables clíniques que influeixin en la taxa de complicacions dels amniodrenatges	Clinical research	Obstetrics and Gynecology	9.30 (E)
Factors pronòstics i supervivència en pacients oligometastàsics: experiència de l'ICO	Clinical research	Radiation Oncology	9.60 (E)
Ceftolozano-tazobactam per al tractament de la bacterièmia per *Pseudomonas aeruginosa* en pacients amb neutropènia febril	Clinical research	Infectious disease	9.70 (E)
Proposta de protocol diagnòstic i terapèutic dels acufens	Bibliographical review	Otolaryngology	8.20 (M)

Principales trastornos psiquiátricos en deportistas	Bibliographical review	Psychiatry	9.20 (E)
Influència de l'estil de vida i consum de tòxics en la patologia placentària	Clinical research	Obstetrics and Gynecology	8.80 (M)
La vertebroplastia como tratamiento de fracturas vertebrales dolorososas	Clinical research	Radiation Oncology	8.60 (M)
Evolució del xarampió a Europa, està retornant?	Bibliographical review	Measles	8.40 (M)
L´índex de fragilitat modificat com a predictor de morbimortalitat en pacients intervinguts d'artroplàstia total primària de maluc	Clinical research	Traumatology	9.70 (E)
Relació entre les troballes prenatals i postnatals en pacients amb fissura labiopalatina. Impacte emocional davant el diagnòstic d'un fill amb fissura palatina o labiopalatina	Clinical research	Pediatrics	9.00 (E)
Presentación clínica, respuesta al tratamiento y supervivencia de los pacientes diagnosticados de linfoma B difuso de célula grande con translocaciones de alto riesgo "doble/ triple HIT"	Bibliographical review	Hematology	9.40 (E)
Anàlisi radiogràfic de tres tipus de tècniques quirúrgiques en la osteotomia d'Akin	Bibliographical review	Surgical Techniques	9.20 (E)
Valoració de l'anàlisi de textures al TC preoperatori com a predictor de la supervivència global dels pacients operats d'adenocarcinoma pancreàtic	Bibliographical review	Radiology	8.90 (M)
Paper de TIGAR en el el metabolisme de les cèl·lules tumorals	Bibliographical review	Tumour Cells Metabolism	8.90 (M)
Estudio prospectivo sobre la relación entre tabaco y cáncer de mama. Revisión bibliográfica	Bibliographical review	Smoking and Breast Cancer	8.90 (M)
Disseny d'un model d'abordatge multidisciplinari del trastorn pedòfil	Bibliographical review	Forensic Medicine	9.30 (E)
Air pollution exposure on pregnant women: preliminary results from the BiSC study	Clinical research	Obstetrics and Gynecology	9.20 (E)
Suicidio en adolescentes	Bibliographical review	Psychiatry	9.30 (E)
Diferencias en asistencia sanitaria dependiendo del nivel socioeconómico del paciente en Cataluña	Clinical research	Epidemiology	9.20 (E)
Noves opcions terapèutiques a l'artritis reumatoide	Bibliographical review	Rheumatology	9.50 (E)
Impacte de la presència de hepatocarcinoma en el pronòstic de l'hemorràgia digestiva alta per varius esofago-gàstriques en els pacients cirròtics	Clinical research	Digestive Surgery	8.70 (M)

Estudi conozco. Grau de coneixement dels pacients sobre els tractaments farmacològics que tenen prescrits	Clinical research	Primary Care	8.80 (M)
Eficiència de l'atenció inicial al pacient politraumàtic a l'Hospital de Bellvitge	Clinical research	Traumatology	8.20 (M)
Neuroanatomía funcional de las principales vías asociativas del lenguaje. Estudio mediante SEEG y mapeo cerebral	Clinical research	Neurosurgery	9.40 (E)
Planificació virtual en cirurgia de les deformitats dentofacials	Clinical research	Maxillofacial Surgery	8.40 (M)
Braquiteràpia de pell: indicacions i avantatges, i anàlisi dels nostres resultats	Bibliographical review	Radiation Oncology	8.20 (M)
El gènere com a factor explicatiu de la utilització de serveis sanitaris	Clinical research	Epidemiology	9.20 (E)
Paper del Denosumab en el tractament del tumor de cèl·lules gegants de l'os (TCG)	Clinical research	Bone Cells Treatment	8.70 (M)
Neurolues	Clinical research	Infectious disease	8.60 (M)
Meningitis i encefalitis pel virus varicel·la-zoster	Clinical research	Infectious disease	8.80 (M)
Característiques i evolució dels pacients amb antecedents de cirurgia coronària prèvia i infart agut de miocardi tractats amb angioplàstia primària	Clinical research	Cardiology	9.30 (E)
Potencialitat del trasplantament cardíac procedent de donants en asistòlia controlada a Catalunya	Clinical research	Cardiology	9.70 (E)
Los estudiantes de medicina y el miedo a la muerte	Clinical research	Primary Care	9.50 (E)
Pre-surgical memory mapping in patients with pharmacoresistant epilepsy	Clinical research	Neurosurgery	9.40 (E)
Validació d'una eina de presa de decisions compartides "on line" en dones amb càncer de mama tributàries de reconstrucció mamària immediata	Clinical research	Breast Reconstruction	9.10 (E)
Validació de la classificació ATN en pacients amb alta miopia	Clinical research	Ophthalmology	9.70 (E)
Adenitis tuberculosa en l'Hospital de Bellvitge: utilitat de l'Xpert MTB/RIF pel diagnòstic	Clinical research	Infectious disease	9.60 (E)
Evaluating the role of gender in pulmonary fibrosis, including post-COVID-19 fibrotic sequelae, and the potential antifibrotic actions of relaxin hormone	Bibliographical review	Pulmonary Fibrosis	9.10 (E)
Braquiteràpia en càncer de mama	Clinical research	Radiation Oncology	9.60 (E)

Algoritme de reconstrucció esofàgica complexa amb microcirurgia	Clinical research	Digestive Surgery	9.40 (E)
Relació entre els nivells d'albúmina en sang i escala de Barthel en pacients amb fractura de fèmur proximal	Clinical research	Traumatology	9.20 (E)
Retrospective study of the overall survival and prognostic factors in patients with advanced non-small cell lung cancer harboring an EGFR T790M mutation treated with Osimertinib as second or latter lLines	Clinical research	Oncology	9.40 (E)
Impacte clinic d'una caracterització d'alta resolució del tipatge HLA en el trasplantament renal com a eina predictora més acurada de l'activació de la resposta al·loinmunitària *de novo*	Clinical research	Nephrology	9.50 (E)
Anàlisi d'eficàcia i seguretat d'un inhibidor del punt de control de la resposta immunològica en una població de gent gran amb càncer	Clinical research	Oncology	9.60 (E)
Mutaciones heterocigotas del gen alfa-1-antitripsina en pacientes con EPOC y cáncer de pulmón no célula pequeña	Clinical research	Pneumology	9.20 (E)
Analisis comparativo de las características clinico-patológicas de los pacientes de esclerosis lateral amiotrófica con y sin expansión de C9orf/2	Clinical research	Neurology	9.30 (E)
Medición de lesiones coroideas: ecografía vs. retinografía de campo amplio	Clinical research	Ophthalmology	9.60 (E)
Valoración de la respuesta y supervivencia de pacientes con linfoma T cutáneo tratados con brentuximab	Clinical research	Hematology	9.10 (E)
Pneumònia bacterièmica per *Pseudomonas aeruginosa* en pacients amb neutropènia febril: freqüència, característiques clíniques, tractament antibiòtic i evolució	Clinical research	Infectious disease	9.30 (E)
Capacitat de resiliència del personal sanitari a un centre monogràfic de càncer després de la pandèmia de COVID-19	Clinical research	Healthcare Resilience	8.20 (M)
Relació entre el guany ponderal durant el primer any de debut d'una diabetis tipus 1 i el control metabòlic de la malaltia als 5 anys del diagnòstic	Clinical research	Pediatrics	8.00 (M)
Transplante de útero	Bibliographical review	Uterus Transplant	8.40 (M)
Paediatric Parkinsonism: phenotyping a sample of paediatric patients with extremely-rare causes of Parkinsonism	Clinical research	Pediatrics	9.20 (E)

Tractament de la factura de peroné distal en l'enclavat endomedul·lar de tíbia	Clinical research	Traumatology	8.30 (M)
Pacientes ingresados por muerte súbita recuperada en una unidad de cuidados intensivos cardiológicos	Clinical research	Cardiology	8.90 (M)
Metàstasis hepàtiques d'origen no-colorectal no-neuroendocrí. Resultats operatoris i supervivència a llarg termini de l'experiència de l'Hospital de Bellvitge	Clinical research	Digestive Surgery	8.40 (M)
Encefalopatia epilèptica precoç amb espasmes infantils. Estudi de marcadors clínics, bioquímics, neurofisiològics moleculars i neuroradiològics	Clinical research	Pediatrics	9.20 (E)
Epidemiologia de les intoxicacions agudes greus	Clinical research	Epidemiology	8.50 (M)
Braquiteràpia en càncer de pulmó. Indicacions i resultats al nostre Hospital	Clinical research	Radiation Oncology	9.00 (E)
Analisis del uso de la oxigenoterapia en un servicio de Medicina Interna de un hospital general	Clinical research	Internal Medicine	9.00 (E)
Impacte en termes d'incidència i mortalitat del SARS-COV-2 en els pacients institucionalitzats a les residències i centres sociosanitaris de la Fundació Sant Francesc d'Assis	Clinical research	Preventive Medicine	8.10 (M)
Utilitat de la limfogammagrafia en els pacients amb limfedema	Clinical research	Nuclear Medicine	9.30 (E)
La violència obstètrica a Catalunya en comparació amb el context europeu	Bibliographical review	Obstetric Violence	9.30 (E)
Influencia del estado de replicación del VHC en la recidiva del hepatocarcinoma después de la resección hepática	Clinical research	Digestive Surgery	9.10 (E)
Característiques clíniques i microbiològiques de les pneumònies necrotitzants a l'edat pediàtrica	Clinical research	Pediatrics	9.10 (E)
Endocannabinoides y trastornos de la alimentación: análisis de variables clínicas y psicopatológicas asociadas	Clinical research	Psychiatry	8.40 (M)
Analisi comparatiu dels resultats microbiològics de la punció-biòpsia diagnòstica, entre les pròtesis totals de genoll i maluc sotmeses a cirurgia de revisió	Clinical research	Orthopedics	8.60 (M)
2021-2022			
Impacto de la lactancia en la salud materno-infantil	Bibliographical review	Breastfeeding	8.60 (M)

Coffee compsumption amd colo-rectal cancer: a mendelian randomization study	Clinical research	Epidemiology and Public Health	9.40 (E)
Iron deficiency: impact in functional capacity and quality of life in heart failure with preserved ejection fraction	Clinical research	Cardiology	9.90 (EH)
Factors predictius de resposta a quimioteràpia neoadjuvant i factors pronòstics de supervivència en càncer de mama triple negatiu en estadis inicials	Clinical research	Medical Oncology	9.10 (E)
Com afecta la pràctica esportiva a l'embaràs: pros i contres	Clinical research	Obstetrics and Gynecology	9.10 (E)
Pneumococal meningitis: vaccination is not sufficient to avoid new episodes in patients with CSF leakage	Clinical research	Infectious disease	8.90 (M)
Complicaciones postoperatorias nasosinusales en cirugías de base de cráneo extendida	Clinical research	Otorhinolaryngology	9.00 (E)
Fatiga en l'artritis reumatoide: prevalença en un grup de dones seguides en l'Hospital Universitari de Bellvitge	Clinical research	Rheumatology	9.10 (E)
Estudi comparatiu dels malalts intervinguts de cirurgia valvular mitral amb o sense anuloplàstia tricuspídia associada	Clinical research	Heart Surgery	9.10 (E)
Utilización de la realidad virtual para la punción de reservorios venosos en pacientes oncológicos pediátricos	Clinical research	Pediatrics	9.40 (E)
Factores pronósticos radiológicos en la valoración de la acromegalia	Clinical research	Radiology and General Physical Medicine	9.20 (E)
Estudi dels resultats a llarg termini del tractament amb immunoteràpia del càncer de bufeta urinària metastàsic i caracterització dels pacients llargs responedors	Clinical research	Medical Oncology	8.50 (M)
Impacte de la pandèmia del COVID-19 en el cribratge poblacional de càncer de mama i còlon a Catalunya, segons nivell socioeconòmic i disponibilitat d'assegurança privada	Clinical research	Epidemiology and Public Health	9.10 (E)
Efectividad de la estrategia de escalado terapéutico en la esclerosis múltiple	Clinical research	Neurology	9.20 (E)
Influencia de un "modelo anatómico" de la prótesis inversa de hombro en la consolidación de tuberosidades y resultados funcionales de las fracturas de húmero proximal	Clinical research	Orthopedics Surgery and Traumatology	9.30 (E)
Efecte del tractament amb ferro endovenós sobre l'anèmia preoperatòria en el càncer colorectal	Clinical research	General and Digestive Surgery	9.10 (E)

Resultats de la cirurgia urgent en pacients amb obstrucció del colon esquerre per càncer	Clinical research	General and Digestive Surgery	8.40 (M)
Anàlisi de factors de risc de recidiva i mortalitat a llarg termini en els pacients intervinguts per colangiocarcinoma distal	Clinical research	General and Digestive Surgery	9.10 (E)
Study of NQO1 overexpression in Diffuse Intrinsic Pontine Glioma (DIPG) and therapeutic opportunity	Basic Research	Medical Genetics	9.40 (E)
Quality of life after uterine fibroid embolization	Clinical research	Obstetrics and Gynecology	9.60 (E)
Estudio retrospectivo de supervivencia y seguridad del tratamiento con durvalumab en cancer de pulmón	Clinical research	Medical Oncology	9.40 (E)
Impact of sars-cov-2 rnaemia and other risk factors on long covid	Clinical research	Infectious disease	9.30 (E)
Family history in interstitial lung disease	Clinical research	Pneumology	9.40 (E)
Impacto del abordaje clínico multidisciplinar en pacientes con trastorno funcional gastrointestinal	Clinical research	Digestive Disease	9.20 (E)
Repercusión de la infección del virus del papiloma humano durante la gestación en los resultados perinatales	Bibliographical review	Pediatrics	8.70 (M)
Avaluació de les disparitats socioeconòmiques en el control diabetològic en pacients amb diabetis tipus 1 durant la pandèmia per la covid-19	Clinical research	Endocrine Disease	9.70 (EH)
Recerca clínica en l'àmbit del trasplantament hepàtic pel virus de l'hepatitis B	Clinical research	Digestive Disease	8.60 (M)
Possible points of ulnar nerve entrapment at the arm and forearm: ultrasound, anatomical and histological study	Basic Research	Anatomy	9.70 (EH)
Cambios epidemiológicos en las gestantes infectadas por VIH e impacto de los nuevos antirretrovirales en la transmisión vertical del VIH en nuestro medio	Clinical research	Obstetrics and Gynecology	9.40 (E)
Nous tractaments pel càncer d'ovari quimioresistent : una revisió sistemàtica	Bibliographical review	Gynecological Cancer	8.50 (M)
Utilidad de la determinación de concentraciones plasmáticas de adalimumab en el control de pacientes con psoriasis	Clinical research	Dermatology	9.10 (E)
Revisión sistemática sobre nuevas dianas terapéuticas relacionadas con la	Bibliographical review	Oncology	8.10 (M)

autofagia para el tratamiento del cáncer de pulmón			
Cistectomia radical assistida per robot amb derivació urinària intracorpòria a l'Hospital Universitari de Bellvitge lesions del lligament lateral extern del turmell: revisió bibliogràfica i creació d'un protocol d'actuació	Clinical research	Urology	8.80 (M)
Lesions del lligament lateral extern del turmell: revisió bibliogràfica i creació d'un protocol d'actuació	Bibliographical review	Orthopedics Surgery and Traumatology	7.90 (M)
El paper de tigar (tp53-induced glycolysis and apoptosis regulator) en els processos inflamatoris crònics	Clinical research	Biochemistry	9.00 (E)
Complicaciones y supervivencia de las ECMO veno-venosas en pacientes con insuficiencia respiratoria grave refractaria por neumonía covid-19	Clinical research	Pneumology	9.10 (E)
Influència de l'adherència a la teràpia endocrina adjuvant sobre la supervivència del càncer de mama	Clinical research	Epidemiology and Public Health	9.10 (E)
Estudi observacional sobre l'eficàcia i seguretat del tractament amb teràpia intra-vítria anti-VEGF	Clinical research	Ophthalmology	9.10 (E)
Trasplante renal robóticamente asistido vs. trasplante renal abierto	Bibliographical review	Urology	8.60 (M)
Riesgo de cáncer colorrectal en usuarios de antihipertensivos	Clinical research	Epidemiology and Public Health	8.70 (M)
Factores pronósticos en los linfomas cutáneos de células T: un análisis retrospectivo de los marcadores propuestos por el Consorcio Internacional de Linfomas Cutáneos	Clinical research	Dermatology	9.30 (E)
Resultados perinatales en los fetos con retraso de crecimiento intrauterino precoz y factores que influyen en estos resultados	Clinical research	Pediatrics	8.60 (M)
Enhanced recovery after surgery in immediate breast reconstruction with deep inferior epigastric perforator flap	Clinical research	Plastic Surgery	9.70 (EH)
Com afecta la pràctica esportiva al sol pelvià	Clinical research	Obstetrics and Gynecology	8.40 (M)
Estudi descriptiu del programa de nutrició parenteral a domicili a l'Hospital Universitari de Bellvitge entre 1985 i 2021	Clinical research	Endocrine Disease	8.90 (M)
Análisis de las urgencias quirúrgicas de angiología y cirugía vascular	Clinical research	Angiology and Vascular	8.50 (M)
Trastornos relacionados con el gluten: entidades clínicas y biomarcadores	Clinical research	Digestive Disease	8.40 (M)
Short and long-term outcomes in laparoscopic versus open liver	Clinical research	General and Digestive Surgery	9.20 (E)

resection in hepatocarcinoma: a retrospective study			
Estudi observacional sobre les característiques de la micobacteriosi no tuberculosa en pacients amb bronquièctasis no fibrosi-quística	Clinical research	Pneumology	9.00 (E)
Impacto del estado nutricional e inflamatorio sistémico preoperatorio sobre la evolución postquirúrgica de pacientes con cáncer de pulmón tras cirugía robótica	Clinical research	Thoracic Surgery	8.60 (M)
Estudio de los trastornos motores y signos clínicos de síndrome rígido-hipocinético en Síndrome de Rett	Clinical research	Pediatrics	8.80 (M)
Debut oncológico en un servicio de urgencias pediátricas	Clinical research	Pediatrics	9.30 (E)
Osteotomia valguitzant de tíbia proximal de sostracció	Clinical research	Orthopedics Surgery and Traumatology	8.60 (M)
Revisió sistemàtica sobre l'alimentació complementària basada en el mètode baby-led weaning	Bibliographical review	Breastfeeding	8.70 (M)
Cèl·lules progenitores renals i taxa de filtració glomerular en receptors de trasplantament renal	Clinical research	Nephrology	9.60 (E)
Malformacions uterines i embaràs	Bibliographical review	Obstetrics and Gynecology	8.60 (M)
Características clínicas y microbiológicas de la meningitis neumocócica en pediatría. Evolución desde el 2007 hasta la actualidad	Clinical research	Pediatrics	9.30 (E)
Neurophysiological and psychological indexes of impulsivity as predictors of treatment outcome in patients with eating disorders	Clinical research	Clinical Psychology	9.40 (E)
Reacciones agudas y circunstancias de consumo de metanfetamina y otras sustancias en el área metropolitana de Barcelona: un estudio observacional	Clinical research	Toxicology	9.60 (E)
Aplicabilitat de la cirurgia robòtica al càncer ginecològic	Clinical research	Obstetrics and Gynecology	8.30 (M)
Coneixement del personal mèdic i alumnat del grau de Medicina de Catalunya sobre la violència de gènere	Clinical research	Gender violence	9.10 (E)
Conseqüències del confinament en la salut mental dels adolescents: una revisió sistemàtica	Bibliographical review	Psychiatry	8.40 (M)
Tècnica de balanç lligamentós en l'artroplàstia total de genoll: cirurgia convencional vs. navegada per ordinador	Clinical research	Orthopedics Surgery and Traumatology	9.00 (E)
Estudio microbiológico retrospectivo de la utilización de espaciadores liberadores de antibiótico en la cirugía	Clinical research	Orthopedics Surgery and Traumatology	8.90 (M)

de recambio en dos tiempos de rodilla y cadera			
Maneig de la tumoració orbitària lacrimal segons característiques clínic-radiològiques	Bibliographical review	Ophthalmology	7.90 (M)
Tractografía por tensor de difusión del nervio facial en tumores del ángulo pontocerebeloso	Clinical research	Neurosurgery	9.10 (E)
Análisis del tiempo de respuesta en el tratamiento de los aneurismas de aorta abdominal rotos	Clinical research	Angiology and Vascular	8.50 (M)
Resultados funcionales de las prótesis de cadera tras infección protésica. Estudio comparativo de 2 cohortes con y sin complicación infecciosa	Clinical research	Orthopedics Surgery and Traumatology	9.00 (E)
Mycobacterium bovis tuberculosis in children and adolescents in Spain	Clinical research	Pediatrics	9.30 (E)
Estudio prospectivo comparativo de los implantes mamarios ligeros con cubierta de micropoliuretano con los implantes de micropoliuretano convencionales	Clinical research	Plastic Surgery	8.30 (M)
Riesgo de recurrencia ganglionar y valoración evolutiva de pacientes con melanoma cutáneo y resultado negativo del ganglio centinela	Clinical research	Nuclear Medicine	8.20 (M)
Análisis de habilidades sociales en pacientes con trastorno bipolar en fase eutímica y relación con distintas variables clínicas	Clinical research	Psychiatry	8.90 (M)
Estudio de los pacientes largos respondedores al tratamiento dirigido a dianas moleculares en pacientes con GIST metastásico	Clinical research	Medical Oncology	8.60 (M)
Estudi dels pacients amb melanoma uveal metastàtic i validació dels diferents nomogrames pronòstics	Clinical research	Ophthalmology	9.50 (E)
Estudi clínic del melanoma cutani primari localment avançat	Clinical research	Dermatology	9.20 (E)
Resultats a mig i llarg termini després de la inserció d'una endopròtesi en pacients pal·liatius amb oclusió de colon distal	Clinical research	General and Digestive Surgery	8.80 (M)
Estudi de resultats en gestants tractades amb cerclatge cervical indicat per ecografia	Clinical research	Obstetrics and Gynecology	8.80 (M)
Estudio de los pacientes con tumor germinal de testículo metastásico	Clinical research	Medical Oncology	8.80 (M)
Anàlisi descriptiva de les interconsultes a un servei de medicina interna d'un hospital general	Clinical research	Internal Medicine	8.70 (M)
Diagnostic and therapeutic update on the use of Transoral Robotic Surgery	Bibliographical review	Otolaryngology	9.20 (E)

for cancer of unknown primary of the head and neck in adults: a systematic review			
Diagnóstico y manejo de los hepatocolangiocarcinomas combinados	Clinical research	Pathology	8.70 (M)
Depósito renal de hierro para el diagnóstico de fibrosis intersticial y atrofia tubular	Clinical research	Nephrology	8.40 (M)

P: pass; M: merit; E: excellent; EH: excellent with honours
Data provider unit and creator: FM&HS

Taula 2.6.b. List of Final Projects ***Bachelor's degree in Medicine - Clinic Campus***

Title	Type	Field	Mark
2020-2021			
Williams-Beuren Syndrome. Determination of cardiovascular effects of combined therapy with verapamil and curcumin in murine models	Basic Research	Biomedicine	9.20 (E)
Conocimiento de las mujeres embarazadas de primer trimestre sobre la infección por citomegalovirus	Clinical research	Maternal-fetal Medicine	8.30 (M)
Insulin-like Growth Factor axis and Metabolic Syndrome in the progression of Benign Prostatic Hyperplasia	Clinical research	Surgery	9.10 (E)
Estudio descriptivo de las notificaciones por comportamiento del paciente presentadas en el programa de seguridad clínica de un hospital universitario de tercer nivel	Clinical research	Psychiatry	9.20 (E)
Què vol dir professionalisme en medicina al segle XXI?	Clinical research	History of Medicine	8.20 (M)
Caracterització del perfil sociodemogràfic i les necessitats de salut dels pacients atesos a l'hospital de carrer	Clinical research	Preventive Medicine and Public Health	8.90 (M)
Infeccions intraabdominals per fongs (llevats) en pacients trasplantats de fetge, ronyó, pàncrees i doble transplantament. Característiques clíniques i evolutives	Clinical research	Infectious disease	9.20 (E)
Influence of gender on cognitive impairment and cerebral atrophy in Parkinson's disease	Clinical research	Neurology	9.60 (E)
HIV-associated neurocognitive disorder: neuropathogenesis	Bibliographical review	Infectious disease	9.40 (E)
End-of-life in a pediatric intensive care unit in Barcelona (Spain): a retrospective post-hoc study	Clinical research	Pediatrics	9.40 (E)
Use of machine learning algorithms based on radiomic and clinical data for	Clinical research	Neurology	9.70 (E)

the prognosis prediction of patients with subarachnoid hemorrhage			
Revisión de artroplasia total de cadera en pacientes con defecto óseo Paprosky III: Revisión bibliográfica y análisis descriptivo de resultados clínicos	Bibliographical review	Orthopedics Surgery and Traumatology	8.70 (M)
Follow-up in Pulmonary Sarcoidosis: identification of possible risk factors for radiological progression	Clinical research	Respiratory Disease	9.30 (E)
role of complement consumption in patients with Catastrophic Antiphospholipid Syndrome (CAPS): a descriptive analysis of 73 patients from the caps registry	Clinical research	Autoimmune Diseases	9.40 (E)
The impact of human milk insulin, leptin and adiponectin on infant growth: a systematic review	Bibliographical review	Fetal and Neonatal Medicine	9.00 (E)
Avaluació i comparació dels hàbits saludables entre el trastorn depressiu major i el trastorn bipolar: patró del son, adherència a la dieta mediterrània i activitat física	Clinical research	Psychiatry	9.20 (E)
Biomarkers of inflammatory and immunitary response in first episode psychosis and schizophrenia: a systematic review	Bibliographical review	Psychiatry	8.90 (M)
Qualitat de vida en les pacients supervivents de càncer ginecològic abans i després del tractament oncològic	Clinical research	Oncological Gynecology	8.90 (M)
Patellar height change after aquilles allograft in total knee replacement	Clinical research	Orthopedics Surgery and Traumatology	9.10 (E)
Attitudes towards the infection and vaccination of human papillomavirus	Clinical research	Obstetrics and Gynecology	9.20 (E)
Impacto de la COVID-19 en el manejo del paciente con insuficiencia cardíaca crónica en el Hospital de Día del Hospital Universitari Sagrat Cor de Barcelona	Clinical research	Cardiology	9.20 (E)
Impact of Organ Donation and Transplant (ODT) campaigns in primary schools: a field study of socioeconomic factors influencing awareness about ODT In Barcelona	Clinical research	Surgery	9.30 (E)
És possible l'eliminació del xarampió a Europa?	Basic Research	Epidemiology	9.20 (E)
Modulation of intestinal microbiota in chronic kidney disease: a literature review	Bibliographical review	Nephrology	9.30 (E)

Cirugía percutánea con técnica de Dresden en rotura aguda de tendón de Aquiles	Basic Research	Orthopedics Surgery and Traumatology	8.50 (M)
El estudio del rostro de los criminales: ¿una ciencia frustrada? Revisión bibliográfica	Bibliographical review	Health, Anthropology and Demographics	7.60 (M)
Avaluació funcional de les lesions coronàries en el context de l'infart agut de miocardi amb elevació del segment ST. Resultats a llarg termini	Clinical research	Hemodynamics and Interventional Cardiology	9.10 (E)
Case-control study to identify predictive factors for needing heart transplantation in patients with Hypertrophic Cardiomyopathy	Clinical research	Cardiac Surgery	9.20 (E)
Estudi de les cèl·lules mare del càncer en l'abordatge del càncer de mama	Bibliographical review	Oncological Gynecology	9.80 (E)
Efectes secundaris dermatològics de les noves teràpies contra el càncer	Clinical research	Dermatology	8.40 (M)
Adherencia a la dieta mediterránea y actividad física en los trastornos afectivos	Clinical research	Psychiatry	9.20 (E)
Establishing HbF and HbA ranges for preterm newborns	Clinical research	Biomedicine	9.40 (E)
Understanding the antivaccine movement. Review of social media and conspiracy theory dynamics in Telegram groups in Spain	Bibliographical review	Preventive Medicine and Public Health	10 (EH)
Robot-Assisted Radical Prostatectomy: implications in urinary continence and sexual potency of the patient with prostate cancer	Clinical research	Urology	9.60 (E)
Valoración de la capacidad de ejecución de la campimetría en pacientes afectos de glaucoma	Clinical research	Ophthalmology	9.10 (E)
Canales y métodos utilizados para informar a las personas en riesgo de o afectos de la enfermedad de Chagas en Barcelona	Clinical research	Preventive Medicine and Epidemiology	8.00 (M)
Influence of specific training in nutrition on eating habits and culinary skills of health care professionals and the impact in the promotion of healthy habits to their patients	Clinical research	Endocrinology and Nutrition	9.90 (E)
Gene expression analysis by prosigna assay in early breast cancer	Clinical research	Medical Oncology	10 (EH)
Adalimumab in Non-Infectious Uveitis: monitorization of adalimumab serum levels and antibodies antiadalimumab and correlation with concomitant treatment and clinical response	Clinical research	Ophthalmology	9.20 (E)

Desordre alimentari i trastorn de conducta alimentària en l'esport d'elit: revisió sistemàtica de la prevalença i alguns factors de risc	Bibliographical review	Psychiatry	9.40 (E)
Diferències de participació i resultats als programes de cribratge colorectal segons el nivell socioeconòmic	Bibliographical review	Preventive Medicine and Epidemiology	8.80 (M)
From Sanger to Next Generation Sequencing in the genetic diagnosis of Diabetes	Clinical research	Endocrinology	9.60 (E)
Optical coherence tomography angiography in primary open angle glaucoma, normal-tension glaucoma and ocular hypertension eyes	Clinical research	Ophthalmology	9.60 (E)
Clinical and biological prognostic factors in patients with relapsed/refractory B-cell aggressive lymphoma	Clinical research	Hematology	9.70 (E)
2D and 4D flow sequences comparison of cardiac magnetic resonance imaging in congenital heart diseases	Clinical research	Cardiology	9.10 (E)
Ipsilateral shoulder pain after lung resection procedures in patients undergoing thoracic surgery	Clinical research	Thoracic Surgery	9.80 (E)
Detection of synthetic cannabinoids AB-CHMINACA, ADB-CHMINACA, MDMB-CHMICA and 5F-MDMB-PINACA in biological matrices: a systematic review.	Bibliographical review	Pharmacology	9.20 (E)
Why are measles vaccination rates in decline? A systematic review	Bibliographical review	Preventive Medicine and Public Health	9.00 (E)
De la coca a la Coca-Cola®: Revisió dels usos històrics de la cocaïna en la medicina	Bibliographical review	History of Medicine	8.80 (M)
Assessment of communicative and empathic abilities in nursing and medical students	Clinical research	Psychology	9.90 (EH)
Global Poliomyelitis eradication. A bibliographical review on the current polio eradication status and the vaccine-derived poliovirus rise	Bibliographical review	Infectious disease	9.60 (E)
Epidemiological characteristics of Congenital Chagas Disease in a non-endemic area. A retrospective study	Clinical research	Epidemiology	9.80 (E)
Clinical relevance of vertigo in acute stroke	Clinical research	Neurology	8.60 (M)
Mental health of unaccompanied asylum seekers and refugee minors in Europe: a systematic review	Clinical research	Psychiatry	9.80 (E)
Sex, a fascinating discovery of evolution	Bibliographical review	Anthropology	9.50 (E)

Placebo and nocebo effect in clinical daily practice: formation, influencing factors, effects in health outcomes and application proposal	Bibliographical review	Pharmacology	9.60 (E)
Infecció per virus BK en el trasplantament renal	Clinical research	Nephrology	9.20 (E)
Estudio retrospectivo de reacciones adversas dermatológicas graves (SCARS): 20 años de experiencia en el HCB	Clinical research	Dermatology	9.30 (E)
Estudi retrospectiu de la relació entre la teràpia hormonal substitutiva i l'alteració del perfil hepàtic i ossi de les pacients amb Síndrome de Turner	Clinical research	Endocrinology	8.70 (M)
Miopatías inflamatorias idiopáticas	Bibliographical review	Autoimmune Diseases	7.40 (M)
Anastomotic complications and other adverse effects after robot-assisted radical prostatectomy	Clinical research	Urology	9.80 (E)
Impact of clinical and biological characteristics in patients with Poems Syndrome	Clinical research	Hematology	9.70 (E)
Exceptional post-treatment HIV 1 control in an older HIV-infected woman: case report and review	Bibliographical review	Infectious disease	9.20 (E)
Treatment of choledocholithiasis in the 21st century	Bibliographical review	Digestive Surgery	8.30 (M)
Description of the baseline characteristics from the HIV Pre-Exposure Prophylaxis cohort at the Hospital Clínic of Barcelona. Analysis of the chemsex prevalence	Clinical research	Infectious disease	9.80 (E)
Efectos fisiológico-clínicos de la Compresión Neumática Intermitente, Crioterapia y Crio-Compresión en los ámbitos médico-quirúrgico y deportivo	Bibliographical review	Surgery	8.90 (M)
COVID-19 requiring emergency care in people living with hiv	Clinical research	Infectious disease	9.50 (E)
Análisis de las relaciones entre depresión y enfermedad cardiovascular: una revisión de la literatura	Bibliographical review	Psychiatry	8.00 (M)
Dismantling the cancer's monster. How long should we wait? New frontiers, new paradigms	Bibliographical review	Oncology	8.80 (M)
Functional neuroimaging (SISCOM and 18F-FDG PET) in drug-resistant epilepsy: a research project	Clinical research	Nuclear Medicine	9.30 (E)
Urban HEART: Aplication of Health Equity Assessment Tool in Barcelona, Spain	Clinical research	Public Health	9.20 (E)

Psychosocial functioning and mediterranean diet in Bipolar Disorder. A cross-sectional descriptive study	Clinical research	Psychiatry	9.20 (E)
Genetic variants for genes related to fatty acid metabolism are associated with the profile of lipid and protein mediators and inflammation in obesity	Clinical research	Inflammation and Liver Disease	9.70 (E)
Impact of tricuspid annuloplasty on right heart remodeling after surgical closure of atrial septal defects	Clinical research	Vascular Surgery	9.70 (E)
Validation of patellar height measurement methods in patellar tendon rupture repairs with the modified Achilles technique and their clinical radiological association	Clinical research	Orthopedics Surgery and Traumatology	9.60 (E)
Search for genes involved in hereditary nonsyndromic differentiated thyroid cancer. A proposal	Bibliographical review	Genetics	8.80 (M)
Chimeric antigen receptor technology applications in non-tumoral pathology	Bibliographical review	Immunology	9.10 (E)
Ticagrelor versus clopidogrel for recovery of vascular function after successful chronic total occlusion recanalization: 1- and 3-years follow-up of the TIGER-BVS trial	Clinical research	Cardiology	9.50 (E)
Cartilage regeneration in knee osteoarthritis with stem cell injections: meta-analysis of randomized controlled trials	Bibliographical review	Orthopedics Surgery and Traumatology	10 (EH)
JADE CARE. Joint Action on implementation of digitally enabled person-centered care	Clinical research	Preventive Medicine and Public Health	9.90 (EH)
Global strategy to accelerate the elimination of cervical cancer. A bibliographic review on the impact of the HPV vaccination in low-income and lower-middle-income countries	Bibliographical review	Preventive Medicine and Public Health	9.80 (E)
Supervivencia en los pacientes de mielofibrosis primaria sometidos a un trasplante alogénico de células progenitoras	Clinical research	Hematology	8.00 (M)
Prevención de los riesgos laborales del médico	Clinical research	Legal and Occupational Medicine	8.10 (M)
Appendectomy as the standard treatment for appendicitis in Catalonia between 1900 and 1936: a systematic review and research project	Bibliographical review	Surgery	10 (EH)
NPC1 protein and intracellular cholesterol homeostasis	Bibliographical review	Biomedicine	8.90 (M)
Pulmonary embolism in hospitalized patients with coronavirus disease-2019 (COVID-19): A retrospective study	Clinical research	Infectious disease	9.10 (E)

about a complication with its own characteristics			
Malalties dermatològiques als campaments de refugiats sahrauís. Projecte d'intervenció	Clinical research	Dermatology	9.40 (E)
Teleconsulta en una unidad de rehabilitación ambulatoria durante la situación generada por el SARS-CoV-2 (COVID 19): análisis descriptivo y de factibilidad	Clinical research	Public Health	8.80 (M)
Pharmacologic response to the main ocular hypotensive medications	Clinical research	Ophthalmology	9.40 (E)
Biotipos diferenciales de la esquizofrenia: relación con los ácidos grasos poliinsaturados	Bibliographical review	Psychiatry	7.70 (M)
Efecto de la variación estacional y la temperatura en la presión arterial	Bibliographical review	Internal Medicine	7.80 (M)
Fetal anemia: diagnosis and prenatal treatment	Bibliographical review	Obstetrics and Gynecology	9.20 (E)
Inmunoterapia en la infección por VIH: del control a la curación funcional	Bibliographical review	Infectious disease	9.10 (E)
Diet impact during pregnancy in intrauterine growht restriction (IUGR)	Clinical research	Fetal and Neonatal Medicine	9.80 (E)
Les actuacions de la Mancomunitat de Catalunya en la lluita antipalúdica a principis de segle XX	Bibliographical review	History of Medicine	9.40 (E)
Low-dose computed tomography for lung cancer screening: a bibliographic review	Bibliographical review	Thoracic Surgery	9.30 (E)
Immunopathogenesis of HIV infection. Importance of microbiome	Bibliographical review	Infectious Disease	9.60 (E)
Reptes que ha plantejat per a la salut pública l'emergència de nous coronavirus	Bibliographical review	Preventive Medicine and Public Health	9.00 (E)
Manchester Donald Fothergill surgery: history, technique and results	Bibliographical review	Obstetrics and Gynecology	8.90 (M)
Impacto de la pandemia de COVID-19 en la prevención y tratamiento de la infección por VIH	Clinical research	Infectious Disease	9.10 (E)
New therapies in the etiological treatment of cystic fibrosis	Bibliographical review	Respiratory Disease	9.60 (E)
Visió històrica de l'evolució del concepte de dopatge a l'esport, des de la Transició fins als Jocs Olímpics de Barcelona (1975-1992)	Clinical research	History of Medicine	8.30 (M)
Surgical treatment for malignant pleural mesothelioma	Bibliographical review	Thoracic Surgery	9.20 (E)
Influència de la violència de parella en la salut i l'atenció mèdica de les dones amb síndrome coronària aguda	Clinical research	Cardiology	9.30 (E)
Implicació de la proteïna SRC en mecanismes d'invasió tumoral	Bibliographical review	Biomedicine	8.40 (M)

Esquizofrenia incipiente. Interacciones gen-ambiente. Revisión sobre los factores ambientales, genéticos y su interacción en el riesgo de aparición de un primer episodio psicótico	Bibliographical review	Psychiatry	9.00 (E)
Estudi de les pacients visitades en una unitat d'endometriosi: perfil de les pacients operades respecte les pacients que reben tractament mèdic	Clinical research	Obstetrics and Gynecology	8.80 (M)
Clinical-psychophysical profiles of patients with small fibre neuropathy	Clinical research	Neurology	9.00 (E)
Brots de SARS-CoV-2 entre personal sanitari	Bibliographical review	Preventive Medicine and Public Health	8.90 (M)
New therapeutic approaches for atrophic Age-related Macular Degeneration	Bibliographical review	Ophthalmology	9.60 (E)
Complications after Radical Cystectomy in Muscle-Invasive Bladder Cancer: focusing on ureteric strictures	Clinical research	Urology	9.50 (E)
Deshabituación tabáquica en pacientes con múltiples comorbilidades	Clinical research	Pneumology	8.90 (M)
Comprehensive assessment of the transgender population with HIV infection	Clinical research	Infectious Disease	9.60 (E)
Retrospective study of prevalence of transmitted resistance mutations analyzed by Next Generation Sequencing in antiretroviral-naïve patients in a cohort of naïve individuals who initiated ART regimen containing Dolutegravir between 2015 and 2019	Bibliographical review	Infectious Disease	9.10 (E)
L'addicció als videojocs: una nova malaltia? Un estudi de la qüestió a través de la bibliografia i la bibliometria	Clinical research	History of Medicine	8.80 (M)
Prehypertension in young-adults	Bibliographical review	Hypertension and cardiovascular risk	8.70 (M)
Patrones capilaroscópicos en pacientes con Fenómeno de Raynaud	Clinical research	Cardiovascular Disease	8.80 (M)
Robotic versus laparoscopiclymphadenectomy for right colectomyin colorectal cancer: a comparative study	Clinical research	Gastrointestinal Surgery	9.20 (E)
Sailing injuries: a literature review, and a retrospective observational study of data from Spain	Bibliographical review	Sport Medicine	9.80 (E)
Sexual function after reconstructive surgery in women with female genital mutilation: a comprehensive review	Bibliographical review	Surgery	9.50 (E)

Via NF-kB com a diana terapèutica en els dèficits cognitius de la malaltia de Huntington associats a astrocitosi reactiva	Bibliographical review	Neurology	8.80 (M)
Evaluation of Deliriums in ICUs using standardized scales. A bibliographic review and observational study of hospitalized patients over 10 years	Bibliographical review	Psychiatry	9.40 (E)
Resultats oncològics i reproductius del tractament mínimament invasiu conservador de la fertilitat en el càncer d'ovari borderline	Bibliographical review	Obstetrics and Gynecology	8.80 (M)
Influenza vaccination in healthcare workers	Bibliographical review	Preventive Medicine and Public Health	8.90 (M)
Analysis of the efficacy and tolerance of antimalarials in the treatment of Cutaneous Lupus Erythematosus: a retrospective cohort study	Clinical research	Dermatology	9.70 (E)
Toxicitat associada al tractament amb braquiteràpia exclusiva en el càncer d'endometri	Bibliographical review	Radiation Oncology	9.10 (E)
Clinical characteristics and quality of life in patients with Camuratiengelmann Disease. A case series study	Clinical research	Rheumatology	10 (EH)
Non-invasive brain stimulation via TMS as treatment for major depression disorder: applications, efficacy, and potential therapeutic projection. A review	Bibliographical review	Psychiatry	9.60 (E)
Papel de la biopsia líquida en el diagnóstico, pronóstico y monitorización del glioblastoma	Bibliographical review	Ophthalmology	8.90 (M)
Analysis of the left atrium electrophysiological substrate in atrial fibrillation patients by using cardiac magnetic resonance imaging. Descriptive research study	Clinical research	Cardiology	9.40 (E)
El paper de la braquiteràpia postoperatòria exclusiva en el control local vaginal del càncer d'endometri	Bibliographical review	Oncological Gynecology	9.30 (E)
Diagnostic yield of 18F-FDG positron emission tomography/computed tomography (PET/CT) in cardiac implantable electronic device infections	Clinical research	Nuclear Medicine	9.80 (E)
La pandèmia de la COVID-19 i les mesures de contenció i mitigació adoptades	Bibliographical review	Preventive Medicine and Public Health	8.60 (M)
Mecanismos moleculares de la anafilaxia	Bibliographical review	Biomedicine	8.90 (M)

Microbiome analysis clustered by *Pseudomonas aeruginosa* load in bronchiectasis patients	Clinical research	Infectious disease	9.00 (E)
Potencial terapèutic del cannabidiol: el sistema endocannabinoide en l'esquizofrènia. Revisió sistemàtica	Bibliographical review	Psychiatry	8.50 (M)
Impact of Organ Donation and Transplant (ODT) campaigns in primary schools: a field study of socioeconomic factors influencing awareness about ODT in Barcelona	Clinical research	Public Health	9.30 (E)
The role of anal HPV in the recurrence of lesions in post conizated patients	Clinical research	Obstetrics and Gynecology	9.00 (E)
Papel de la neuromonitorización electrofisiológica intraoperatoria en la resección de los schwannomas vestibulares y su valor pronóstico en la parálisis facial periférica postoperatoria	Clinical research	Neurology	8.70 (M)
Impacte del COVID-19 en l'activitat asistencial de la cirurgia vascular en un hospital terciari	Clinical research	Vascular Surgery	8.90 (M)
Impacte del trasplantament de pàncrees sobre les complicacions cròniques de la diabetis	Clinical research	Endocrinology	8.20 (M)
Humor i medicina: revisió del fenomen del riure i el seu paper en la salut i l'assistència	Bibliographical review	Psychology	9.00 (E)
The COVID-19 pandemic. Testing and contact tracing strategies	Bibliographical review	Preventive Medicine	9.20 (E)
Programa de prevenció de càncer de canal anal: cohort de dones que conviuen amb VIH	Clinical research	Infectious disease	8.90 (M)
Adherence and barriers to glaucoma topical medication	Clinical research	Ophthalmology	9.70 (E)
Dying in hospital: descriptive study of end-of-life care in patients deceased in Hospital Clínic i Provincial de Barcelona during 2019	Clinical research	Epidemiology	8.90 (M)
Unrevealing the role of 4E-BP1 in the control of translation in Huntington's disease striatum	Basic Research	Biomedicine	9.30 (E)
Prevalence of multidrug-resistant organisms' colonization amongst patients with high risk factors in a tertiary care hospital emergency department: a cross-sectional study	Clinical research	Epidemiology	9.10 (E)
EL consumo de nootrópicos en el colectivo de estudiantes de Medicina de la Universidad de Barcelona	Clinical research	Pharmacology	9.40 (E)
Detecció dels coneixements dels pacients tractats amb liti: efectes	Clinical research	Psychiatry	9.10 (E)

adversos, interaccions i símptomes d'intoxicació			
Effects on functional capacity, emotional state and adherence to the Mediterranean diet of a cardiac telerehabilitation program compared to a face-to-face program	Clinical research	Cardiology	9.60 (E)
Dimorfismo sexual de la articulación trapeziometacarpiana	Clinical research	Anatomy and Embryology	8.70 (M)
Neurophysiology of pain questionnaire as a tool to asses the level of knowledge of pain neurophysiology among medical students	Clinical research	Neurology	10 (EH)
Lymphogranuloma venereum Lia Sisuashvili	Bibliographical review	Infectious disease	8.80 (M)
Descripción de las características basales de la cohorte de personas incluidas en el programa de profilaxis pre-exposición para el VIH en el Hospital Clínic de Barcelona. Análisis de la prevalencia de las infecciones de transmisión sexual	Bibliographical review	Infectious Disease	8.70 (M)
The neuroactive potential of gut microbiome: a literature review	Bibliographical review	Biomedicine	9.30 (E)
Potential of emergency departments in the diagnosis of HIV on a target population	Clinical research	Infectious Disease	9.20 (E)
Efecto de las transfusiones en el recién nacido: momento óptimo para la toma de la muestra del cribado neonatal	Bibliographical review	Biochemistry and Molecular Genetics	8.30 (M)
Continuous cardiotocography during labour: has it caused more harm than good? A bibliographic review on its impact as an intrapartum asphyxia predictor	Bibliographical review	Obstetrics	9.40 (E)
Primary Graft Disfunction after heart transplantation based on contemporary definition: incidence, risk factors and prognosis	Clinical research	Cardiovascular Surgery	9.40 (E)
Factors which influence the delay in discharge of patients undergoing Total Hip Arthroplasty	Clinical research	Orthopedics Surgery and Traumatology	9.50 (E)
Combined endonasal and transorbital approaches to skull base tumors: a systematic literature review	Bibliographical review	Neurosurgery	9.10 (E)
Nasal polyposis and longterm outcomes after endoscopic sinus surgery: a prospective study report	Clinical research	Otorhinolaryngology	9.00 (E)
Desenvolupament de la hipertensió portal després de la trombosi venosa portal aguda. Estudi de seguiment a llarg termini	Clinical research	Digestive and Metabolic Diseases	9.00 (E)

The influence of Mindfulness-Based Cognitive Therapy in language and residual symptoms of depression in women at risk of depressive relapse	Clinical research	Psychiatry	9.40 (E)
The role of cephalexin in the management of recurrent urinary tract infections	Clinical research	Infectious Disease	10 (EH)
2021-2022			
Impact of an outreach campaign on organ donation and transplantation: a field study in a rural elementary school	Clinical research	Surgery	9.00 (E)
Defining medical humanities. Finding a unified definition to the medical humanities	Clinical research	History of Medicine	8.60 (M)
Neurodevelopmental assessment in patients with congenital heart disease who required surgery during the first year of life	Clinical research	Cardiology	9.50 (E)
Qualitat de vida en pacients sobreviscudes a càncer ginecològic	Clinical research	Obstetrics and Gynecology	9.10 (E)
Quality of life after surgery in patients with acute left-sided infective endocarditis	Clinical research	Vascular Surgery	9.60 (E)
Characterization of sarcoid uveitis in a reference center from the Barcelona area	Clinical research	Ophthalmology	9.60 (E)
Hepatocarcinoma and liver resection. Analysis of the factors involved in survival and recurrence	Clinical research	Surgery	9.10 (E)
Association between orthostatic hypotension and cardiovascular risk and mortality in patients over 60 years old: a systematic review	Bibliographical review	Cardiology	9.20 (E)
Physiopathology of non-AIDS events: a literatura review	Bibliographical review	Infectious Disease	9.90 (E)
Potential role of aprocoagulant and proinflammatory state in the natural history of cirrhosis	Clinical research	Hepatology	9.80 (E)
Immune reconstitution inflammatory syndrome in advanced humanimmunodeficiency virus-infected patients	Bibliographical review	Infectious Disease	10 (E)
Breast cancer in pregnant women. Retrospective study	Clinical research	Oncology	9.80 (E)
Attitudes towards HPV infection and vaccination among health-educated individuals and gynecological patients	Clinical research	Obstetrics and Gynecology	9.20 (E)
Análisis del riesgo de fractura en población joven tratada con glucocorticoides	Clinical research	Traumatology	9.60 (E)
The EmERGE platform: an mHealth project for people living with medically stable VIH	Clinical research	Infectious Disease	8.90 (M)

Genetically modified *Mycoplasma pneumoniae* to treat *Pseudomonas aeruginosa* ventilation-associated pneumonia: an ex-vivo and an animal study	Clinical research	Pneumology	9.40 (E)
CT scan study of intimal and adventitious layers for aortic arch stabilization using the Thoraflex Hybrid Device for Type A Acute Aortic Dissection	Clinical research	Cardiovascular Surgery	9.50 (E)
Generation and culture of human lung embryonic and cancer organoids	Bibliographical review	Anatomy and Embryology	10 (E)
HER2-enriched breast cancer, characteristics and evolution	Clinical research	Medical Oncology	9.60 (E)
Immunopathogenic mechanisms favouring cancer. A descriptive study of a prospective cohort of HIV-1 infected patients with tumor development	Clinical research	Infectious Disease	9.30 (E)
Real-world data of clinical-biological characteristics and outcome of patients with chronic myelomonocyticleukemia: a single-center retrospective study	Clinical research	Hematology	9.80 (E)
Use of galcanezumab in real-life in chronic migraineurs: an observational study	Clinical research	Neurology	10 (E)
Update in genetic therapies for treating Age-Related Macular Degeneration	Bibliographical review	Surgery	9.20 (E)
Comorbilidades en el Trastorno Bipolar de edad avanzada	Clinical research	Psychiatry	8.80 (M)
Role of astrocytes in Huntington´s disease pathology	Bibliographical review	Neurology	8.80 (M)
Use of infrared thermal imaging as arteriovenous fistula for haemodialysis flow predictor	Clinical research	Surgery	9.40 (E)
Clinico-pathological prognostic factors in HER2-positive metastatic breast cancer: a single institution retrospective transversalstudy	Clinical research	Oncology	9.80 (E)
Puntuacions de risc genètic i resposta farmacològica a fluoxetina	Clinical research	Pharmacology	9.60 (E)
Coinfecció per virus BK i CMV en el trasplantament renal	Clinical research	Infectious Disease	9.10 (E)
Effectiveness of transverse plication of the anterior abdominal aponeurosis in the treatment of rectus diastasis	Clinical research	Surgery	10 (E)
Comparative study of sexual function and its relationship to self-image and self-esteem in post-operative transgender women relative to that of cisgender women	Clinical research	Obstetrics and Gynecology	9.50 (E)

Estudi del canal de potassi tres K com a diana potencial pel dolor migranyós i neuropàtic	Basic Research	Biomedicine	9.20 (E)
Comparative study of sexual function and its relationship to self-image and self-esteem in post-operative transgender women relative to that of cisgender women	Clinical research	Psychiatry	9.30 (E)
Protocol for the treatment of joint pain with electrostimulation in patients with breast and prostate cancer undergoing hormonal treatment	Clinical research	Medical Oncology	8.40 (M)
Prevalence and characteristics of patients with severechronic kidney disease and atrial fibrillation: a cross-sectional study	Clinical research	Nephrology	9.40 (E)
COVID-19 associated cerebral and cognitive sequelae. A systematic review	Bibliographical review	Infectious Disease	9.80 (E)
Screening for gastroduodenal neoplasia in patients with attenuated adenomatous polyposis without identified genetic cause	Clinical research	Gastroentero-logy	9.50 (E)
MHEALTH: the revolution of APPS in the prevention and promotion of a healthy lifestyle	Bibliographical review	Public Health	9.30 (E)
Delay-corrected perfusion-CT permeability maps obtained with first-pass acquisitions can predict the risk of hemorrhagic transformation after mechanical thrombectomy	Clinical research	Neurology	9.20 (E)
Tractament de la coledocolitiasi al segle XXI	Bibliographical review	Surgery	8.60 (M)
Real-life use of remdesivir in hospitalized patients with COVID-19	Clinical research	Infectious Disease	10 (E)
Prevenció de la síndrome d'hiperinfestació per *Strongyloides stercoralis*	Bibliographical review	Infectious Disease	9.20 (E)
Transjugular intrahepatic portosystemic junt for Budd-Chiari Syndrome: outcomes and dysfunction predictors	Clinical research	Hepatology	9.50 (E)
Les principals barreres en la vacunació contra la COVID-19	Bibliographical review	Infectious Disease	9.10 (E)
Relació entre l'eix hipotàlem-hipòfisi-adrenal i la depressió postpart: una revisió sistemàtica	Bibliographical review	Psychiatry	9.40 (E)
The effect of trans-septal suture of the middle turbinates on olfaction in patients with CRSwNP	Clinical research	Otolaryngology	9.70 (E)
Desnormalización de la dismenorrea	Clinical research	Obstetrics and Gynecology	9.80 (E)
Deporte, integración y salud	Clinical research	Public Health	9.20 (E)

Outcomes of radical radiotherapy in inoperable endometrial cancer: a retrospective analysis	Clinical research	Radiation Oncology	9,70 (E)
Diferències socioeconòmiques, per sexe i edat, durant la tercera i sisena onada de la COVID-19 a Catalunya	Clinical research	Epidemiology	9.30 (E)
Influencia de los síntomas de ansiedad/depresión en los resultados de una prótesis total de rodilla	Clinical research	Orthopedics Surgery	8.60 (M)
Clinical utility of preservation solution cultures to prevent infection in solid organ transplant recipients at Vall d'Hebron University Hospital	Clinical research	Surgery	10 (E)
The role of psychological aspects in health promotion across the lifespan: unraveling its biological substrates	Bibliographical review	Psychiatry	9.40 (E)
Forced migration and mental health in children and adolescents	Bibliographical review	Mental Health	9.60 (E)
Multiparametric prostatic MRI in prostate cancer: a retrospective study	Clinical research	Oncology	9.30 (E)
Impact of the COVID-19 pandemic on delayed melanoma diagnosis and its effects on prognosis	Clinical research	Dermatology	9.70 (E)
Effects of SARS-CoV-2 Infection in Pregnancy: a review	Bibliographical review	Obstetrics and Gynecology	9.60 (E)
Mediterranean diet and mental health in children and adolescents: a systematic review	Bibliographical review	Psychiatry and Psychology	10 (E)
Impacte del confinament per la COVID-19 en els menors amb Trastorn de Tourette: resultats preliminars	Clinical research	Psychiatry and Psychology	8.70 (M)
Rabdomiólisis iterativa: propuesta de un nuevo algoritmo diagnóstico	Bibliographical review	Dermatology	8.60 (M)
Miositis secundàries a checkpoint inhibitors(PD1, PDL1). La patogènia de les lesions pseudogranulomatoses	Clinical research and bibliographical review	Internal Medicine	8.80 (M)
Urinary tract infections: a descriptive analysis of treatment-related recurrences and a new diagnosis methodology	Clinical research	Urology	9.70 (E)
Delirio postoperatorio en pacientes urológicos: un estudio prospectivo observacional	Clinical research	Anesthesiology and Resuscitation	9.20 (E)
Role of gender in long-term outcomes after ST-segment elevation myocardial infarction	Clinical research	Cardiology	9.80 (E)
Long-term prognosis of multiple sclerosisin patients with clinically isolated syndrome in the treatment era	Clinical research	Neurology	9.70 (E)
Sex differences on STEMI presentation, management, and outcomes	Clinical research	Cardiology	10 (EH)
Biomedical and genetic research of infertility in men: a systematic review	Bibliographical review	Genetics	9.00 (E)

on the genetic causes of nonobstructive azoospermia			
Factores de riesgo de ingreso en ucide pacientes ancianos (≥80 años) con COVID-19 durante los picos de las tres primeras olas de la pandemia en un hospital terciario español	Clinical research	Pneumology	9.80 (E)
Radiology technics in patients of high risk cutaneous squamous cell carcinoma for detectin early metastasis	Clinical research	Oncological Radiology	8.00 (M)
A systematic review of the difference in terms of prevalence of psychosis in immigrant and non-immigrant children and adolescents	Clinical research	Psychiatry and Psychology	9.20 (E)
La vacunació antihepatitis A com a estratègia per a la prevenció de casos i el control de brots	Bibliographical review	Preventive Medicine and Public Health	9.50 (E)
Anàlisi dels factors de risc, mortalitat i funcionalitat en els pacients amb fractures periprotètiques: estudi retrospectiu	Clinical research	Traumatology	8.90 (M)
Educative project: a non-economic collaboration with Faculté de Médecine du Bon Samaritain	Clinical research	Anatomy and Embryology	8.80 (M)
Clinical characteristics of acute cardioembolic stroke in women: emphasis on gender differences	Clinical research	Neurology	9.70 (E)
Infections during short-term mechanical circulatory support	Clinical research	Vascular Surgery	9.50 (E)
Impacto del ejercicio físico y la dieta en elpronóstico de cáncer de mama: una revisión sistemática	Bibliographical review	Medical Oncology	8.90 (M)
Impacte de la prolactina segons el sexe en pacients amb un primer episodi psicòtic	Clinical research	Psychiatry and Psychology	10 (EH)
HIV treatment optimization: long-term follow-up of a three days per week antiretroviral maintenance regimen	Clinical research	Infectious disease	9.80 (E)
Aberrant connectivity in hippocampus, bilateral insula and temporal poles precedes treatment resistance in first-episode psychosis: a prospective resting-state fmri study	Clinical research	Radiology and General Physical Medicine	10 (EH)
The role of alterations in lamin B1 in Huntington's disease: investigating the cases of neutrophils and lymphocytes	Clinical research	Biomedicine	9.30 (E)
Estudi descriptiu de les concentracions urinàries de bisfenols i parabens en nounats a terme i preterme en un servei de neonatologia. Protocol d'estudi	Clinical research	Neonatology	9.30 (E)
Efficacy and safety of mechanical thrombectomy in acute ischemic	Clinical research	Infectious Disease	9.90 (E)

strokes secondary to infective endocarditis: a multicenter propensity score-matched case-control study			
From extracellularmatrix to 3D hydrogeland regenerative therapyin lung pathology. A review of the literature	Bibliographical review	Biophysics	9.60 (E)
Chimeric Antigen ReceptorT-cell therapy against central nervous system tumors	Bibliographical review	Oncology	9.80 (E)
Flanagan's condensed protocol for neurodegenerative diseases. Performance in clinical autopsies with partial neuropathologist supervision	Clinical research	Neurology	8.60 (M)
Tocilizumab in COVID-19: clinical and biological parameters to predict the need for combination with corticosteroids	Clinical research	Infectious Disease	9.30 (E)
Les mesures per a la contenció de casos de COVID-19 en els professionals sanitaris	Bibliographical review	Preventive Medicine and Public Health	9.10 (E)
The role of affirming hormone therapy in cardiovascular risk of transgender people. Retrospective study in a reference unit in Catalonia	Clinical research	Endocrinology	9.20 (E)
Revisió de tractaments farmacològics en la litiasi úrica: noves alternatives	Bibliographical review	Urology	8.40 (M)
The effect of metabolic adaptation in the longterm ponderal evolution of patients with morbid obesity after undergoing bariatric surgery	Clinical research	Endocrinology	9.90 (E)
The arterial anatomy of the lateral ligament complex of the ankle	Clinical research	Anatomy	9.80 (E)
El procés de recerca i obtenció de vacunes contra la COVID-19: revisió sistemàtica	Bibliographical review	Epidemiology and Public Health	9.60 (E)
Ratio de neutrófilos y linfocitos en el primer episodio psicótico: evolución en un período de dos años	Clinical research	Psychiatry	9.60 (E)
Risk factors for pelvic floor disorders between 3 and 6 months postpartum. The role of forceps	Clinical research	Obstetrics and Gynecology	8.30 (M)
Evolución de los tratamientos de la tuberculosis hasta la estreptomicina	Clinical research	History of Medicine	8.20 (M)
Tumor burden 18FDG-PET/CT parameters as response predictorsfor CAR-T cell therapy in refractory/relapsed aggressive B-cell lymphomas	Clinical research	Oncology	9.40 (E)
Molecular genetic bases of a population of patients affected by glaucoma	Clinical research	Ophthalmology	9.60 (E)

Síndrome post-covid-19: avaluació de fatiga crònica i disautonomia. Estudi de casos i controls	Clinical research	Internal Medicine	9.30 (E)
Prognostic role of piR-22628 in non-small cell lung cancer patients.	Clinical research	Oncology	10 (E)
Validation of intraoperative ultrasound for intracranial lesions surgery	Clinical research	Neurosurgery	9.60 (E)
Main tropical diseases during the health crisis in Venezuela	Bibliographical review	Tropical Medicine	6.80 (P)
New therapies in cystic fibrosis of the pancreas	Bibliographical review	Pediatrics	9.60 (E)
Estudi de la tendència de la violència de gènere a Espanya en el context de la pandèmia per coronavirus	Clinical research	History of Medicine	9.40 (E)
Estudi de les causes de fibril·lació auricular en atletes	Clinical research	Cardiology	10 (EH)
Surgical complications of open versus robotic kidney transplant	Clinical research	Urology	10 (E)
Proposta d'un nou model de Pla d'estudis per l'ensenyament de Medicina - Universitat de Barcelona	Clinical research	Preventive Medicine and Public Health	8.70 (M)
Child/adolescent neglect and psychotic-like experiences: a systematic review	Bibliographical review	Psychiatry	9.80 (E)
Swallowing function in patients with surgical reconstructions for head and neck cancer. A Case Series of 25 patients	Bibliographical review	Otorhinolaryngology	8.90 (M)
Hypnosis	Bibliographical review	History of Medicine	9.40 (E)
Evaluación funcional y calidad de vida en pacientes tratados de tumores faringolaríngeos mediante microcirugía transoral láser	Clinical research	Otolaryngology	9.10 (E)
Impacte de la COVID-19 en una cohort de pacients amb malalties autoimmunes sistèmiques	Clinical research	Autoimmune Diseases	9.70 (E)
Comparative study of corneal pachymetry in patients with fuchs dystrophy who underwent successful DMEK endothelial transplantation compared to patients with healthy corneas	Clinical research	Ophthalmology	9.50 (E)
Psychiatric comorbidity in an autism reference unit for children and adolescents	Clinical research	Psychiatry and Psychology	9.70 (E)
Ressonància magnètica estructural en adolescents i adultes amb anorèxia nerviosa: revisió sistemàtica d'estudis fonamentats en morfometria basada en vòxels	Bibliographical review	Psychiatry	9.30 (E)
A review of the initiatives to improve outcomes from bystander	Bibliographical review	Bioethics	9.40 (E)

cardiopulmonary resuscitation in out-ofhospital cardiac arrest			
Vitamin D supplementation for the treatment of clinical symptoms among patients with schizophrenia and other primary psychotic disorders: a systematic review of randomized controlled trials	Bibliographical review	Psychiatry	10 (EH)
Gender differences on empathic and communicative skills in medical students	Clinical research	Psychiatry and Psychology	10 (EH)
Avaluació de l'hospital a partir de les experiències dels pacients i la seva família	Clinical research	Internal Medicine	9.40 (E)
Clinical factors associated with increased risk of relapse after an affective or non-affective first episode psychosis	Clinical research	Psychiatry and Psychology	10 (EH)
The impact of septal perforation on the sense of smell	Clinical research	Otolaryngology	8.20 (M)
Description and characterization of ageneinvolved in inflammation: IL23R	Basic Research	Biomedicine	9.80 (E)
Usufulness of GI-GENIUS in fit-based coloroectal cancer screening. A randomised clinical trial	Clinical research	Gastroentero-logy	9.30 (E)
El patró lipídic en el autisme en nens i adolescents	Clinical research	Psychiatry and Psychology	9.40 (E)
Working memory alterations in adolescent girls with juvenile fibromyalgia	Clinical research	Psychiatry and Psychology	8.50 (M)
Incidence of precocious puberty and accelerated puberty in females after the COVID-19 lockdown: a retrospective study	Clinical research	Endocrinology	9.70 (E)
Impact of robotic-assisted kidney transplantation in post-operative infections: a case-control study	Clinical research	Infectious Disease	9.50 (E)
Estudi retrospectiu sobre l'efecte de l'hormonoteràpia en espera de cirurgia en càncer de mama hormonosensible	Clinical research	Oncology	9.30 (E)
Impact of SARS-CoV-2 pandemic on the diagnosis of colorectal cancer	Clinical research	Gastroentero-logy	9.90 (E)
Are detrusor wall thickness and intravesical prostatic protrusion associated with bladder outlet obstruction?	Clinical research	Urology	10 (EH)
Perfil inflamatori en pacients crítics d'edat avançada amb COVID-19	Clinical research	Pneumology	9.70 (E)
Epidemiología y prevención de la gripe en personas con alto riesgo de complicaciones	Bibliographical review	Preventive Medicine and Public Health	8.90 (M)
Determinants of quality of life of recent migrants in Spain	Clinical research	Psychiatry	9.50 (E)

Prevalencia y factores de riesgo de la infección respiratoria en el paciente neurocrítico	Clinical research	Anesthesiology, Resuscitation and Pain Therapeutics	9.30 (E)
Acute reactions to methamphetamine usage	Clinical research	Psychiatry	9.40 (E)
Short and long-term cardiovascular effects of Coronavirus 2019 Disease	Clinical research	Cardiology	9.80 (E)
Studyof the perception of physical and emotional discomfort in patients undergoing urodynamics using lubricant with or without lidocaine	Clinical research	Urology	9.60 (E)
Catheter ablation in children with atrioventricular re-entrant tachycardia. The experience of a reference paediatric centre	Clinical research	Cardiology	9.10 (E)
Estudi clínic epidemiològic de les metàstasis cutànies de neoplàsies viscerals	Clinical research	Dermatology	7.70 (M)
Análisis cuantitativo de la articulación trapeciometacarpiana	Clinical research	Anatomy and Embryology	8.80 (M)
A review of sex, gender and brain: we start again	Bibliographical review	Psychology	9.70 (E)
Efecte de la pandèmia per Covid19 en el procés diagnòstic i terapèutic de les pacients de càncer de mama a l'Hospital del Mar de Barcelona	Clinical research	Breast Pathology	9.20 (E)
Are targeted therapies changing the outcome in pediatric patients with high-grade gliomas?	Clinical research	Pediatrics Oncology	9.70 (E)
Bioethical implications of triage: a review of ICU admission in Spain during COVID-19 pandemic	Clinical research	Bioethics	9.10 (E)
Approach to the territorial distribution of socioeconomic inequalities in self-assessed health in the city of Terrassa	Clinical research	Public Health	9.40 (E)
Salut i migració: anàlisi descriptiva del cribratge de salut en població migrada a l'Atenció Primària catalana	Clinical research	Public Health	8.90 (M)
Programación fetal en esquizofrenia	Clinical research	Psychiatry	9.10 (E)
Shortand long-term effect of revascularization in renal artery stenosis	Clinical research	Nephrology	9.90 (E)
Association among inflammatory dysregulation and violent behavior in schizophrenic patients: a systematic review	Bibliographical review	Psychiatry	9.40 (E)
Propuesta de estudio observacional en muestra arqueológica de coxales	Clinical research	Anatomy	9.20 (E)

Efficacy and safety of Minimally Invasive Glaucoma Surgery (MIGS): a retrospective analysis	Clinical research	Ophthalmology	9.50 (E)
Epidemiology of hepatitis B in household contacts of Chinese patients with chronic hepatitis B	Clinical research	Hepatology	9.30 (E)
Optical Coherence Tomography scanning for the evaluation of the induced changes on skin during radiotherapy. Impact of optimizing adjuvant topical therapies	Clinical research	Radiotherapy	9.90 (E)
Atención en la parada cardiorrespiratoria intrahospitalaria en un hospital de tercer nivel durante la pandemia por COVID-19. Estudio retrospectivo comparativo observacional	Clinical research	Anesthesiology, Resuscitation and Pain Therapeutics	8.90 (M)
Length of stay following isolated acetabular revision after total hip arthroplasty	Clinical research	Surgery	9.00 (E)
Programa de prehabilitació “exprés” en cirurgia major ginecològica oncològica.Un assaig clínic aleatoritzat	Clinical research	Obstetrics and Gynecology	9.70 (E)
Effectiveness of vaccination against SARS-CoV-2 infection and hospitalization in Western countries: a systematic review of the international literature	Bibliographical review	Preventive Medicine and Public Health	9.80 (E)
The impact of biologics on nasal polyposis in asthmatic patients	Clinical research	Surgery	9.10 (E)
A literature reviewand observational study about bleeding events and associated predictive risk factors in patients undergoing Transcatheter Aortic Valve Implantation (TAVI)	Bibliographical review	Cardiology	9.40 (E)
L’impacte del franquisme a la sanitat catalana	Clinical research	History of Medicine	9.40 (E)
Consumo de sustancias no prescritas. La información no escrita	Clinical research	Public Health	8.20 (M)
Cerebrospinal fluid D-synuclein RT-QuICand neurofilament light chain ELISA in discriminating degenerative parkinsonisms, with focus on tauopathies	Clinical research	Neurology	10 (E)
Clinical experience with Tolvaptan treatment in patients with Autosomal Dominant Polycystic Kidney Disease	Clinical research	Nephrology	9.90 (E)
Despatologitzar l’atenció sanitària a les persones trans*: del model psiquiatritzant al model transpositiu	Bibliographical review	Psychiatry	9.00 (E)

P: pass; M: merit; E: excellent; EH: excellent with honours
Data provider unit and creator: FM&HS

Table 3.1. Assessment Systems *Bachelor's degree in Medicine* (2021-2022)

a) Assessment systems

Functional Anatomy and Embryology of the Musculoskeletal System
AS1: Knowledge tests (exam, case study,...)
AS2: Practical sessions and seminars

Principles of Surgery, Anesthesiology and Reanimation
AS1: Knowledge tests (exam, case study,...)
AS2: Practical sessions and seminars

Respiratory Disease
AS1: Knowledge tests (exam, case study,...)
AS2: Practical sessions and seminars

Ophthalmology
AS1: Knowledge tests (exam, case study,...)
AS2: Practical sessions and seminars

Practical Tutored Classes and Hospital Placement
AS4: Continuous assesment of clinical experience (tutor assessment, learning portfolio)
AS5: Objective Structured Clinical Examination (OSCE)

Practical Tutored Classes in Family and Community Medicine
AS4: Continuous assesment of clinical experience (tutor assessment, learning portfolio)
AS5: Objective Structured Clinical Examination (OSCE)

Final Project
AS3: Student's report
AS6: Oral presentation
AS7: Mentor assessment

b) Assessment systems (%)

	AS1	AS2	AS3	AS4	AS5	AS6	AS7	TOTAL
COMPULSORY SUBJECTS								
Functional Anatomy and Embryology of the Musculoskeletal System	*50*	*50*	*0*	*0*	*0*	*0*	*0*	100
Principles of Surgery, Anesthesiology and Reanimation	*60*	*40*	*0*	*0*	*0*	*0*	*0*	100
Respiratory Disease	*50*	*50*	*0*	*0*	*0*	*0*	*0*	100
Ophthalmology	*60*	*40*	*0*	*0*	*0*	*0*	*0*	100
PRACTICAL TUTORED CLASSES								
Practical Tutored Classes and Hospital Placement	*0*	*0*	*0*	*50*	*50*	*0*	*0*	100
Practical Tutored Classes in Family and Community Medicine	*0*	*0*	*0*	*50*	*50*	*0*	*0*	100
FINAL PROJECT								
Final Project	*0*	*0*	*40*	*0*	*0*	*40*	*20*	100

Data provider unit and created by: FM&HS

Table 3.2. Academic indicators *Bachelor's degree in Medicine*

	2019 - 2020	2020 - 2021	2021 - 2022
Yield rate (%)	97.10	95.94	94.98
Efficiency rate (%)	97.90	97.44	97.93
Average duration of studies (years)	6.07	6.20	6.04
Dropout rate (%)	12.36	7.42	10.94
Graduation rate (%)	84.27	89.84	85.66

Data provider unit: Academic and Teaching Planning; Created by: APQUB

Table 3.3 First-year global results evolution *Bachelor's degree in Medicine*

	2019 - 2020	2020 - 2021	2021 - 2022
Dropout rate (%)	2.31	3.30	2.55
Presented rate (%)	98.55	98.53	97.79
Success rate (%)	98.27	96.57	95.56
Yield rate (%)	96.84	95.15	94.42

Data provider unit: Academic and Teaching Planning; Created by: APQUB

Table 3.4. Subject marks *Bachelor's degree in Medicine* (2021-2022)

Subject	Pass	Merit	Excellent	Excellent with honours	Fail	Not presented	Enrolled	Success rate (%)	Not presented rate (%)
Abdominal Imaging	0	4	9	1	0	0	14	100	0
Acupuncture. Contribution to Patient Welfare	0	7	8	0	0	0	15	100	0
Adult Intensive Medicine	0	3	11	1	0	0	15	100	0
Allergology in Clinical Practice	1	0	31	0	0	0	32	100	0
Anatomical Exposures and Surgical Approaches to the Limbs	0	0	24	2	0	0	26	100	0
Anatomy and Embryology of Organs and Systems	68	110	35	14	29	9	265	85.65	10.94
Basic Clinical Skills	0	8	18	2	0	2	30	93.33	6.66
Basic Principles of Childcare	0	11	3	0	0	0	14	100	0
Basic Principles of Translational Medicine	2	18	1	2	0	0	23	100	0
Biomedical Discoveries	0	0	5	0	0	4	9	55.56	44.44
Blood Disease	52	164	33	12	3	6	270	96.65	2.22
Breastfeeding	0	0	14	0	0	1	15	93.33	6.67
Cardiovascular Disease	66	158	13	13	5	5	260	96.13	1.92
Cell and Developmental Biology	106	100	5	9	24	34	278	80.16	12.23
Cell Biology	129	89	0	5	10	30	263	84.92	11.41
Channelopathies	2	20	6	2	0	0	30	100	0
Child and Adolescent Psychiatry	0	16	12	2	0	0	30	100	0
Clinical Neuroanatomy	5	19	3	2	0	1	30	96.67	3.33
Clinical Neuropsychology: Case Studies	0	23	4	2	0	1	30	96.67	3.33
Clinical Pharmacology	22	177	38	11	0	4	252	98.37	1.58
Clown Care - New Tools for the Hospital Sector	0	20	10	0	0	0	30	100	0
Dermatology	50	104	24	10	10	10	208	90.23	4.81
Digestive Disease	22	206	17	6	5	6	262	95.96	2.29
Ecomedicine	0	3	20	0	0	2	25	92.00	8.00
Emergency Medicine	4	10	3	1	0	2	20	90.00	10.00
Emotional Regulation and Therapeutic Skills	0	16	7	1	0	1	25	96.00	4.00
Endocrine Disease and Nutrition Disorder	66	155	17	12	16	8	274	91.93	2.91
English for Medical Purposes	2	25	14	0	0	9	54	75.9	18.00
Evolution of Human Anatomy	7	10	3	1	0	0	21	100	0
Exercise in Health and Disease	0	12	3	1	0	3	19	84.21	15.79
From Tropical Medicine to Global Health	4	13	1	2	0	0	20	100	0
Functional Anatomy and Embryology of the Musculoskeletal System	58	113	44	10	17	31	273	82.34	11.36
General Anatomical Pathology	33	177	33	12	6	3	264	96.48	1.13
General Biochemistry	53	130	22	9	13	32	259	83.26	12.36

General Biostatistics, Epidemiology and Introduction to Research	41	132	27	9	15	34	258	81.32	13.18
General Medical Biophysics	101	89	5	12	20	35	262	79.19	13.36
General Pharmacology	50	164	24	9	15	5	267	92.56	1.87
General Semiotics and Clinical Propedeutics. Ethics in Medicine	78	135	22	14	7	2	258	96.45	0.77
Final Project	1	65	167	12	0	5	250	98.09	2.00
Hereditary Cancer	5	19	4	2	0	0	30	100	0
Home Care: Acute, Chronic and Palliative Patients	0	9	18	3	0	0	30	100	0
Human Histology	133	66	4	6	19	32	260	80.59	12.31
Infectious Disease	37	97	45	11	0	6	196	97.03	3.06
Interprofessional Simulation in the Health Sciences	3	6	2	1	0	0	12	100	0
Introduction to Bioinformatics	0	5	5	2	0	1	13	92.31	7.69
Introduction to Diagnosis and Treatment in the Critically-Ill Patient	0	0	10	0	0	0	10	100	0
Introduction to Forensic Sciences Laboratory	0	6	8	0	0	1	15	93.33	6.67
Introduction to Health, Anthropology, Demography and the History of Medicine	29	85	101	11	0	28	254	88.98	11.02
Introduction to Ischemic Cardiopathy	0	0	4	1	0	0	5	100	0
Involvement of Medical Students in Donation and Transplantation	0	0	24	6	0	0	30	100	0
Key factors in Emergency Health Care	7	7	2	1	0	1	18	94.44	5.55
Legal Medicine and Medicine in the Workplace. Toxicology	8	142	31	10	3	2	196	97.55	1.02
Life-threatening Situations and Resuscitation	0	7	12	1	0	1	21	95.24	4.76
Lifestyles and Brain Health	0	2	15	2	0	3	22	86.36	13.64
Localization and Identification of the Nerves of the Upper Limb Clinical Applications	0	8	20	0	0	2	30	93.33	6.67
Medical and Molecular Embryology	0	6	9	1	0	0	16	100	0
Medical Genetics	47	176	10	14	3	5	255	96.79	1.96
Medical Immunology	105	102	6	10	24	7	254	87.88	2.75
Medical Microbiology	106	125	8	8	7	0	254	97.29	0
Medical Oncology and Radiotherapy	14	141	30	10	3	7	205	95.35	3.41
Medical Physiology I	28	141	53	13	9	6	250	94.13	2.40
Medical Physiology I	36	125	31	13	26	7	238	86.89	2.94
Medical Psychology	33	149	29	12	3	7	235	94.97	2.97
Medical Writing	1	3	18	1	0	2	25	92.00	8.00
Microscope Studies in Human Organography	22	119	93	12	1	3	250	98.33	1.20

Molecular Biology	69	114	13	10	26	34	266	78.74	12.78
Molecular Design in Life Science Modelling	1	2	4	1	0	1	9	88.89	11.11
Motivational Interview Techniques	0	10	14	0	0	1	25	96.00	4.00
Nanomedicine: A New Approach to Diagnosis and Treatment of Disease	0	4	2	1	0	1	8	87.50	12.50
Nephropathy and Male Genital Disease	36	111	32	11	4	7	201	94.69	3.48
Nervous System Disease	48	153	54	7	10	3	276	94.61	1.08
Neurobiology: Pathophysiology of Nervous System Disease	3	8	16	1	0	1	29	96.55	3.44
Neuroplasticity and Behaviour	0	13	14	2	0	1	30	96.67	3.33
Obstetrics and Gynecology	35	170	31	13	3	6	258	96.59	2.32
Operative Arthroscopy	0	30	0	0	0	0	30	100	0
Ophthalmology	19	151	16	13	0	8	207	96.32	3.82
Orthopedics and Rheumatology	38	139	13	7	12	8	217	91.14	3.68
Otolaryngology	10	157	70	12	0	3	252	98.80	1.19
Pain Treatment	0	7	8	0	0	0	15	100	0
Palaeopathology	0	12	2	1	0	1	16	93.75	6.25
Plastic Surgery	0	3	17	1	0	1	22	95.45	4.54
Pediatrics	15	118	99	11	14	1	258	94.05	0.38
Psychiatry	22	195	36	14	1	3	271	98.61	1.10
Psychiatric Treatment	0	2	4	0	0	2	8	75.00	25.00
Practical tutored classes and hospital placement	1	111	124	14	0	0	250	100	0
Practical tutored classes in Family and Community Medicine	6	168	67	11	0	0	252	100	0
Pre-Habilitation and Enhanced Recovery after Surgery	0	6	1	0	0	0	7	100	0
Prevention, Control and Treatment of Smoking Addiction	0	3	18	1	0	3	25	88.00	12.00
Preventive Medicine, Public Health and Applied Statistics	15	150	22	7	0	1	195	99.55	0.51
Principles of Neurosurgical Techniques	0	0	0	0	0	0	1	0	100
Principles of Surgery, Anesthesiology and Reanimation	8	231	13	10	3	4	269	97.36	1.48
Professionalism: Doctors and their Values	0	0	28	1	0	1	30	96.67	3.33
Quality and Clinical Safety	0	0	25	0	0	0	25	100	0
Radiology and General Physical Medicine	48	175	22	13	4	1	263	98.13	0.38
Respiratory Disease	37	195	5	14	1	3	255	98.55	1.17
Sexually Transmitted Infections	5	4	4	0	1	0	14	92.86	0
Surgical Emergencies	2	14	2	2	0	1	21	95.24	4.76
Systems Biochemistry and Biophysics	84	115	16	10	11	9	245	92.05	3.67

The Growing Musculoskeletal System	5	11	7	2	0	0	25	100	0
The Reproductive System	0	0	24	0	0	1	25	96.00	4.00
Training in Gender Diversity: Transgender People	0	7	13	0	0	0	20	100	0
Ultrasound Anatomy	0	7	9	2	0	1	19	94.74	5.26
Ultrasound Imaging of the Musculoskeletal System	2	11	10	1	0	0	24	100	0
Venous Access: Clinical Applications	0	0	30	2	0	0	32	100	0

Data provider unit: Academic and Teaching Planning; Created by: APQUB, FM&HS

Table 3.5. Students' satisfaction *Bachelor's degree in Medicine* (2020-2021)

	UB	FM&HS	Bachelor's degree in Medicine
The structure of the curriculum has allowed an adequate progression of my learning	3.75	3.69	3.76
There has been good coordination in the contents of the subjects to avoid overlaps	3.38	3.04	3.10
The volume of work required has been consistent with the number of credits of the subjects	3.49	3.18	2.52
I am satisfied with the teaching staff	3.71	3.65	3.60
The teaching methodology used by the teaching staff has favoured my learning	3.43	3.37	3.09
Tutoring has been useful and has helped to improve my learning	3.10	3.01	2.46
The virtual campus has facilitated my learning	4.01	4.09	3.97
The assessment systems have allowed me to adequately reflect my learning	3.25	3.00	2.00
Work placements have allowed me to apply the knowledge acquired during the degree	4.30	4.25	4.38
The mobility actions I have carried out have been relevant to my learning	3.62	3.73	4.15
The Final Project has been useful to consolidate the competences of the degree	3.77	3.67	3.76
The facilities (classrooms and teaching spaces) have been suitable to promote my learning	3.95	3.57	3.19
The resources provided by library and teaching support services have responded to my needs	3.89	4.02	4.09
Student support services (information, registration, procedures, etc.) have offered me good advice and attention	3.66	3.17	2.79
I have received an appropriate response from complaints and suggestions	3.12	2.79	2.76
The information regarding the degree on the web is accessible and has been useful to me	3.59	3.53	3.39
The training I have received has allowed me to improve my communication skills	3.69	3.70	3.75
The training received has allowed me to improve my skills (level of confidence, leadership, independent learning, decision making, critical analysis, etc.)	3.78	3.65	3.63
The training received has allowed me to improve my abilities for professional activity	3.66	3.84	3.93
I am satisfied with the degree	3.96	3.90	4.03
If I started again, I would choose the same degree (%)	75.03	83.71	86.57
If I started again, I would choose the same university (%)	74.81	71.91	50.75
Graduates	7,257	860	246
Answers	1,814	178	67
Participation (%)	25	20.70	27.24

Source: Survey of satisfaction of graduates with the global educational experience of the degree; Rating scale 1 to 5
Data provider unit and created by: Technical Bureau at the Rector's Office

Table 3.6. Satisfaction of the students with teaching and training activities *Bachelor's degree in Medicine* (2021-2022)

Subjects	Enrolled	% Answers	Overall satisfaction	Teaching type	Training activities	Assessment activities	Workload	Study material	Teaching staff activities
Abdominal Imaging [3]	14	28.57	10	10	10	10	10	10	10
Acupuncture. Contribution to Patient Welfare [3]	13	23.08	8.33	7.33	8.33	7.33	10	8.00	-
Adult Intensive Medicine [3]	15	20.00	9.67	9.67	9.67	9.67	9.67	9.67	9.67
Allergology in Clinical Practice [3]	32	50.00	9.94	9.88	9.88	9.75	9.81	9.75	10
Anatomy and Embryology of Organs and Systems [1]	84	34.52	7.90	8.59	7.45	6.68	8.18	7.07	8.93
Anatomy and Embryology of Organs and Systems [2]	175	18.86	8.21	8.69	8.31	8.06	7.59	8.41	9.00
Basic Principles of Childcare [3]	14	50.00	9.57	9.57	9.57	9.00	9.14	9.57	-
Blood Disease [2]	170	17.06	8.34	8.76	8.41	7.79	6.10	8.55	9.10
Breastfeeding [3]	15	26.67	10	9.75	10	10	10	9.75	10
Cardiovascular Disease [1]	88	7.95	5.71	8.29	5.43	3.00	5.29	5.00	-
Cardiovascular Disease [2]	167	11.38	7.95	7.79	7.84	7.63	7.84	7.89	7.92
Cell and Developmental Biology [1]	107	13.08	7.00	9.36	7.21	7.07	7.50	7.85	7.92
Cell and Developmental Biology [1]	155	22.58	5.97	8.14	5.86	5.91	7.09	6.12	5.39
Cell Biology [1]	95	40.00	7.11	8.21	7.00	5.95	7.42	7.24	8.11
Cell Biology [2]	146	22.60	7.82	8.52	7.52	6.76	8.21	6.75	8.54
Channelopathies [3]	30	20.00	6.33	9.50	7.33	6.17	8.00	8.17	-
Child and Adolescent Psychiatry [3]	30	23.33	3.57	4.86	3.29	3.14	2.43	3.00	-
Clinical Neuroanatomy [3]	30	60.00	8.39	9.06	8.22	7.50	7.61	8.17	9.73
Clinical Neuropsychology: Case Studies [3]	30	16.67	9.80	10	9.80	9.40	9.60	9.80	10
Clinical Pharmacology [1]	83	7.23	9.00	9.00	8.33	9.00	8.67	9.00	9.67
Clinical Pharmacology [2]	170	11.76	6.85	8.60	7.00	7.90	8.20	7.35	-
Dermatology [2]	173	13.29	6.35	8.43	7.05	4.95	4.73	8.24	7.38

Digestive Disease [2]	171	19.30	8.30	8.30	8.18	7.70	8.30	8.36	-
Emotional Regulation and Therapeutic Skills [3]	25	32.00	9.75	9.71	8.75	9.00	9.13	9.25	9.75
Endocrine Disease and Nutrition Disorder [1]	99	5.05	5.60	7.00	6.00	4.80	5.20	4.75	-
Endocrine Disease and Nutrition Disorder [2]	171	16.96	7.62	8.48	7.24	7.45	7.00	7.97	-
English for Medical Purposes [3]	47	36.17	6.88	7.94	6.94	7.59	6.18	7.47	10
Exercise in Health and Disease [3]	18	27.78	6.60	8.00	6.80	6.80	6.00	6.80	8.00
Functional Anatomy and Embryology of the Musculoskeletal System [1]	95	13.68	8.69	8.85	7.77	8.46	9.23	8.15	9.33
Functional Anatomy and Embryology of the Musculoskeletal System [2]	161	21.74	8.29	8.57	8.26	7.83	8.27	7.17	8.33
General Anatomical Pathology [1]	86	12.79	8.09	9.00	8.27	7.73	8.36	8.55	9.28
General Anatomical Pathology [2]	178	14.61	7.65	8.58	7.58	7.00	6.73	7.65	8.22
General Biochemistry [1]	94	59.57	6.96	8.55	7.00	6.93	7.68	7.34	7.53
General Biochemistry [2]	143	29.37	7.14	8.43	6.60	6.81	7.88	7.83	9.36
General Biostatistics, Epidemiology and Introduction to Research [1]	86	36.05	4.69	7.16	5.77	5.03	6.07	5.67	4.59
General Biostatistics, Epidemiology and Introduction to Research [2]	148	25.68	5.97	7.76	6.95	7.00	7.74	7.32	-
General Medical Biophysics [1]	91	35.16	6.66	8.22	7.19	7.50	7.94	7.03	7.66
General Medical Biophysics [2]	149	26.17	5.97	7.79	6.18	6.03	6.97	5.97	7.53
General Pharmacology [1]	90	21.11	7.68	8.68	7.63	7.00	7.63	8.42	8.53
General Pharmacology [2]	176	18.75	8.64	8.91	7.91	8.33	7.97	7.97	9.17
General Semiotics and Clinical Propedeutics. Ethics in Medicine [1]	83	12.05	8.40	8.60	8.60	8.80	8.80	8.20	-
General Semiotics and Clinical Propedeutics. Ethics in Medicine [2]	175	17.71	8.32	8.71	8.58	7.84	8.06	7.87	-

Hereditary Cancer [3]	30	96.67	8.07	9.69	8.75	8.24	7.34	8.41	9.30
Home Care: Acute, Chronic and Palliative Patients [3]	30	16.67	8.40	8.00	8.40	9.00	6.80	8.40	-
Human Histology [1]	87	25.29	2.05	4.86	3.24	2.00	0.76	3.67	1.83
Human Histology [2]	156	28.85	5.53	7.91	6.00	5.34	3.14	5.81	6.94
Infectious Disease [2]	154	15.58	7.00	8.42	6.58	6.83	6.88	7.17	9.06
Introduction to Bioinformatics [3]	12	58.33	8.14	9.00	7.71	8.29	8.14	8.86	9.00
Introduction to Health, Anthropology, Demographics and the History of Medicine [1]	87	39.08	7.71	8.50	7.44	7.68	6.71	8.00	8.26
Introduction to Health, Anthropology, Demographics and the History of Medicine [2]	148	21.62	8.55	8.81	8.52	8.60	9.25	8.57	8.00
Involvement of Medical Students in Donation and Transplantation [3]	30	23.33	8.00	8.43	8.14	8.00	6.57	8.00	-
Key factors in Emergency Health Care [3]	17	29.41	9.20	9.00	9.00	9.20	7.80	8.20	9.20
Legal Medicine and Medicine in the Workplace. Toxicology [1]	78	16.67	5.62	7.08	5.62	4.00	6.15	5.69	7.45
Legal Medicine and Medicine in the Workplace. Toxicology [2]	154	16.23	7.80	8.00	7.60	7.92	8.04	7.40	8.00
Lifestyles and Brain Health [3]	20	40.00	8.13	8.88	7.88	9.00	9.63	7.88	-
Medical and Molecular Embryology [3]	16	31.25	6.60	7.40	5.80	6.25	6.40	6.40	6.40
Medical Genetics [1]	82	9.76	8.88	9.50	8.88	8.75	8.75	9.00	8.50
Medical Genetics [2]	172	29.07	7.96	8.86	8.32	7.62	8.64	7.80	8.25
Medical Immunology [1]	87	11.49	5.80	8.10	6.20	5.50	3.00	6.10	6.38
Medical Immunology [2]	164	20.12	7.09	8.94	6.97	6.52	5.97	8.24	8.10
Medical Microbiology [1]	87	17.24	4.53	6.00	5.87	4.40	5.00	5.93	6.53
Medical Microbiology [2]	167	11.98	6.84	7.70	7.63	6.90	7.25	6.58	7.00

Medical Oncology and Radiotherapy [1]	89	14.61	8.15	8.54	8.15	7.85	6.08	7.92	8.91
Medical Oncology and Radiotherapy [2]	162	19.14	6.80	8.13	7.00	6.62	5.48	7.10	-
Medical Physiology I [1]	80	62.50	6.94	8.08	6.94	6.14	6.96	7.72	7.55
Medical Physiology I [2]	164	12.80	7.48	8.86	7.65	7.24	8.38	8.25	7.27
Medical Physiology II [1]	71	14.08	9.20	9.40	9.40	9.00	9.20	9.10	8.54
Medical Physiology II [2]	165	24.24	7.70	8.90	7.73	6.70	7.35	8.05	7.58
Medical Psychology I [1]	81	9.88	7.50	8.00	7.88	7.75	8.13	7.88	7.33
Medical Psychology I [2]	154	18.83	7.31	8.50	7.93	7.10	8.50	7.41	7.04
Microscope Studies in Human Organography [1]	76	34.21	8.85	9.42	8.92	8.81	9.19	9.08	9.21
Microscope Studies in Human Organography [2]	169	11.24	5.21	8.06	5.79	6.05	6.17	6.22	-
Molecular Biology [1]	100	10.00	7.60	7.25	7.40	7.00	8.20	7.00	8.27
Molecular Biology [2]	150	26.67	7.25	9.15	7.85	7.20	6.87	7.67	8.86
Nephropathy and Male Genital Disease [2]	163	22.70	5.75	7.68	6.43	5.42	4.31	6.70	-
Nervous System Disease [2]	187	16.04	6.33	7.37	6.33	5.97	6.57	6.50	-
Obstetrics and Gynecology [2]	174	17.82	7.35	8.58	7.61	6.23	7.19	7.47	7.82
Ophthalmology [2]	161	23.60	8.32	8.97	8.37	7.68	6.89	8.61	-
Orthopedics and Rheumatology [2]	173	20.81	6.89	8.19	7.00	6.44	6.26	7.61	8.38
Otolaryngology [2]	171	18.71	8.09	8.31	8.38	7.91	7.59	8.13	8.22
Pain Treatment [3]	15	40.00	9.50	9.17	9.33	9.67	9.33	9.50	-
Pediatrics [1]	88	13.64	7.92	8.67	8.088	7.67	7.00	7.67	7.89
Pediatrics [2]	175	21.14	6.32	8.03	6.65	6.08	5.89	6.11	2.50
Practical tutored classes and hospital placement ([1]	85	8.24	9.00	9.00	8.43	7.86	8.86	7.43	-
Practical tutored classes in Family and Community Medicine [1]	86	8.14	9.43	8.86	8.43	7.86	8.71	8.86	-
Practical tutored classes in Family and Community Medicine [2]	166	4.22	8.29	9.14	8.71	8.00	8.86	8.14	-
Preventive Medicine, Public Health and Applied Statistics [2]	149	7.38	7.82	9.09	8.55	8.18	8.27	8.55	8.96

Principles of Surgery, Anesthesiology and Reanimation (1)	86	5.81	7.20	8.60	8.20	7.40	7.80	8.20	8.40
Principles of Surgery, Anesthesiology and Reanimation (2)	183	16.94	8.29	8.48	8.42	8.00	8.97	8.32	8.71
Professionalism: Doctors and their Values (3)	30	30.00	9.44	10	9.89	9.33	10	9.88	-
Psychiatry (1)	93	6.45	6.50	8.33	6.67	6.50	7.50	6.83	7.50
Psychiatry (2)	177	16.83	8.62	8.86	8.69	8.34	9.34	8.83	-
Quality and Clinical Safety (3)	25	20.00	9.60	9.40	9.20	9.25	9.20	9.60	-
Radiology and General Physical Medicine (1)	86	6.98	7.67	8.67	7.33	6.33	8.33	7.83	8.00
Radiology and General Physical Medicine (2)	177	14.69	8.04	8.69	8.31	8.23	8.31	8.00	8.50
Respiratory Disease (1)	85	8.24	7.57	8.29	7.86	7.43	8.17	6.83	-
Respiratory Disease (2)	165	10.91	7.28	8.17	7.28	7.06	7.22	7.56	-
Surgical Emergencies (3)	21	23.81	8.80	8.80	9.00	8.80	7.60	9.40	9.40
Systems Biochemistry and Biophysics (1)	83	10.84	6.56	7.44	6.89	6.44	7.89	6.44	7.23
Systems Biochemistry and Biophysics (2)	161	19.88	6.53	8.78	6.84	6.47	5.38	6.84	7.16
The Growing Musculoskeletal System (3)	25	28.00	5.71	4.43	5.71	6.57	6.71	5.29	8.00
The Reproductive System (3)	24	20.83	9.60	8.80	9.80	9.20	9.40	9.80	9.71
Training in Gender Diversity: Transgender People (3)	20	30.00	9.33	7.17	9.33	9.67	9.83	9.83	9.83
Venous Access: Clinical Applications (3)	32	25.0	9.75	9.25	9.75	9.88	9.75	8.88	-

1: compulsory subject-Bellvitge Campus; 2: compulsory subject-Clinic Campus; 3: optional subject
Methodological note: Valuation of the following items on a scale of 0-10. Subjects that have obtained 1 or 2 answers or those with 3 or 4 answers and a response percentage lower than 20% have not been included; Source: Survey of satisfaction of the students with teaching and training activities
Data provider unit and creator: Technical Bureau at the Rector's Office

Table 3.7. Teaching staff's satisfaction with the deployment of the degree *Bachelor's degree in Medicine* (Curs 2020-2021)

	Standard deviation	Average valuation
Student's admission profile	0.74	4.40
Work and dedication of students	0.73	4.46
Academic performance of the students in the subjects you have taught	0.64	4.59
Level of education achieved by the graduating students	0.66	4.63
Structure of the curriculum (subjects and their importance)	0.89	4.09
Profile of degree competences (expected learning outcomes)	0.82	4.29
Organization of the deployment of the curriculum	0.85	4.19
Coordination with other teachers of the degree	1	3.91
(If you have participated) FP organization and assessment	0.87	4.19
(If you have participated) Organization and assessment of placements	0.77	4.32
Available teaching resources	0.98	4.03
Institutional support for the development of teaching activity	0.87	4.18
Conditions and quality of the facilities	0.85	3.91
Teaching methodologies	0.72	4.40
Assessment systems	0.73	4.35
Satisfaction with the degree	0.72	4.50

Rating scale: 1-6
Data provider unit and creator: Technical Bureau at the Rector's Office

Table 3.8. Employability indicators (satisfaction of graduates) Bachelor's *degree in Medicine*

	Survey 2017		Survey 2020	
	UB	**Catalonia**	**UB**	**Catalonia**
Occupancy rate (%)	94.96	96	99.0	99.2
Unemployment (%)	1.68	1.32	0	0.4
Inactivity rate (%)	3.36	2.65	1.0	0.4
Adequacy rate (specific functions of the degree) (%)	94.96	96.03	92.9	93.9
Adequacy rate (university functions) (%)	5.04	3.64	7.1	6.1
Adequacy rate (non-university functions) (%)	0,00%	0,33	0	0
Degree of job satisfaction (out of 10)	8.15	8.12	8.0	8.1
Average assessment of the theoretical training received (out of 10)	7.23	7.35	7.4	7.8
Average rating of the practical training received (out of 10)	6.27	6.91	5.7	6.7
Number of graduates	248	617	237	682
Number of responses	119	302	99	265
% answers	47.98%	48.95	41.77	38.85

Data provider unit: APQUB, EUC; Source: Employability survey AQU; Created by: FM&HS

Table 4.1.a. Offer, demand and enrolment *Bachelor's degree in Medicine*

		2019- 2020	2020 - 2021	2021 - 2022
Bellvitge Campus	Offer	87	87	87
	New students	86	81	92
	First preference applications	213	243	261
	Percentage of access in first preference (%)	71.43	76.25	58.70
	Percentage of access in September (%)	-	-	-
Clínic Campus	Offer	172	172	172
	New students	175	185	155
	First preference applications	1,081	1,521	1,676
	Percentage of access in first preference (%)	100	98.91	99.33
	Percentage of access in September (%)	-	-	-

Data provider unit: Academic and Teaching Planning; Created by: APQUB

Table 4.1.b. Enroled and graduate students *Bachelor's degree in Medicine*

	2019- 2020	2020 - 2021	2021 - 2022
Enroled	1,521	1,523	1,502
Graduate	241	246	247

Data provider unit: Academic and Teaching Planning; Created by: APQUB

Table 4.2.a. New students' evolution by access *Bachelor's degree in Medicine*

	2019 - 2020	2020 - 2021	2021 - 2022
Offer	259	259	259
New students	261	266	247
Other accesses	7	6	5
High School with PAU	196	197	174
Diploma / degree holder	4	5	4
FP2 / CFGS	26	19	28
University by High School with PAU	15	18	16
University by FP2 / CFGS	4	11	9
Over 25 years old	8	10	8
Over 40 years old	-	-	-
Over 45 years old	1	-	3

PAU: University access exam (in Catalan, Proves d'Accés a la Universitat); FP2: Professional Training (in Catalan Formació Professional); CGFS: Higher Degree Training Cycle (in Catalan, Cicle Formatiu de Grau Superior)
Data provider unit: Academic and Teaching Planning; Created by: APQUB

Table 4.2.b. New students by access *Bachelor's degree in Medicine* (2021-2022)

	Students
University access exam (PAU)	190
CFGS, FP2, or similar	37
University degree or similar	4
Specific exam for applicants over 25, 40, or 45 years old	11
Other accesses	5

PAU: University access exam (in Catalan, Proves d'Accés a la Universitat); FP2: Professional Training (in Catalan Formació Professional); CGFS: Higher Degree Training Cycle (in Catalan, Cicle Formatiu de Grau Superior)
Data provider unit: Academic and Teaching Planning; Created by: APQUB

Table 4.2.c. Admission qualification *Bachelor's degree in Medicine* (2021-2022)

	Admission qualification (%)							
	6 - <7	7 - <8	8 - <9	9 - <10	10 - <11	11 - <12	12 - <13	13 - 14
High School with PAU	0.53	-	1.05	0.53	1-05	0.53	21.05	75.26
CFGS	-	5.41	-	-	2.70	2.70	5.41	83.78

PAU: University access exam (in Catalan, Proves d'Accés a la Universitat); CGFS: Higher Degree Training Cycle (in Catalan, Cicle Formatiu de Grau Superior)
Data provider unit: Academic and Teaching Planning; Created by: FM&HS

Table 4.3. Students classified by gender Bachelor's *degree in Medicine*

	2019 - 2020		2020 - 2021		2021 - 2022	
	women	**men**	**women**	**men**	**women**	**men**
Students (%)	71.51	28.49	71.63	28.37	71.48	28.52
New students (%)	71.65	28.35	69.17	30.83	72.14	27.86
Graduates (%)	67.22	32.78	76.83	23.17	75.30	24.70

Data provider unit: Academic and Teaching Planning; Created by: FM&HS

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

Table E.5.1. a. Teaching staff by category *Bachelor's degree in Medicine* (2021-2022)

Category	PDI	% PDI	PhD	% PhD	FT	% FT	Accredited	% Accredited
Full university professor	83	8.93	83	100	83	100	83	100
Tenured university lecturer	45	4.84	45	100	45	100	45	100
Tenure-track 2 lecturer	103	11.09	103	100	103	100	103	100
Tenured university school lecturer	1	0.11	1	100	1	100	1	100
Temporary lecturer	1	0.11	1	100	1	100	1	100
Tenure-track 1 lecturer	27	2.91	27	100	27	100	27	100
Adjunct lecturer	616	66.30	436	70.77	0	0	136	22.07
Emeritus professor	4	0.43	4	100	4	100	4	100
PAS	1	0.11	0	0	0	0	0	0
Researchers	30	3.23	12	40.00	19	63.33	4	13.33
External staff	18	1.93	10	55.56	0	0	6	33.33
TOTAL	929	100	722	77.72	283	30.46	410	44.13

PDI: Teaching staff (PDI, in Catalan, Personal Docent i Investigador); FT: Full-time
Data provider unit: Technical Bureau at the Rector's Office; Created by: APQUB

Table E.5.1.b Teaching hours taught by category *Bachelor's degree in Medicine* (2021-2022)

Category	PDI	% PDI	PhD	% PhD	FT	% FT	Accredited	% Accredited
Full university professor	9,154.7	10.68	9,154.7	100	9,154.7	100	9,154.7	100
Tenured university lecturer	6,567.7	7.66	6,567.7	100	6,567.7	100	6,567.7	100
Tenure-track 2 lecturer	12,981.5	15.15	12,981.5	100	12,981.5	100	12,981.5	100
Tenured university school lecturer	5	0.01	5	100	5	100	5	100
Temporary lecturer	2	0.002	2	100	2	100	2	100
Tenure-track 1 lecturer	3,000.75	3.59	3,000.75	100	3,000.75	100	3,000.75	100
Adjunct lecturer	52,297.65	61.01	37,223.8	71.17	0	0	11,649.7	22,27
Emeritus professor	189	0.22	189	100	189	100	189	100
PAS	20	0.02	0	0	0	0	0	0
Researchers	856.25	0.99	354.5	41.40	591	69.02	81	9.45
External staff	633	0.74	519	81.99	0	0	241	38.07
TOTAL	85,709.55	100	70,072.70	81.76	32,377,90	37.78	43,983.10	51.32

PDI: Teaching staff (PDI, in Catalan, Personal Docent i Investigador); FT: Full-time
Data provider unit: Technical Bureau at the Rector's Office; Created by: APQUB

Table 5.1.c. Teaching staff by gender *Bachelor's degree in Medicine*

		2019 - 2020		2020 - 2021		2021 - 2022	
		Women	**Men**	**Women**	**Men**	**Women**	**Men**
Total		329	526	344	525	378	551
PhD		242	423	254	398	285	435
Accredited		96	224	129	250	139	270
Category	Full university professor	8	34	15	69	16	67
	Tenured university lecturer	0	52	10	38	10	35
	Tenure-track 2 lecturer	22	45	39	52	42	61
	Tenured university school lecturer	10	1	1	0	1	0
	Temporary lecturer	1	0	1	1	0	1
	Tenure-track 1 lecturer	6	2	15	6	16	11
	Adjunct lecturer	230	360	239	335	268	349
	Researcher	6	7	0	0	16	14
	Emeritus lecturer	0	1	1	3	1	3
	Others	46	24	23	21	8	10

Data provider unit: Technical Bureau at the Rector's Office; Created by: FM&HS

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
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Table 5.2. Percentage of teaching hours taught according to research periods *Bachelor's degree in Medicine*

	Research periods (%)			Teaching periods (%)		
	without	not alive period	alive period	without	not alive period	alive period
2019-2020	72.95	2.40	24.65	76.11	1.91	21.98
2020-2021	72.25	2.77	24.98	76.70	1.52	21.77
2021-2022	70.44	2.03	27.54	78.02	2.28	19.69

Data provider unit: Technical Bureau at the Rector's Office; Created by: APQUB

Table 5.3.a. UB-managed active research projects

			2020	2021	2022
Public funding	UB	no.	-	1	1
		€	-	25,000.00	9,600.00
	Local	no.	11	15	12
		€	1,175,760.66	1,681,585.62	1,584,392.89
	Spanish	no.	37	49	57
		€	7,804,572.00	9,949,079.89	11,904,256.89
	European	no.	17	14	11
		€	3,324,911.46	3,114,732.71	2,990,998.32
	International	no.	4	3	3
		€	427,879.52	365,157.02	365,157.02
Private funding	Local	no.	-	7	7
		€	-	1,028,357.53	1,028,357.53
	Spanish	no.	6	4	2
		€	279,455.00	1,176,890.00	1,064,890.00
	European	no.	-	-	-
		€	-	-	-
	International	no.	4	5	2
		€	139,195.50	177,796.29	181,003.79
		no. (total)	**79**	**98**	**95**
		€ (total)	**13.151.774,52**	**17,518,599.06**	**19,128,656.44**

Data provider unit: Research Management; Created by: FM&HS

Table 5.3.b. Non UB-managed active research projects

			2020	2021	2022
Public funding	Local	no.	49	19	14
		€	3,516,091.76	1,689,737.77	1,523,345.77
	Spanish	no.	173	186	129
		€	25,789,188.57	29,208,717.51	26,534,566.58
	European	no.	66	74	56
		€	28,953,920.36	29,168,668.51	23,853,255.59
	International	no.	6	6	6
		€	563,405.37	563,405.37	355,891.11
Private funding	Local	no.	34	41	28
		€	3,009,386.82	5,274,095.97	3,376,941.67
	Spanish	no.	28	38	34
		€	4,668,676.58	5,729,500.58	5,425,096.33
	European	no.	1	2	3
		€	40,000.00	310,829.00	145,000.00
	International	no.	11	15	8
		€	2,087,247.06	2,516,801.16	2,041,191.02
		no. (total)	**368**	**381**	**278**
		€ (total)	**68,627,916.52**	**74,461,755.87**	**63,255,288.07**

Data provider unit: Research Management; Created by: FM&HS

Table 5.4. List of students per teaching staff (Full-Time Equivalent) ***Bachelor's degree in Medicine***

	2019 - 2020	2020 - 2021	2021 - 2022
FTE students / FTE teaching staff	4.31	4.47	4.13

Data provider unit: Technical Bureau at the Rector's Office - Academic and Teaching Planning; Created by: APQUB

Table 5.5. Training at the Institute of Education Sciences (ICE) ***Bachelor's degree in Medicine***

2019 - 2020		2020 - 2021		2021 - 2022	
Teaching staff	**Hours**	**Teaching staff**	**Hours**	**Teaching staff**	**Hours**
120	1,877.5	92	1,590.5	128	1,740.5

Data provider unit: ICE-APQUB; Created by: FM&HS

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

Table 5.6.a. Active innovation projects

Title	Coordination	Code
Aprenentatge basat en entorns virtuals: utilització de laboratoris virtuals com a eina d'aprenentatge	Ekaitz Errasti Murugarren	2022PID-UB/040
Let's Play Vascular Surgery! Gamificació aplicada a l'assignatura d'Angiologia i Cirurgia Vascular	Elena Iborra Ortega	2022PID-UB/033
Introducció del role-playing per a la millora de la capacitat comunicativa	Octavi Camps Font	2022PID-UB/025
Portafoli electrònic de casos clínics en Cirurgia Bucal i Implantologia	Rui Barbosa de Figueiredo	2022PID-UB/022
Estratègies d' aprenentatge de la Parasitologia en l' àmbit de la Salut en la era post-pandèmia	Teresa Vinuesa Aumedes	2022PID-UB/017
Aprenentatge de l'alumnat amb estudi de casos per a la detecció i intervenció en violència masclista en el Pràcticum del Grau d'Infermeria	Helena Viñas-Llebot	2022PID-UB/002
Construcció de xarxes bibliomètriques per al desenvolupament de seminaris aplicats a l'estudi de Microbiologia a Podologia	Paula Andrea Espinal Marín	2022PMD-UB/002
I Fira virtual de microbiologia en l'àmbit de la infermeria	Ester Fuste Dominguez	2022PMD-UB/003
Avaluació continua de les practiques clíniques mitjançant rúbriques i diari reflexiu	Eduard Valmaseda Castellon	2022PMD-UB/009
Podcast - Desenvolupament d'un medicament	Víctor Fernández Dueñas	2021PID-UB/023
Endinsa't en l'ètica i la bioètica clínica a través del PODCAST	Anna Marta Falco Pegueroles	2021PID-UB/021

CONEIX-TE MILLOR A TU MATEIX .....o de com milloro en l'aprenentatge de l'anatomia des d'escenes quotidianes	Àurea Navarro Sabaté	2021PID-UB/020
Aula inversa en esplacnologia humana	Ivan Macía Vidueira	2021PID-UB/009
Adaptació de l'assignatura de Bioestadística a la metodologia d'aprenentatge en equips	Jose Luis Carrasco	2020PID-UB/028
Aprenentatge i joc a Ciències de la Salut	Anna Manzano	2020PID-UB/030
Integració i sincronització curricular de competències transversals i horitzontals per ampliar i reforçar els continguts docents en l'àrea de circuits electrònics i projectes d'enginyeria per a enginyers biomèdics	Jordi Colomer Farrarons	2020PID-UB/035
Proposta educativa de gamificació interuniversitària	Núria Guasch Ferre	2020PID-UB/022
Team-based Learning a Farmacologia	Víctor Fernández Dueñas	2019PID-UB/040
Projecte institucional de foment de la qualitat docent a la Facultat de Medicina i Ciències de la Salut-Hospital Clínic	Josep Roma, Anna Vilella	-
Projecte institucional de foment de la qualitat docent a la Facultat de Medicina i Ciències de la Salut-Campus Bellvitge	José Luis Medina Moya	-

Data provider unit: RIMDA; Created by: FM&HS

Table 5.6.b. Innovation groups

Name	Coordination	Code	Category
Grup d'Educació i d'Avaluació de la Competència Clínica a Bellvitge (GRUPCOMBELL)	Antoni Sabaté	GINDOC-UB/010	Grup Innovació Docent Consolidat (GIDC)
Aprenentatge de Competències Professionals en Infermeria (ACOPI-UB)	Helena Viñas	GINDOC-UB/14	Grup Innovació Docent Consolidat (GIDC)
Grup d'Infermeria Orientat a Tècniques Educatives Innovadores (GIOTEI-UB)	Montserrat Puig	GINDOC-UB/040	Grup Innovació Docent Consolidat (GIDC)
Grup d'Anatomia Virtual i de Simulació (AVS)	Alberto Prats	GINDOC-UB/042	Grup Innovació Docent Consolidat (GIDC)
Instrucció i Aprenentatge en Ciències de la Salut (GRUPIASC)	Víctor Fernández	GINDOC-UB/094	Grup Innovació Docent Consolidat (GIDC)
Aprenentatge de Competències Professionals en Infermeria (ACOPI-UB)	Helena Viñas	GINDOC-UB/145	Grup Innovació Docent Consolidat (GIDC)
Innovació Docent de Ciències Fisiològiques (IDCCFF)	Anna Manzano	GINDOC-UB/157	Grup Innovació Docent Consolidat (GIDC)
Grup d'Innovació en Metodologies docents actives per el desenvolupament i avaluació de les competències clíniques en	Ricardo Valero	GINDO-UB/159	Grup Innovació Docent (GID)
Grup d'innovació docent d'aprenentatge clínic (GIDAC)	Eduard Valmaseda	GINDO-UB/181	Grup Innovació Docent (GID)
Red d'Innovació Docent Interuniversitaria de Cirurgia Bucal (RiDi-CB)	Angeles Sánchez	GINDO-UB/183	Grup Innovació Docent (GID)
Noves Estratègies per a la Docència de Bioquímica i Biologia Molecular en Biomedicina (BBMolMED)	Josep Saura	GINDO-UB/190	Grup Innovació Docent (GID)
Docencia en Biociencias (BioDocUB)	Laura Izquierdo	GINDO-UB/192	Grup Innovació Docent (GID)

Data provider unit: RIMDA; Created by: FM&HS

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
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Table 6.1.a. General assessment of facilities (2020-2021)

	Bellvitge Campus	Clínic Campus	UB
Classrooms	6.61	5.85	7.56
Computer classrooms	6.90	6.78	6.08
Study rooms	6.85	6.64	6.33
Laboratories	7.20	6.86	6.58
Clarity in building signalling	7.22	5.61	6.48
Facilities cleanliness	8.38	7.93	7.79
Emergency signalling	7.77	7.27	7.16
Adaptation to people with disabilities or functional diversity	6.80	5.20	6.15

Source: Survey of students on UB services, activities and facilities. Rating scale 0 - 10
Data provider unit: Technical Bureau at the Rector's Office; Created by: APQUB

Table 6.1.b. General assessment of library services (2020-2021)

	Bellvitge Campus	Clínic Campus	UB
Overall rating	7.61	7.98	7.85
Timetable	5.95	6.59	7.09
Environmental conditions (lighting, noise, and	7.27	7.18	7.57
Computers availability	7.03	6.82	6.80
Access to electronic information resources	7.37	7.52	7.22
Availability of the bibliography recommended by the teaching staff	7.45	8.18	7.19
Group work rooms	6.78	6.66	7.04
Availability of personnel to solve doubts	7.10	8.38	7.79
CRAI communication channels (social networks, web, dissemination campaigns, ...)	7.04	7.58	6.98
Virtual Campus Support	7.39	7.56	7.15
Loan service	7.71	8.49	8.13
New spaces and signage for interior spaces	6.54	6.74	6.90

Source: Survey of students on UB services, activities and facilities. Rating scale 0 - 10
Data provider unit: Technical Bureau at the Rector's Office; Created by: APQUB

Table 6.2.a. Loan and renewal by location and type of users (2020-2021)

	FM&HS	UB
1st and 2nd cycle students	13,494	133,353
3rd cycle students	401	30,395
Teaching staff	1,266	45,965
Administrative staff	504	10,197
CBUC	71	4,624
Others	469	7,027
TOTAL	6,039	231,561

Data provider unit: CRAI-UB; Created by: APQUB

Table 6.2.b. Loan and renewal by location and type (2020-2021)

	FM&HS	UB
Normal loan	3,144	135,239
Excluded loan	16	1,446
Audio-visual	0	301
Recommended bibliography	14,489	128,632
Recommended bibliography (weekend)	28	718
Laptop	292	2,846
E-reader	0	15
Optical device	329	3,252
Study room	645	4,598
Subtotal Documents	17,677	266,336
Subtotal Equipment	1,266	10,711
TOTAL	18,943	277,047

Data provider unit: CRAI-UB; Created by: APQUB

Table 6.2.c. Number of visitors (2020-2021)

	FM&HS	UB
Annually - Global	66,898	568,417
Annually - Saturday and holiday	8,813	56,402
Average daily occupancy - Global	290.86	2,317
Average daily occupancy - Saturday and holiday	400.59	909
Days - Total	230	229
Days - Saturday and holiday	22	57,357

Data provider unit: CRAI-UB; Created by: APQUB

Table 6.2.d. Number of visitors (2020-2021)

	FM&HS
1st and 2nd cycle enrolled students	4,388
1st and 2nd cycle students with loan	-
3rd cycle enrolled students	390
3rd cycle students with loan	-

Data provider unit: CRAI-UB; Created by: APQUB

Table 6.2.e. Training (2020-2021)

	Personalized training	Programmed training	Regulated training
Courses	3	0	10
Hours	5.15	0	23.3
Enrolled students	-	-	249
Attendants	110	0	232

Data provider unit: CRAI-UB; Created by: APQUB

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Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

Table 7.1.a. Current Specific Quality Procedures

Type	Area	PEQ	Name
STRATEGIC PROCESSES	Management of the Quality Policy	PEQ 010	Deployment of quality policy and objectives at the centre
	Management and improvement of the Quality System	PEQ 011	Review of the Internal Quality Assurance System (SAIQU)
		PEQ 130	Analysis of results
	Management and improvement of training programmes in the VSMA framework	PEQ 020	Management of training programmes in the Verification, Monitoring, Modification and Accreditation framework (VSMA)
KEY PROCESSES	Definition of the admission profile, admission and enrolment of students	PEQ 030	Definition of the admission profile, admission and enrolment of bachelor's degree students
		PEQ 040	Definition of the admission profile, admission and enrolment of bachelor's degree students
	Academic and professional student guidance	PEQ 050	Student guidance
	Management of teaching	PEQ 060	Teaching development: methodology and assessment of learning
	Management of external internships	PEQ 070	Management of external internships
	Management of student mobility	PEQ 080	Management of international student mobility
		PEQ 090	Management of national student mobility
	Management of complaints, claims and suggestions	PEQ 100	Management of complaints, claims and suggestions
	Management of public information and accountability	PEQ 140	Process for publishing information on degrees
SUPPORT PROCESSES	Management of material resources and services	PEQ 110	Management and improvement of material resources
		PEQ 120	Management and improvement of services

Data provider unit and created by: FM&HS

Table 7.1.b. Specific Quality Procedures: revision

TYPE	AREA	PEQ		NEW	PROGRESS				
					Draft	Send to FM&HS response.	Send to APQUB	Approved	Published (web)
STRATEGIC PROCESSES	Management of the Quality Policy	PEQ 015	Management of the Strategic plan	YES	X	X	X	X	X
		PEQ 010	Deployment of quality policy and objectives at the centre	NO	✓	X	✓	X	X
	Management and improvement of the Quality System	PEQ 011	Review of the Internal Quality Assurance System (SAIQU)	NO	✓	X	✓	X	X
		PEQ 130	Analysis of results	NO	✓	X	X	X	X
		PEQ 013	Management of the improvement plan	YES	✓	X	✓	X	X
		PEQ 014	Management of the dashboard	YES	✓	X	X	X	X
	Management and improvement of training programmes in the VSMA framework	PEQ 020	Management of training programmes in the Verification, Monitoring, Modification and Accreditation framework (VSMA)	NO	✓	X	✓	X	X
		PEQ 021	Design, approval and verification of bachelor's degrees and university master's degrees	YES	✓	X	✓	X	X
		PEQ 022	Monitoring of bachelor's degrees and university master's degrees	YES	✓	X	✓	X	X
		PEQ 023	Modification of bachelor's degrees and university master's degrees	YES	✓	X	✓	X	X
		PEQ 024	Accreditation of bachelor's degrees and university master's degrees	YES	✓	X	✓	X	X
		PEQ 025	Extinction of bachelor's degrees and university master's degrees	YES	✓	X	✓	X	X

	Management of personnel policies	PEQ 160	Provision of places for academic staff	YES	X	X	X	X	X
KEY PROCESSES	Definition of the admission profile, admission and enrolment of students	PEQ 030	Definition of the admission profile, admission and enrolment of bachelor's degree students	NO	✓	X	X	X	X
		PEQ 040	Definition of the admission profile, admission and enrolment of bachelor's degree students	NO	X	X	X	X	X
	Academic and professional student guidance	PEQ 050	Student guidance	NO	X	X	X	X	X
	Management of teaching	PEQ 060	Teaching development: methodology and assessment of learning	NO	X	X	X	X	X
	Management of the TFG and TFM	PEQ 061	Final Project (bachelor's degrees and university master's degrees)	YES	X	X	X	X	X
	Management of external internships	PEQ 070	Management of external internships	NO	X	X	X	X	X
	Management of student mobility	PEQ 080	Management of international student mobility	NO	X	X	X	X	X
		PEQ 090	Management of national student mobility	NO	X	X	X	X	X
	Management of complaints, claims and suggestions	PEQ 100	Management of complaints, claims and suggestions	NO	X	X	X	X	X
	Management of public information and accountability	PEQ 140	Process for publishing information on degrees	NO	X	X	X	X	X
SUPPORT PORCESSES	Management of material resources and services	PEQ 110	Management and improvement of material resources	NO	X	X	X	X	X
		PEQ 120	Management and improvement of services	NO	X	X	X	X	X
	Document management	PEQ 160	SAIQU document management	YES	X	X	X	X	X

	Management of the professional development of the teaching staff	PEQ 150	Professional development of the teaching staff	YES	X	X	X	X	X

Data provider unit and created by: FM&HS

Table 7.1. Specific Quality Procedures (PEQ): Proposed responsible

TYPE	AREA	PEQ		NEW	WRITTEN BY	RESPONSIBLE	APPROVAL
STRATEGIC PROCESSES	Management of the Quality Policy	PEQ 015	Management of the Strategic plan	YES	FM&HS Quality Unit	Dean	Dean
		PEQ 010	Deployment of quality policy and objectives at the centre	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
	Management and improvement of the Quality System	PEQ 011	Review of the Internal Quality Assurance System (SAIQU)	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 130	Analysis of results	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 013	Management of the improvement plan	YES	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 014	Management of the dashboard	YES	FM&HS Quality Unit	President of the Quality Commission	Dean
	Management and improvement of training programmes in the VSMA framework	PEQ 020	Management of training programmes in the Verification, Monitoring, Modification and Accreditation framework (VSMA)	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 021	Design, approval and verification of bachelor's degrees and university master's degrees	YES	FM&HS Quality Unit	President of the Quality Commission	Dean

		PEQ 022	Monitoring of bachelor's degrees and university master's degrees	YES	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 023	Modification of bachelor's degrees and university master's degrees	YES	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 024	Accreditation of bachelor's degrees and university master's degrees	YES	FM&HS Quality Unit	President of the Quality Commission	Dean
		PEQ 025	Extinction of bachelor's degrees and university master's degrees	YES	FM&HS Quality Unit	President of the Quality Commission	Dean
	Management of personnel policies	PEQ 160	Provision of places for academic staff	YES	FM&HS Quality Unit	Dean	Dean
KEY PROCESSES	Definition of the admission profile, admission and enrolment of students	PEQ 030	Definition of the admission profile, admission and enrolment of bachelor's degree students	NO	FM&HS Quality Unit	Head of the Secretary's Office	Dean
		PEQ 040	Definition of the admission profile, admission and enrolment of bachelor's degree students	NO	FM&HS Quality Unit	Head of the Secretary's Office	Dean
	Academic and professional student guidance	PEQ 050	Student guidance	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
	Management of teaching	PEQ 060	Teaching development: methodology and assessment of learning	NO	FM&HS Quality Unit	Vice-dean of Academic Affairs	Dean
	Management of the TFG and TFM	PEQ 061	Final Project (bachelor's degrees and university master's degrees)	YES	FM&HS Quality Unit	Head of studies or Coordinator of the master	Dean

	Management of external internships	PEQ 070	Management of external internships	NO	FM&HS Quality Unit	Vice-dean of Academic Affairs	Dean
	Management of student mobility	PEQ 080	Management of international student mobility	NO	FM&HS Quality Unit	Vice-dean of International Affairs and Mobility	Dean
		PEQ 090	Management of national student mobility	NO	FM&HS Quality Unit	Head of the Secretary's Office	Dean
	Management of complaints, claims and suggestions	PEQ 100	Management of complaints, claims and suggestions	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
	Management of public information and accountability	PEQ 140	Process for publishing information on degrees	NO	FM&HS Quality Unit	President of the Quality Commission	Dean
SUPPORT PORCESSES	Management of material resources and services	PEQ 110	Management and improvement of material resources	NO	FM&HS Quality Unit	Centre's administrator	Dean
		PEQ 120	Management and improvement of services	NO	FM&HS Quality Unit	Centre's administrator	Dean
	Document management	PEQ 160	SAIQU document management	YES	FM&HS Quality Unit	Centre's administrator	Dean
	Management of the professional development of the teaching staff	PEQ 150	Professional development of the teaching staff	YES	FM&HS Quality Unit	Vice-dean for Academic Affairs	Dean

Data provider unit and created by: FM&HS

Faculty of Medicine and Health Sciences
Casanova 143
08036 Barcelona
+34 934 039 022
qualitatmedicina@ub.edu
www.ub.edu/portal/web/medicina-ciencies-salut/

Table 7.2. List of surveys

Survey	Addressed to	Time	Type	Frequency	Start
Survey on subjects and teaching staff	Students (Bachelor's and Master's degree)	End of semester	Online	Semester	2009
Survey on training programmes	Teaching staff	September-November	Online	Annual	2015
Survey on services and facilities	Students (Bachelor's and Master's degree)	During the semester	Online	Annual	2011
Satisfaction survey	Graduates (Bachelor's degree)	September-November	Online	Annual	2013
Employment survey (AQU)	Graduates (Bachelor's and Master's degree) and PhD	On the 3rth year	Phone	Every 3 years	2001
Employers' survey (AQU)	Companies and Institutions	One-time	Phone	One-time	2014
FM&HS - Survey to graduates	Graduates (Bachelor's and Master's degree)	The whole year	Written	Annual	2021

Data provider unit: Technical Bureau at the Rector's Office; Created by: APQUB, FM&HS

Table 8.1.a. FM&HS administrative and service staff by category

	Bellvitge Campus	Clínic Campus
Civil servants	41	42
Contract staff	31	40

Data provider unit and created by: FM&HS

Table 8.1.b. FM&HS administrative and service staff by units

	Bellvitge Campus	Clínic Campus
Centre Administration	10	1
Secretary's Office	18	18
General Affairs Office	6	8
Research Office	3	5
Information points	15	10
Departments	17	21
Other locations	3	19

Data provider unit and created by: FM&HS

Table 8.2. FM&HS General Services Staff (2021-2022)

	Campus Bellvitge	Campus Clínic
CRAI	9	11
CCiTUB	13	12

CRAI: Learning and Research Resource Centre (In Catalan, CRAI, Centre de Recursos per a l'Aprenentage i la Investigació)
Data provider unit: CRAI and CCiTUB; Created by: FM&HS

Table 8.1.a. Economic evolution of the FM&HS - income

Year		Allocated amount (UB)	Overheads	Rentals	Covid-19
2020	Bellvitge Campus				
	Clínic Campus	217,833.00	139,650.00	7,516.00	18,118.38
2021	Bellvitge Campus				
	Clínic Campus	215,983.00	78,427.00	3,969.00	16,881.62
2022	Bellvitge Campus				
	Clínic Campus	191,210.5	97,320.31	68,898.4	-

Data provider unit and created by: FM&HS

Table 8.3.b. Economic evolution of the FM&HS - expenses

Year		Building maintenance	Teaching material/equipment	Equipment maintenance end residues	Covid-19
2020	Bellvitge Campus				
	Clínic Campus	71,798.00	221,841.00	77,245.00	18,118.38
2021	Bellvitge Campus				
	Clínic Campus	93,815.00	135,981.00	67,761.00	16,881.62
2022	Bellvitge Campus				
	Clínic Campus	122,014.00	129,578.87	48,994.00	-

Data provider unit and created by: FM&HS