

# DECISION OF AQU'S SPECIFIC COMMISSION FOR HEALTH SCIENCES ON THE ACCREDITATION OF MEDICAL STUDY PROGRAMMES IN ACCORDANCE WITH AQU CATALUNYA STANDARDS AND THE WFME GLOBAL STANDARDS FOR QUALITY IMPROVEMENT: BASIC MEDICAL EDUCATION

<b>Study programmes</b>	<b>Medical Studies:</b> <ul style="list-style-type: none"><li>• Bachelor's degree in medicine</li><li>• Candidatus degree in Medicine</li></ul>
<b>University</b>	University of Iceland
<b>Centre</b>	Faculty of Medicine
<b>Workload</b>	BS degree in Medicine 180 ECTS Candidatus degree in Medicine 180 ECTS
<b>Date of the site visit</b>	7-8-9 October 2025

## Introduction

The Catalan University Quality Assurance Agency (AQU Catalunya), established under Law 15/2015 of 21 July, is responsible for the assessment, certification, monitoring, and accreditation of study programmes in accordance with international academic and social standards, leading to the award of official degrees and other degrees awarded by higher education institutions, in accordance with Article 3.1.c) of Law 15/2015 on the Catalan University System Quality Assurance Agency.

AQU Catalunya was recognised by the WFME in 2021, enabling it to accredit medical degrees in accordance with WFME standards until October 2031. Furthermore, in 2023, AQU Catalunya was recognised by the WFME to carry out such accreditation procedures in Iceland.

AQU Catalunya is an independent professional body recognised by the Ministry of Higher Education, Science and Innovation of Iceland and mandated as the sole body responsible for accrediting medical study programmes at the Faculty of Medicine of the University of Iceland.

The decision on the accreditation application is based on the external review conducted collegially by a panel of external experts following their visit to the university on the date indicated above.

In accordance with Article 19 of Decree 315/2016 of 8 November, which approves the Statutes of the Agency for the Quality of the University System of Catalonia, the Institutional and Programme Review Commission is the body responsible for the evaluation, certification, monitoring, and accreditation of programmes leading to the award of official and institutional degrees offered by universities and other higher education institutions. The Commission carries out its work through specific committees, including the Specific Commission for Health Sciences.

## Result

Based on the report of the expert panel and the discussions held at its meeting on April 13th 2026, the Specific Commission for Health Sciences of the Institutional and Programme Review Commission issues a **FAVOURABLE** decision on the accreditation of the medical studies.

The evaluation results for each assessed dimension are presented below:

### DIMENSION

1. Mission and values
2. Curriculum
3. Assessment and results
4. Students
5. Academic staff
6. Educational resources
7. Quality assurance and public information
8. Governance and administration

### RESULT

Compliant  
Compliant  
Compliant  
Progressing towards excellence  
Compliant  
Compliant  
Compliant with conditions  
Compliant

### OVERALL ACCREDITATION RESULT

**ACCREDITED**

### **Best practices**

- Contribution from Landspítali University Hospital, Akureyri Hospital, and Primary Health Centers in clinical practices is outstanding. There is a deep clinical immersion in Hospitals and Primary care centres, as along with greater emphasis on simulation and communication skills training.
- Strong academic outcomes with graduates feeling well prepared to enter medical practice upon graduation.
- University of Iceland Clear and transparent admission policies and procedures, that ensure fairness and equity.
- Clear procedures for the recognition of prior learning, including official university education, higher vocational training, and non-formal learning.
- Rigorous procedure (Student Registry on Uglá) to check that the students' graduation profile corresponds to the expected profile.
- Robust student support system that provides comprehensive guidance from admission to graduation (counselling, psychological services, or special needs like disabilities).
- The newly established administrative graduation team, which oversees students' graduation profiles, ensures that certification and graduation rules and regulations are clear, and that the certification process is well established, thereby strengthening the overall process.
- Adequate staffing levels, high teacher motivation and a friendly, collegial "everybody knows everybody" atmosphere that enhances the learning environment.
- Duties and responsibilities for teaching staff are well defined and distributed. New staff members are introduced to practicalities and regulations relevant to their position.
- Well-described governance structure that clearly defines stakeholder roles and ensures institutional stability in alignment with the medical programme's mission.

### **Enhancement areas**

- Develop and implement a comprehensive assessment policy at the Faculty of

Medicine or University level to define minimum standards for assessment and feedback.

- Establish formal quality assurance mechanisms for assessment, including regular reviews and benchmarking across programmes and teaching sites.
- Expand and optimise physical learning spaces, including study areas and social facilities, to accommodate current and projected student numbers.
- Fully implement the internal quality assurance system (IQAS) within the Faculty of Medicine. This includes fostering a quality culture among the stakeholders by systematizing procedures and documenting all framework activities.
- Consolidate all relevant indicators and data within the Uglá's Dashboard to enable comprehensive analysis of the academic programmes, incorporating results from both student and teacher surveys).
- Publish academic results, student/teacher satisfaction data, and the findings of internal and external assessments in an easily accessible format on the programme's website.

The chair of the Specific Commission for Health Sciences



Ramon Farré Ventura  
Barcelona, April 13th, 2026

## ANNEX. Valuation of the analyzed dimensions

### 1. MISSION AND VALUES

1.1. The study programme has a formally established mission in medical education which has been prepared with the engagement of key stakeholders. The mission is relevant to the nature of the study programme, and objectives and actions are derived from it which are analysed and reviewed.

### 2. CURRICULUM

2.1 The medical school has defined the learning outcomes that students should have achieved by graduation. They are compliant with the national qualification's framework for the educational level of the study programme and the other relevant regulatory requirements.

2.2 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. The curriculum respects the regulations in force. The deployment of the curriculum is totally consistent and very appropriate in terms of timing, teaching load, coordination, and supervision.

2.3 The curriculum content responds to basic biomedical sciences, clinical sciences and skills, and relevant behavioural and social sciences, and to the intended learning outcomes. It makes it possible to prepare students for their role as competent junior doctors and for their subsequent further training.

2.4 The medical school employs a range of educational methods and experiences to ensure that students achieve the intended outcomes of the curriculum. The teaching methods and activities encourage students to take an active role in the learning process.

### 3 ASSESSMENT AND RESULTS

3.1 The medical school has a policy that describes its assessment practices. It has a centralised system for ensuring that the policy is realised through multiple, coordinated assessments that are aligned with the intended learning outcomes. The policy is shared with all stakeholders.

3.2 The school has in place a system of assessment that offers students actionable feedback that identifies their strengths and weaknesses and helps them to consolidate their learning. The assessments are tied to educational interventions aimed at ensuring equal opportunities to achieve the intended learning outcomes.

3.3 The medical school has in place a system of assessment that informs decisions on progression and graduation. The assessment methods and criteria are adequate to certify and distinguish the achievement of the intended learning outcomes in the whole range of subjects, including final-year projects and clinical placements.

3.4 The mechanisms implemented by the medical school to guarantee the quality of the assessments present some shortcomings. The use of data to improve the performance of academic staff, courses, and the institution is not systematic.

3.5 The time series for the academic indicators is consistent with the types of students and equivalent to similar medical and health sciences study programmes; also, it clearly shows a continuous enhancement of the programme. There is evidence that graduates have fully achieved the intended learning outcomes to a high level.

### 4 STUDENTS

4.1 The processes implemented for student access and admission ensure fairness, reliability, and non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion, or any other personal or social condition or circumstance. The criteria and requirements for access and admission are clear and public. All enrolled students have

the appropriate entry profile to achieve the intended learning outcomes, and their number is consistent with the places offered.

4.2 The medical school has implemented appropriate and efficient procedures for monitoring the progress of students and guiding them academically and personally, always with confidentiality. The procedures are periodically reviewed and adapted to students' needs. The medical school has an action plan to facilitate integration into society and the labour market, and the activities carried out (type, duration, dissemination, support staff, etc.) are very adequate. The level of both student and teaching staff satisfaction with the academic and professional guidance service is high.

4.3 The criteria for the recognition of students' prior learning are clear, relevant for a medical study programme, and known by the students. They are properly applied, and no significant student complaints have been reported.

4.4 The medical study programme has a relevant procedure to check that the students' graduation profile corresponds to the expected profile. The graduation profile is analysed on a regular basis and the procedure reviewed in consequence. The certification of students' learning achievements for the award of the degree is appropriate and complies with current regulations. The study programme makes appropriate use of the European Diploma Supplement.

## **5. ACADEMIC STAFF**

5.1 The structure of the body of teaching staff and the number of teachers are ideal for delivery of the programme and attending the students. The teaching staff have the relevant academic qualifications and external recognitions, and suitable experience to provide quality medical teaching. The medical school has established suitable criteria for the assignment of teaching, ensuring the best teachers in all cases. The medical school reviews the alignment of style of teaching and learning with students' characteristics, the teaching context, and the institutional goals, and it takes actions to improve teachers' performance. Students are highly satisfied with the teaching competence of the teaching staff.

5.2 The school has specified and communicated its expectations for the performance and conduct of academic staff. The school promotes a commitment to principles and values such as honesty, trust, fairness, respect, and responsibility in learning, teaching, and research. The school measures the performance and conduct of academic staff.

5.3 The medical school implements a stated policy on the continuing professional development of its academic staff. Teaching staff receive institutional support for carrying out their duties and for the quality enhancement of teaching and research activities.

## **6. EDUCATIONAL RESOURCES**

6.1 The physical infrastructure shows shortcomings with respect to the number of places, safety, and shortage and/or unsuitability of equipment.

6.2 Clinical training resources respond suitably to students' learning needs (pertinent and sufficient equipment, and suitable facilities).

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

## **7. QUALITY ASSURANCE AND PUBLIC INFORMATION**

7.1 The medical school has an IQAS or processes for quality assurance which are partially implemented and/or are not reviewed and improved on a regular basis. The processes present shortcomings and do not always allow appropriate monitoring and improvement of the institution's activities. The medical study programme is not reviewed and improved periodically, and the improvement plan is incomplete. The planned actions are poorly communicated to stakeholders.

7.2 Pertinent public information is offered on the characteristics of the study programme, its delivery, and both graduates' academic and satisfaction results. The information is clear, legible, aggregated, and accessible to all

stakeholders.

## **8. GOVERNANCE AND ADMINISTRATION**

8.1 The medical school governance structure is very adequate for the leadership and management of the teaching, learning, research, and resource allocation processes. That structure is transparent and accessible to all stakeholders, it aligns with the school's mission and functions, and it ensures the stability of the institution.

8.2 The medical 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.

8.3 The administrative and technical staff enable correct implementation of the educational programme and support the school to achieve its goals in teaching, learning, and research.