

**THE ROMANIAN QUALITY ASSURANCE AGENCY
FOR HIGHER EDUCATION**

RQAAHE

**QUALITY EVALUATION ACTIVITIES GUIDE
FOR UNIVERSITY STUDY PROGRAMMES
AND FOR HIGHER EDUCATION
INSTITUTIONS**

Guide approved by the
RQAAHE Council during the
meeting held on 17th November
2006

It is experimentally applied
during the academic year 2006-
2007

NOVEMBER 2006

The external evaluation of academic quality is carried out in the following situations:

- a) for the *temporary functioning authorisation* of a *study programme* (programme authorisation) or of a *higher education service provider* (institutional authorisation)**

- b) for the *accreditation* of a *study programme* (programme accreditation) or of a *higher education institution* (institutional accreditation)**

- c) for the *periodical certification, every five years*, of the academic quality of education and research services from an *accredited university*.**

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out on a contract basis.**

PART I

STUDY PROGRAMMES ACCREDITATION EXTERNAL EVALUATION GUIDE

SECTION 1 ACCREDITATION EVALUATION OF ACADEMIC DEGREE UNIVERSITY STUDY PROGRAMMES

1.1. Introduction

- The university study programmes (or specialisations) external evaluation Guide is a work instrument of higher education institutions, as well as of external evaluators of academic quality, meant to provide specific indicators and practices in order to ensure quality at the level of every study programme. The Guide is based on the External evaluation methodology, on the standards, reference standards and on the list of performance indicators adopted by Government Decision.
- The mission of the Quality Assurance Agency for Higher Education consists of achieving public interest for high quality standards in developing study programmes and in obtaining qualifications in higher education (HE), in supporting the continuous improvement of HE quality management. This Guide presents the methodology and procedures of carrying out the external evaluation of university study programmes in order to accredit the academic degree cycle, defined in accordance with Bologna Process.
- The accreditation supposes two successive stages:
 - a) the temporary functioning authorisation which gives the right to carry out the education process and to organise, as the case may be, the admission to studies;
 - b) the accreditation which, together with the rights provided for at letter a) and the right to issue diplomas, certificates and other documents of studies recognised by the Ministry of Education and Research and to organise, if the case, graduation exams, academic degree, master of science, doctor's degree.
- The study programmes accreditation external evaluation is carried out:
 - at higher education institutions temporarily authorised or accredited, for study programmes newly proposed for the 1st cycle or for the accreditation of 1st cycle study programmes;
 - The *temporary authorisation* is carried out for every study programme within the 1st cycle-university studies leading to a distinct university qualification; after the 13th of October 2006, newly proposed study programmes are submitted to temporary authorisation.

1.2. Specific objectives of accreditation

- to ensure the university communities, the beneficiaries and the public in general that the education providing organisation, accredited or authorised to organise a study programme, proves to comply with the minimum quality standards of a higher education institution;
- to direct the education providing organisation towards the continuous increase of academic quality, asserted by results in education and research;
- to support higher education institutions in order to develop a quality management and culture and to demonstrate their state, by relevant proof and documents;
- to determine the education providing organisation to self-evaluate and to cooperate in its external evaluation in order to ensure and increase quality;
- to determine the education providing organisation to cooperate with other higher education institutions in order to achieve, monitor and compare academic quality;
- to identify and publish any functioning attempt of a programme that does not comply with the minimum standards of academic quality.

The academic evaluation of a study programme is mainly based on the following aspects:

- ***the learning experience offered to the students*** by running through a higher education programme to ensure the access to a distinct academic qualification (an assessment concerning the way in which the study programme's content allows the students fulfilling all their professional obligations to obtain the knowledge, the competences and abilities which are defining for the academic qualification promised by the university);
- the ***peer review***, used as a means of the internal quality assurance;
- ***the flexibility in organising the external evaluation mission***, so as the activity of the Agency's expert-evaluators not to create disturbances in the good operation of the teaching process;
- the ***mutual respect***, so that the process should be carried out in a friendly environment; normally, the Agency's expert evaluators do not expect to find fields of quality assurance that the university should not have identified in the self-evaluation report as being fields of concern for quality improvement;
- the ***maintenance and continuous improvement of academic standards*** and of improving the learning infrastructure;
- the ***use of self-evaluation as a key document***, which must have a reflexive and evaluative character (it starts from the statements comprised in the self-evaluation report and these statements' truthfulness is further analysed);
- the ***responsibility*** of the assessed ***institution to provide the Agency's expert-evaluators with all the relevant information*** (any document mentioned in the self-assessment must be at the evaluators' disposal);
- ***data and evidence directly accessible*** for all the affirmations and statements from the self-evaluation report, provided to the Agency's expert evaluators, as well as to the interested.

After the evaluation, the Agency offers objective public information on the basis of its own evaluation reports, about at least the following distinct and independent aspects:

- taking as a benchmark ***the quality criteria, the performance standards and indicators***, as well as the ***specific academic standards*** of a curricular area or of a university study programme, the Agency's report assesses to what degree the estimated learning process results (established by the study programme provider) may be actually achieved in the institution from the effectiveness point of view of the applied educational curriculum and proportional to the results obtained by the students during the learning process;

- on the other hand, *the observation of the learning opportunities' quality* is focused on the effectiveness of the teaching-learning process, on the academic support and on adequate resources of observing the progress achieved by the students of various programmes.

For each evaluation mission, the Agency appoints an evaluation group and a coordinator, in order to ensure the quality of the external evaluation process. For this purpose, it:

- selects out of the Register of expert-evaluators the evaluation group (commission) members and appoints a coordinator of the evaluation mission, who is member of the *Commission of permanent specialty experts*;
- confirms to the higher education institution that the self-evaluation documents constitute the starting point in order to begin the external evaluation.

The application of the external mechanisms of quality evaluation is required to be as transparent and efficient as possible and, at the same time, not to use more resources than necessary. For this purpose, the group (commission) of expert-evaluators for the study programmes' quality:

- uses the existing information and the documentary proof of the study programmes provider. Thus, the internal documents are to be examined by the evaluators appointed by the Agency, as self-evaluation documents. The evaluators shall also use the information and proof available in electronic format, for example on an intranet site of the higher education institution;
- guarantees that the time spent for an evaluation is the minimum necessary in order to help the expert evaluators to issue their own assessments about the evaluated study programme;
- ensures the transparency of the evaluation process by means of applying the standards and reference standards published by the Agency;
- permanently interacts with a representative of the institution, hereinafter referred to as *contact person*. This is a representative member of the university teaching staff (for example, the dean, the academic activity prodean or the head of department within the faculty managing the assessed programme). The contact person plays an important role in the efficient communication between the Agency's evaluators and the higher education institution.

The external evaluation group (commission) is monitored by the Agency's Council throughout the whole period of training, development and reference of the external evaluation mission.

1.3. Methodological stages for the accreditation of the academic degree study programmes

The accreditation methodology of a study programme implies the following successive work stages (G.D. 865/23.10.2006)

- on the basis of the application to start the external evaluation procedure for the temporary authorisation / accreditation, submitted to the accreditation department of RQAAHE by the education provider, the RQAAHE Council decides the starting of the external evaluation procedure if the following conditions are cumulatively fulfilled:
 - together with the application, the education provider also submitted the *Internal evaluation report*, drawn up in compliance with the provisions of Art. 10 of GEO 75/2005 for the educational structure the temporary authorisation is requested for, respectively the accreditation, using as benchmarks the standards typical to the accreditation stage;

- the education provider proves with relevant documents to have paid the fee provided for by the law for the temporary authorisation procedure, respectively the accreditation;
- for the accreditation, it shall respect the condition that it must be a 2-year period between the graduation date of the first series of graduates and the application's date of submission for accreditation. We must also specify that overrunning this time limit implies the proposal to cancel the temporary functioning authorisation (Art. 31 (c));
- the accreditation department of RQAAHE appoints a *commission (group of external evaluators)* of 3 experts among those registered in the evaluators' register of RQAAHE, who have speciality training in the field of the study programme submitted to the evaluation, coordinated by a member of the *Commission of permanent specialty experts*, who is part of the team. This commission analyses the internal evaluation report and verifies by visits paid to the applicant institution the fulfilment of the standards referring to the quality domains and to the criteria provided for at Art. 10 from GEO 75/2005, approved by Government Decision. In the PRELIMINARY PHASE, at every stage, respectively the temporary authorisation or accreditation, according to the case, the commission verifies the fulfilment of the compulsory standards concerning the authorisation of temporary functioning, as well as the accreditation of academic degree study programmes, mentioned at paragraph 4.2. of the Methodology;
- the results of the verifications are registered by the members of the *Commission of external evaluators* in the "Visit record for temporary authorisation/programme accreditation", which is signed by all the commission members. The "Visit record for temporary authorisation/programme accreditation" is discussed and approved in the *Commission of permanent specialty experts*, on domains. The members of the *Commission of permanent specialty experts* draw up the "Temporary authorisation evaluation report" or, if the case, the "Accreditation evaluation report", where they propose, under signature, the temporary authorisation or accreditation of the study programme or, if the case, its non-authorisation/non-accreditation;
- the «*Temporary authorisation/accreditation evaluation report*» is submitted to the ACCREDITATION DEPARTMENT, which validates the report by verifying the way the evaluation methodology was observed, draws up the "*Validation report of the Accreditation Department*" and submits it to be discussed and validated in the RQAAHE Council;
- on the basis of the conclusions drawn from the documents' analysis and the debates, the RQAAHE Council draws up the COUNCIL'S REPORT CONCERNING THE PROGRAMME AUTHORISATION / ACCREDITATION and submits it to the Ministry of Education and Research with the proposal of temporary authorisation/accreditation or, if the case, of non-authorisation/non-accreditation of the study programme. The proposal of authorisation/accreditation or, if the case, of non-authorisation/non-accreditation of the study programme shall be validated by the vote of the Council's members who must agree with the respective proposal in proportion of half plus one of the total number of the Council's members, namely 8 votes "for". This report must bear the signature of the RQAAHE Council's representative for the respective fundamental science field, as well as the signatures of the bureau's members;
- on the basis of the RQAAHE's approval, the Ministry of Education and Research draws up the draft Government Decision and submits it to the Government in order to issue the Government Decision on the temporary functioning authorisation/accreditation;
- on a regular basis, RQAAHE annually monitors the academic degree study programmes authorised for the temporary functioning;
- if, when monitoring academic degree study programmes authorised for temporary functioning, it is ascertained that, after the first two years of operation, the authorisation standards are not fulfilled nor the necessary measures were taken for the purpose of

accreditation, the RQAAHE Council may propose to the Ministry of Education and Research the cancelling of the temporary functioning authorisation of the higher education institution;

- whenever RQAAHE ascertains the non-fulfilment of the quality standards, it informs the Ministry of Education and Research, which shall apply the provisions of Art. 34 of GEO 75/2005 on Education Quality Assurance.

1.4. Normative requirements on the temporary authorisation /accreditation of study programmes

By analysing the documents provided by the education provider applying for the temporary authorisation/accreditation and by the visits carried out at its headquarters, RQAAHE verifies within the PRELIMINARY PHASE, the fulfilment of the following *compulsory normative requirements*:

STAGE I : STUDY PROGRAMME TEMPORARY AUTHORISATION EXTERNAL EVALUATION (PROGRAMME AUTHORISATION)

1.4.1. Compulsory normative requirements for the study programmes temporary functioning authorisation

1.4.1.1. *With regard to the legal organisation framework and functioning of the higher education institution as an education providing institution, its mission and objectives:*

- in order to obtain the temporary functioning authorisation the higher education institution must prove its own legal status, established by the constitutive document;
- the education provider that intends to obtain the temporary functioning authorisation must prove that the study programme has a well-defined didactic and research mission;
- the study programme is in compliance with the mission of the higher education institution; the mission of the higher education institution also contains elements of specificity and opportunity in compliance with the qualifications' national framework.

1.4.1.2. *With regard to the teaching staff:*

- by teaching staff we understand the academic personnel carrying out teaching activities within the respective higher education institution;
- the teaching staff must comply with the legal requirements concerning the occupation of teaching positions;
- the university teachers tenured in the higher education institution where they hold their basic position are taken into consideration for the temporary functioning authorisation for a single teaching load created according to the law;
- in order to ensure the quality of teaching activities, the university teachers tenured in higher education cannot cover, within an academic year, more than three teaching loads, regardless of the educational institution where they carry out their activity;
- the university teacher tenured in higher education according to the law, retired at age limit or for other reasons, shall lose the quality of tenured university teacher and is considered associated university teacher, not being able to cover more than one teaching load in the respective educational institution;
- in order to obtain the temporary functioning authorisation, the higher education institution must have at every institutional structure and for every academic degree programme leading to a different university qualification, at least 70% of all the positions in the teaching loads record,

established in compliance with the legal requirements, covered by teaching staff tenured in higher education according to the law. Out of them, at least 25% shall be university professors and associate professors but not more than 50%. The number of full-time professors must exceed 40% of the total number of teaching positions legally created;

- the number of professors legally tenured in higher education, taken into consideration for the temporary functioning authorisation of every institutional structure and for every academic degree study programme, is the one resulted taking into account the full-time teaching loads from the teaching loads record and the teaching load fractions they cover at the respective structure or programme;
- associated university teachers, not tenured in higher education, may hold a vacant position in the teaching loads record of the unit submitted to RQAAHE evaluation only if they comply with the legal requirements for occupying the respective position;
- the discipline tenured university teachers must hold the scientific title of doctor or be Ph.D. students in the disciplines' field of the occupied position; the other university teachers must have the initial training and abilities in the field of the discipline they teach;
- the associated university teachers have the obligation, by written statement, to notify the manager of the institution where they hold their basic position, as well as of the institution they are associated at, the number of academic hours carried out by association;
- the teaching staff occupying positions of junior assistant or assistant professor must have certified teaching training;
- the teaching staff holding the degree of university professors, first class specialists in a certain field, who have surpassed the retiring age, must not represent more than 20% of the total positions from the teaching loads record;
- the higher education institution covers, during at least one academic degree cycle, the activities provided for at the disciplines from the educational curriculum with competent teaching staff.

1.4.1.3. *With regard to the educational process content:*

- in order to obtain the temporary functioning authorisation, educational curricula must comprise fundamental disciplines, speciality disciplines in the field, as well as complementary disciplines, also grouped in compulsory, optional and elective disciplines, in compliance with the *specific normative requirements on domains* established at national level;
- the disciplines of study within the educational curricula are provided for in a logical succession and aim at the fulfilment of the following requirements:
 - the defining and precise determination of the general and speciality competences according to the academic degree study fields, related to the competences corresponding to the master university studies;
 - compatibility with the national framework of qualifications;
 - compatibility with plans and study programmes similar with those in the European Union countries and other countries of the world, the disciplines' share being expressed in ECTS study credits;
- the disciplines of study comprised in the educational curricula have analytical syllabuses which comprise the discipline's objectives, the basic thematic content, the distribution of classes, seminars and applicative activities etc., according to topics, the students' evaluation system, the minimal bibliography;
- the classified list of disciplines comprised in the educational curriculum and the content of these disciplines, specified by the analytical syllabuses, correspond to the academic degree field and to the study programme the respective educational curricula were drawn up for, and are in compliance with the stated mission;
- the academic year shall be structured on two semesters of 14 weeks on the average, with 20 – 28 hours / week, for the 1st cycle of academic degree studies, according to the academic training domains;

- each academic year shall have 60 credits transferable in the European system (ECTS) for the compulsory disciplines, regardless of the type of education – full-time education, part-time education, distance learning; taking into account that, by the law, the evening classes duration is one year longer than of the equivalent full-time programme, a semester may have less than 30 credits, but within the total of academic degree cycle, the number of transferable study credits must remain 180 or 240, as the case may be;
- the types of education such as “evening classes”, “part-time education”, “distance learning” or other types of educations, which do not presume the compulsory presence in the university campus, cannot be organised unless “full-time education” is also organised;
- elective disciplines, irrespective of the study semester they are provided for in the educational curriculum, finish by an “examination test”, and the credits they are allocated are over 30 of the respective semester;
- the proportion between the class hours and those concerning applicative didactic activities (seminars, laboratories, projects, practice periods etc.) must be 1/1, with an accepted deviation of $\pm 20\%$;
- the academic degree study programme the education plans were elaborated for, comprises practice stages of 2 – 3 weeks per year, starting with the 2nd year of study, as well as stages for drawing up the academic degree paper, for the last year of study;
- for the practice stages, the higher education institution concludes collaboration agreements, contracts or other documents with the practical training units, which stipulate: the place and period of practice, the type of organisation and guidance, the persons in charge at the educational institution and at the training unit etc.
- examinations represent at least 50% of the verification types of the disciplines of study provided for in the educational curriculum.

1.4.1.4. *With regard to the students:*

- the students’ recruitment is carried out according to the university’s own admission procedures;
- the registration to the entrance examination is carried out on the basis of the high school graduation diploma or other equivalent documents of study;
- the study groups (series, groups, subgroups) are dimensioned so as to ensure an efficient performance of the educational process;
- for the study programme submitted to evaluation, the possibility of the normal performance of the educational process, according to the law, results from the faculty’s time table;
- the students’ promotion rate for every year of study is at least 40% of the total number of students within the respective year;
- the results obtained by the student throughout the education are certified by the Academic record;
- the institution has settled the student’s completion procedure from one academic year into another, according to the gathered study credits (ECTS), as well as the completion procedure of two academic years in a single year;
- the students’ transfer between higher education institutions, faculties and specialities is settled by internal rules and shall not be performed during the academic year;
- for the graduates of temporarily authorised higher education institutions, who perform their academic degree examination at another accredited higher education institution, established by RQAAHE, and who have passed this examination, the academic degree diplomas shall be issued by the institution organising the academic degree examination, with the compulsory specification of the institution ensuring the education. These diplomas are recognised by the Ministry of Education and Research;
- the granting of certificates and study diplomas complies with the legislation in force.

1.4.1.5. *With regard to the scientific research:*

- the academic degree domain, respectively the study programme submitted to evaluation, has its own scientific research plan, included in the strategic plan of the faculty and of the institution it belongs to, certified by documents found at chairs, departments, faculty etc.
- the research topics comprised in the plan belong to the scientific area of the academic degree domain, of the study programme etc. submitted to evaluation;
- the teaching staff develops scientific research activities in the disciplines field comprised in their teaching load;
- the teaching and research staff perform scientific research activities valorised by publications in speciality magazines or publishing houses inside the country recognised by NURC (the National University Research Council) or abroad, scientific essays presented on the occasion of various sessions, symposiums, seminars etc. inside the country and/or abroad, contracts, expertise, consultancy etc., on the basis of contracts or conventions concluded with partners inside the country and/or abroad, with evaluation certified by speciality commissions etc.
- the results of the scientific research carried out within the research laboratories belonging to the educational structure submitted to evaluation, are valorised by published scientific papers, patents etc.
- the faculty periodically organises with the teaching staff, researchers and graduates, scientific sessions, symposiums, conferences, round tables, while the reports are published in ISBN, ISSN scientific reports or in magazines dedicated to the organised activity.

1.4.1.6. *With regard to the material basis:*

- the material basis of the higher education institution submitted to evaluation must comply with the standards ensuring the performance of a quality educational process;
- in order to obtain the temporary functioning authorisation, the higher education institution must prove by adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study programme submitted to evaluation, for at least two years before the academic year, it possesses the following:
 - owned or rented spaces which are adequate for the educational process;
 - owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the educational curriculum, whose analytical syllabus includes activities of this kind;
 - adequate software for the disciplines of study included in the educational curriculum, with utilisation licence;
 - library equipped with reading room and its own book stock according to the disciplines included in the educational curricula;
 - the educational spaces' capacity for the study programme submitted to evaluation is:
 - minimum 1 sqm/seat, in the lecture rooms;
 - minimum 1,4 sqm/seat, in the seminar rooms;
 - minimum 1,5 sqm/seat, in the library reading rooms;
 - minimum 2,5 sqm/seat, in the IT laboratories and in those of speciality disciplines using the computer;
 - minimum 4 sqm/seat, in the technical, experimental, project etc. discipline laboratories.
- the number of seats in the lecture, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups), according to the Ministry of Education and Research's standards;
- the applicative activities for the speciality disciplines included in the educational curricula are carried out in laboratories equipped with IT equipment. Thus, at the level of a study group, there must be a computer for 2 students at most.
- the educational institution's libraries must ensure:

- a number of seats in the reading rooms corresponding to at least 10% of the total number of students;
- their own book stock from Romanian and foreign speciality literature, enough to completely cover the disciplines from the educational curricula and out of which at least 50% should represent book titles or speciality courses for the field submitted to evaluation, appeared during the last 10 years in recognised publishing houses;
- a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;
- a sufficient number of subscriptions to Romanian and foreign publications and periodicals, according to the assumed mission.

1.4.2. Evaluation criteria, standards and performance indicators for the temporary functioning authorisation

The numbering and indicators in the table are those from the “External evaluation methodology” elaborated by RQAAHE and approved by G.D. no. 1418/11.10.2006

A. Institutional capacity

A.1. Institutional, administrative and managerial structures

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.A.1.1. Mission, objectives and academic integrity The institution formulates its own mission and establishes the objectives pursued in compliance with a set of benchmarks. The institution can prove that it respects and protects the personnel’s and students’ academic freedom and that it functions in conditions of university autonomy, of public responsibility and liability for the education offered and resources used for this purpose.</p>	<p>I.P.A.1.1.1. Mission and objectives Min: The institution is established and functions in compliance with the legal requirements. The institution has a University Charter whose provisions comply with the national legislation and principles of the European Higher Education Space and are known by the academic community members. The mission and objectives taken by the institution particularise it in the national higher education system by clarity, distinction and specificity.</p>	<p><i>It is applied at the chair (department) level which best corresponds to the field of the evaluated study programme.</i></p>
	<p>I.P.A.1.1.2. Academic integrity Min: The institution has an ethical and academic integrity code in order to protect the values of academic freedom, university autonomy and ethical integrity. It also has clear practices and mechanisms for applying the code.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>
	<p>I.P.A.1.1.3. Public liability and responsibility</p>	<p><i>It is observed by the institutional accreditation</i></p>

	<p>Min: The institution possesses internal audit practices with regard to the main university activity fields in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.</p>	<p><i>Commission</i></p>
<p>S.A.1.2. Management and administration The institution has a coherent, integrated and transparent system of university management, based on an effective and efficient administration, adapted to the assumed mission and objectives.</p>	<p><i>I.P.A.1.2.1. Management system</i> Min: The institution has a management system and Internal functioning rules which comply with the legal requirements in force. The mechanism of choosing the students' representatives in Councils, Senates and other structures is clearly described in the Academic Charter and internal rules. This is democratic and transparent, non-discriminating and does not limit the students' right to represent and to be represented.</p> <p><i>I.P.A.1.2.2. Strategic management</i> Min: The institution has a strategic plan with at least four-year horizon and annual operational plans which are known by the academic community members and are applied according to practices and mechanisms of rigorous observation.</p> <p><i>I.P.A.1.2.3. Effective administration</i> Min: The university's administration complies with the legal regulations in force, it is effective with regard to the organisation, number of personnel and qualification and rigorously functions by the services rendered to the academic community.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p> <p><i>It is observed by the institutional accreditation Commission</i></p> <p><i>It is observed by the institutional accreditation Commission</i></p>

A.2 - Material basis

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
S.A.2.1. Patrimony,	<i>I.P.A.2.1.1. Spaces for education,</i>	<i>It is observed by the</i>

	<p>medium-term policies, concerning financial sustainability.</p> <p><i>I.P.A.2.1.4. The granting system of scholarships and other types of material support for students</i> Min: The institution has its own Rules of granting scholarships and other types of material support for students, which it consistently applies. Scholarships are granted from state budget allocations and from own resources.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>
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B. Educational effectiveness

B.1. Study programmes' content

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.B.1.1. Students' admission The institution formulates its own student recruitment and admission policy and applies it transparently and rigorously, in compliance with the principle of all the candidates' equality, without any discrimination.</p>	<p><i>I.P.B.1.1.1. Principles of the policy of admission to the study programmes offered by the institution</i> Min: The institution applies a transparent student recruitment and admission policy, publicly announced at least 6 months before being applied. The university marketing promotes real and correct information, indicating verification and confirmation possibilities. The admission is exclusively based upon the candidate's academic abilities and applies no discriminating criteria.</p> <p><i>I.P.B.1.1.2. Admission practices</i> Min: The admission in a university study cycle is carried out only on the basis of the previous studies diploma, taking into account the hierarchical order of graduation averages.</p>	
<p>S.B.1.2. Structure and presentation of study programmes Study programmes are formulated in detail, according to the expected learning results and which correspond to an</p>	<p><i>I.P.B.1.2.1. Study programmes' structure</i> Min: Each study programme / speciality within the university is based upon the correspondence between learning and research results. A study programme is</p>	

academic qualification.	<p>presented as a package of documents including: the programme's general and specific objectives; the educational curriculum with the disciplines' share expressed in ECTS study credits, as well as the successively arranged disciplines in the educational period; the thematic programmes or the disciplines' records included in the educational curriculum, respectively learning results expressed as cognitive, technical or professional and emotional-value abilities which are achieved by a discipline; the examination and evaluation method for each discipline, taking into account the planned results; the organisation method and contents of the graduation exam, as a summative exam certifying the assimilation of cognitive and professional abilities corresponding to the academic qualification.</p> <p><i>I.P.B.1.2.2. Study programmes differentiation</i> Min: Study programmes are integrated as structure, irrespective of the type of education (full-time, evening classes, part-time and distance learning), but they differentiate according to the means used within the type of education. For part-time and distance learning, the indicator differentiates accordingly.</p> <p><i>I.P.B.1.2.3. Study programmes relevance</i> Min: Cognitive and professional relevance of study programmes is defined according to the rhythm of knowledge and technology development in the field and to the labour market and qualifications requirements. The institution possesses mechanisms for the annual collective analysis</p>	
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	of the knowledge activity transmitted and assimilated by the students and for analysing the changes occurred in the qualifications' profiles and in their impact upon the study programme organisation.	
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B.2. Learning results

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.B.2.1. Valorisation of the acquired academic qualification</p> <p>The acquired knowledge, competence and abilities are enough in order to allow the graduates to enter the labour market, to develop their own business, to continue academic studies in the next cycle and to permanently study.</p>	<p><i>I.P.B.2.1.1. Valorisation by the capacity to enter the labour market</i></p> <p>Min: At least 50% of the graduates are employed within two years since the graduation date at the academic qualification level.</p> <p><i>I.P.B.2.1.2. Qualification valorisation by the continuation of university studies</i></p> <p>Min: At least 20%* of the last two series of graduates of academic degree studies are admitted to master of science studies, regardless of the field*</p> <p>* The percent shall increase, according to the domains, together with the coming into force of the provisions of Law no. 288/2004 on university studies organisation, including from the point of view of the financial support of the 2nd cycle – master of science.</p> <p><i>I.P.B.2.1.3. Students' level of satisfaction concerning professional and personal development ensured by the university.</i></p> <p>Min: More than 50% of the students positively assess the learning/development environment offered by the university and their own learning route.</p> <p><i>I.P.B.2.1.4. Student focused learning methods</i></p> <p>Min: The teaching staff's main</p>	<p><i>Shall not be applied for the temporary authorisation</i></p> <p><i>Shall not be applied for the temporary authorisation</i></p> <p><i>Shall not be applied for the temporary authorisation</i></p>

	<p>responsibility is to project the learning methods and environment focused on student, less focused on the traditional responsibility to transmit only information. The relation between student and teacher is based on partnership, where each party takes the responsibility of achieving the learning results. Learning results are explained and discussed with the students from the perspective of their relevance for the students' development. The teaching staff uses new technology resources (e.g. e-mail, personal website for subjects, bibliography, electronic format resources and dialogue with students) and auxiliary materials, such as blackboard, flipchart and video-projector.</p> <p><i>I.P.B.2.1.5. Students' career guidance</i> Min: Professors have permanence hours at the students' disposal and personalise their guidance at the students' request. There are supervising professors or tutors or other ways of association between a teacher and a group of students.</p>	
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B.3. Scientific research activity

STANDARD	INDICATORS	OBSERVATIONS
<p>S.B.3.1. Research programmes The institution has a long-term strategy and medium and short-term programmes referring to the research objectives, projects and expected results, as well as to the fulfilment resources. There is a research ethos and culture, and also concerns for the valorisation of research results.</p>	<p><i>I.P.B.3.1.1. Research planning</i> Min: The long-term strategy and medium and short-term programmes on research are adopted by the faculties' Senate and Councils, together with the specification of the practices of obtaining and granting the achievement resources and of the valorisation methods. Research interests are predominantly institutional.</p> <p><i>I.P.B.3.1.2. Research achievement</i> Min: Research owns enough</p>	

	<p>financial, logistic and human resources in order to achieve its objectives.</p> <p><i>I.P.B.3.1.3. Research valorisation</i> Min: Research is valorised by: didactic publications, scientific publications, technological transfer by consultancy centres, scientific parks or other valorisation structures, achievement of new products etc. Every professor and researcher has at least one publication or a didactic or scientific achievement annually. Through mass-media, the institution participates in the dissemination of the research results.* * In fields such as: Medical science, Agricultural science, Technical science, Architecture, Town planning etc., where the research results are valued by projects on the basis of whom new products are developed, infrastructure development or environment protection works are carried out, these results shall also be considered.</p>	
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C. Quality management

C.1. Quality assurance strategies and procedures

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.1.1. Quality assurance structures and policies The structures, policies and strategies create the institutional framework for the effective quality development and monitoring, for the acknowledgement of a quality culture and for the continuous improvement of quality standards.</p>	<p><i>I.P.C.1.1.1. Quality assurance system organisation</i> Min: Within the institution, there is a central commission and study programme commissions which function in an integrated manner.</p> <p><i>I.P.C.1.1.2. Quality assurance policies and strategies</i> Min: The university has a policy programme focused on quality and means of achievement.</p>	<p><i>For the study programmes submitted to evaluation</i></p>

C.2. Procedures on the periodical initiation, monitoring and revision of the programmes and activities carried out

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.2.1. Periodical approval, monitoring and evaluation of study programmes and diplomas corresponding to the qualifications.</p> <p>Within the university there are rules on the periodical initiation, approval, monitoring and evaluation of every study programme and of the issued diplomas. These rules are rigorously and consistently applied.</p>	<p><i>I.P.C.2.1.1. Existence and enforcement of the rules on the periodical initiation, approval, monitoring and evaluation of study programmes</i></p> <p>Min: The rules exist and are enforced.</p> <p><i>I.P.C.2.1.2. Correspondence between diplomas and qualifications</i></p> <p>Min: Study programmes and diplomas are elaborated and issued according to the academic qualification requirements.</p>	

C.3. Objective and transparent procedures of learning results evaluation

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.3.1. Students' evaluation</p> <p>The students' examination and marking are carried out on the basis of criteria, rules and techniques which are rigorously and consistently applied.</p>	<p><i>I.P.C.3.1.1. The university has rules concerning the students' examination and marking which are rigorously and consistently applied</i></p> <p>Min: There are such rules as well as specific procedures of consistent knowledge and application by tenured university teachers and students. Together with the course's tenured university teacher, at least one more speciality professor participates in the examination.</p> <p><i>I.P.C.3.1.2. Integrating the examination in the teaching and learning projection, on courses and study programmes</i></p> <p>Min: Each course is thus projected so as to combine teaching, learning and examination. The students' examination and evaluation procedures are focused on the learning results and announced to the students in advance and in detail.</p>	<p><i>At the study programme's level</i></p>

C.4. Periodical evaluation procedures of teaching staff quality

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.4.1. Teaching and research staff quality Universities must have enough teaching staff, as a number and functioning basis, as to be adequate to the students' total number, according to the field and, with regard to the qualifications, it must correspond to the specific features of study programmes and established quality objectives.</p>	<p><i>I.P.C.4.1.1. Relation between the teaching staff and students</i> Min: According to the study programme's specific features, the university establishes the relation considered optimum for the objectives and level of academic quality between the tenured teaching staff with the basic teaching load within the university and the total number of registered students. In the quality evaluation, a professor is considered to have the basic teaching load in a single university.</p> <p><i>I.P.C.4.1.2. Peer review</i> Min.: The peer review is periodically organised, based on general criteria and collective preferences.</p> <p><i>I.P.C.4.1.3. Teaching staff evaluation carried out by the students</i> Min.: The students may evaluate the teaching staff by means of a form approved by the Senate, which is optionally applied after each semester training cycle. Its results are confidential, being accessible only to the dean, rector and assessed person.</p> <p><i>I.P.C.4.1.4. Evaluation carried out by the university management</i> Min: The teaching staff perform their own self-evaluation and are annually evaluated by the head of department.</p>	

C.5. Learning resources accessibility

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.5.1. Learning resources and students' services The resources and services offered to the students are sufficient, adequate and relevant in order to facilitate</p>	<p><i>I.P.C.5.1.1. Learning resources availability</i> Min: The university ensures learning resources (manuals, handbooks, bibliographical references, readers, anthologies</p>	

<p>the learning process and to ensure a quality students' life.</p>	<p>etc.) for each study programme in libraries, resource centres etc., in classic and electronic format and free of charge. The university's library must possess, beside the electronic access, a sufficient number of national and foreign volumes and subscription to the main national and foreign speciality magazines for every discipline defining a study programme. Each library has a programme and resources of obtaining books and magazines.</p> <p><i>I.P.C.5.1.2. Teaching as learning source</i> Min: Each professor owns updated teaching strategies for every course, in compliance with the study programme, students' characteristics, type of education and pre-defined quality criteria.</p> <p><i>I.P.C.5.1.3. Stimulation and recovery programmes</i> Min: The university has stimulation programmes for students with high learning results and also recovery programmes for those who have learning difficulties.</p> <p><i>I.P.C.5.1.4. Students' services</i> Min: The university has a minimum number of social, cultural and sports services for students such as: accommodation spaces for at least 10% of students, a sports base, various consultancy services, with an efficient management.</p>	<p><i>Shall not be applied for the programme temporary authorisation</i> <i>Shall be observed by the institutional accreditation Commission</i></p>
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C.6. Systematically updated data base, with regard to the quality internal assurance

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.6.1. Information systems Universities gather, process and analyse data and information concerning the students' education and life quality status in the academic space.</p>	<p><i>IP.C.6.1.1. Data bases and information</i> Min: The institution has an information system which facilitates the gathering, processing and analysis of relevant data and information for</p>	<p><i>Shall be observed by the institutional accreditation Commission</i></p>

	the quality institutional evaluation and assurance.	
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C.7. Transparency of public interest information concerning study programmes and, if the case, the granted certificates, diplomas and qualifications

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.7.1. Public information Data and information public transparency, in printed and electronic format, concerning all the qualifications and study programmes, this information's actuality, correctness and validity must be permanently demonstrated.</p>	<p><i>I.P.C.7.1.1. Public information offer</i> Min: The university and all its faculties must offer quantitative and/or qualitative, actual and correct information and data, about the qualifications, study programmes, diplomas, academic and research staff, the facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular.</p>	

C.8. Functionality of education quality assurance structures, according to the law

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.8.1. The institutional structure of education quality assurance complies with the legal provisions and permanently carries out its activity The quality evaluation and assurance commission was created, has a structure and carries out the activities stipulated by the regulations in force.</p>	<p><i>IP.C.8.1.1. The commission coordinates the enforcement of the quality evaluation and assurance activities</i> Min: The education quality evaluation procedures and activities were elaborated by the university Senate. The commission elaborates the internal evaluation annual report and makes it public by posting up or publication, including in electronic format, and formulates proposals of education quality improvement.</p>	<p><i>At the study programme's level</i></p>

STAGE II: EXTERNAL EVALUATION FOR STUDY PROGRAMME ACCREDITATION (PROGRAMME ACCREDITATION)

1.4.3. Compulsory normative requirements for the study programmes accreditation.

1.4.3.1. *With regard to the legal organisation framework and functioning of the higher education institution as an education providing institution, its mission and objectives:*

- in order to obtain the temporary functioning authorisation, the higher education institution must prove its own legal status, established by the constitutive document;

- the higher education institution that intends to obtain the accreditation of a study programme must prove that it has a well-defined mission;
- the study programme is in compliance with the mission of the higher education institution; the mission of the higher education institution also contains specificity and opportunity elements in compliance with the qualifications' national framework.

1.4.3.2. With regard to the teaching staff:

- by teaching staff, according to this Government Decision, we understand the personnel carrying out teaching activities within the respective higher education institution;
- teaching staff must comply with the legal requirements concerning the occupation of teaching positions;
- the university teachers tenured in the higher education institution where they hold their basic position are taken into consideration at the accreditation for a single teaching load created according to the law;
- in order to ensure the quality of the teaching activities, the university teachers tenured in higher education cannot cover, within an academic year, more than three teaching loads, regardless of the educational institution where they carry out their activity;
- the teaching staff tenured in higher education according to the law, retired at age limit or for other reasons, shall lose the quality of tenured university teacher and is considered associated university teacher, not being able to cover more than one teaching load in the respective educational institution;
- in order to obtain accreditation, the higher education institution must have at every institutional structure and for every academic degree programme leading to a different university qualification, at least 70% of all the positions from the teaching loads record, established in compliance with the legal requirements, covered by teaching staff with basic teaching load or reserved position, tenured in higher education according to the law. Out of them, at least 25% shall be university professors and associate professors but not more than 50%. The number of tenured professors must exceed 40% of the total number of teaching positions legally created;
- the number of teaching staff legally tenured in higher education, taken into consideration for the accreditation of every institutional structure and for every academic degree study programme, is the one resulted taking into account the full-time teaching loads from the teaching loads record and the job fractions they cover at the respective structure or programme;
- the associated university teachers, not tenured in higher education, may hold a vacant position in the teaching loads record of the unit submitted to RQA/AHE evaluation only if they comply with the legal requirements for occupying the respective position;
- the discipline tenured university teachers must hold the scientific title of doctor or be Ph.D. students in the disciplines' field of the occupied position; the other teaching staff must have the initial training and abilities in the field of the discipline they teach;
- in order to obtain accreditation, the higher education institution must prove that the discipline tenured university teachers have elaborated courses and other works necessary to the educational process, which completely cover the respective discipline issues, stipulated in the analytical syllabus;
- the higher education institution's management ensures the multiplication of the above mentioned works and places them at the students' disposal in adequate number;
- associated professors have the obligation, by written statement, to notify the manager of the institution where they hold their basic position, as well as of the institution they are associated to, the number of academic hours carried out by association;
- the teaching staff occupying positions of junior assistant or assistant must have certified teaching training;

- the teaching staff holding the degree of university professors, first class specialists in a certain field, who have surpassed the retiring age, must not represent more than 20% of the total positions from the teaching loads record;
- the higher education institution covers, during at least one academic degree cycle, the activities provided for at the disciplines from the educational curriculum with competent teaching staff.

1.4.3.3. *With regard to the educational process content:*

- in order to obtain accreditation, the educational curricula must comprise fundamental disciplines, speciality disciplines in the field, as well as complementary disciplines, also grouped in compulsory, optional and elective disciplines, in compliance with the normative requirements established at national level;
- the disciplines of study within the educational curricula are provided for in a logical succession and aim at the fulfilment of the following requirements:
 - the defining and precise determination of the **general and speciality competences** according to academic degree study fields, related to the competences corresponding to the master of science university studies;
 - compatibility with the framework of national qualifications;
 - compatibility with plans and study programmes similar to those in the European Union countries and other countries of the world, the disciplines' share being expressed in ECTS study credits;
- the disciplines of study comprised in the educational curricula have analytical syllabuses which comprise the discipline's objectives, the basic thematic content, the distribution of classes, seminars and applicative activities etc., according to the topics, the students' evaluation system, minimal bibliography;
- the classified list of disciplines comprised in the educational curriculum and the content of these disciplines, specified by the analytical syllabuses, correspond to the academic degree field and to the study programme the respective educational curricula were drawn up for, and are in compliance with the stated mission;
- the educational institution has the obligation to publish the educational curricula associated to a study programme;
- the academic year shall be structured on two semesters of 14 weeks on the average, with 20 – 28 hours / week, for the 1st cycle of academic degree studies, according to the academic training domains;
- each academic year shall have 60 credits transferable in the European system (ECTS) for the compulsory disciplines, regardless of the type of education – full-time education, part-time education, distance learning; taking into account that, by the law, the evening classes duration is one year longer than of the equivalent full-time programme, a semester may have less than 30 credits, but within the total of academic degree cycle, the number of transferable study credits must remain 180 or 240, as the case may be;
- the type of education such as “evening classes”, “part-time education”, “distance learning” or other types of education which do not presume the compulsory presence in the university campus cannot be organised unless “full-time education” is also organised;
- elective disciplines, irrespective of the study semester they are provided for in the educational curriculum, finish with an “examination test”, and the credit points they are allocated are over 30 of the respective semester;
- the proportion between the class hours and those concerning applicative didactic activities (seminars, laboratories, projects, practice periods etc.) must be 1/1, with an accepted deviation of $\pm 20\%$;
- the academic degree study programme the educational curricula were elaborated for, comprises practice stages of 2 – 3 weeks per year, starting with the 2nd year of study, as well as stages for drawing up the academic degree paper, for the last year of study;

- for the practice stages, the higher education institution concluded collaboration agreements, contracts or other documents with the practical training units, which stipulate: the place and period of practice, the type of organisation and guidance, the persons in charge at the educational institution and at the practice base etc.
- examinations represent at least 50% from the verification types of the disciplines of study provided for in the educational curriculum.

1.4.3.4. *With regard to the students:*

- the students' recruitment is carried out according to the university's own admission procedures;
- the registration to the entrance examination is carried out on the basis of the high school graduation diploma or other equivalent documents of study;
- the study groups (series, groups, subgroups) are dimensioned so as to ensure an efficient performance of the educational process;
- for the study programme submitted to evaluation, the possibility of the normal performance of the educational process, according to the law, results from the faculty's time table;
- the students' promotion rate for every year of study is at least 40% of the total number of students within the respective academic year;
- the results obtained by the student throughout the education are certified by the Academic record;
- the institution has settled the student's completion procedure from one academic year into another, according to the gathered study credits (ECTS), as well as the completion procedure of two academic years in a single year;
- the students' transfer between higher education institutions, faculties and specialities is settled by internal rules and shall not be carried out during the academic year;
- for the accreditation, the first three series of graduates of higher education institutions with temporary functioning authorisation take the academic degree exam at the accredited faculties that have the same academic degree field or study programme established by RQAAHE. The examination commissions cannot comprise the teaching staff who have developed activities at the faculties or study programmes of the students who shall take the respective academic degree exam;
- in order to accreditate a study programme, the institution must prove that:
 - minimum 51% of the total of graduates from each of the first three series of graduates passed the academic degree exam;
 - minimum 40% of total of graduates from the first three series of graduates are employed with legal labour contract on positions corresponding to the specialisation obtained at the graduation;
- the granting of certificates and study diplomas complies with the legislation in force.

1.4.3.5. *With regard to the scientific research:*

- the academic degree domain, respectively the study programme submitted to evaluation, has its own scientific research plan, included in the strategic plan of the faculty and of the institution it belongs to, certified by documents found at chairs, departments, faculty etc.
- the research topics comprised in the plan belong to the scientific area of the academic degree domain, of the study programme etc. submitted to evaluation;
- the institution's own teaching staff develops scientific research activities in the disciplines field comprised in their teaching load;
- the teaching and research staff perform scientific research activities valorised by publications in speciality magazines or publishing houses inside the country recognised by NURC (the National University Research Council) or abroad, scientific essays presented on the occasion of various sessions, symposiums, seminars etc. inside the country and/or

abroad, contracts, expertise, consultancy etc., on the basis of contracts or conventions concluded with partners inside the country and/or abroad, with evaluation certified by speciality commissions etc.

- the results of the scientific research carried out within the research laboratories belonging to the educational structure submitted to evaluation, are valorised by published scientific papers, patents etc.
- the faculty periodically organises with the teaching staff, researchers and graduates, scientific sessions, symposiums, conferences, round tables, while the reports are published in ISBN, ISSN scientific reports or in magazines dedicated to the organised activity.

1.4.3.6. With regard to the material basis:

- the material basis of the higher education institution submitted to evaluation must comply with the standards ensuring the performance of a quality educational process;
- in order to obtain accreditation, the higher education institution must prove by adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study programme submitted to evaluation, for at least two years before the academic year, it possesses the following:
 - owned or rented spaces which are adequate for the educational process;
 - owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the educational curriculum, whose analytical syllabus includes activities of this kind;
 - adequate software for the disciplines of study included in the educational curriculum, with utilisation licence;
 - library equipped with reading room and its own book stock according to the disciplines included in the educational curricula, in compliance with university study cycles (academic degree and master of science);
- the educational spaces' capacity for the study programme submitted to evaluation is:
 - minimum 1 sqm/seat, in the lecture rooms;
 - minimum 1,4 sqm/seat, in the seminar rooms;
 - minimum 1,5 sqm/seat, in the library reading rooms;
 - minimum 2,5 sqm/seat, in the IT laboratories and in those of speciality disciplines using the computer;
 - minimum 4 sqm/seat, in the technical, experimental, project etc. discipline laboratories.
- the number of seats in the lecture, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups), according to the provisions in force;
- the applicative activities for the speciality disciplines included in the educational curricula are carried out in laboratories endowed with IT equipment. Thus, at the level of a study group, for the academic degree cycle, there must be a computer for 2 students at most.
- the educational institution's libraries must ensure:
 - a number of seats in the reading rooms corresponding to at least 10% of the total number of students;
 - their own book stock from Romanian and foreign speciality literature, enough to completely cover the disciplines from the educational curricula and out of which at least 50% represent book titles or speciality courses for the field submitted to evaluation, appeared during the last 10 years in recognised publishing houses;
 - their own library book stock with a sufficient number of books so as to cover the needs of all students in the cycle and year of study where the respective discipline is provided for;
 - a sufficient number of subscriptions to Romanian and foreign publications and periodicals, according to the assumed mission.

1.4.4. Evaluation criteria, standards and performance indicators for the study programme accreditation

The numbering and indicators in the table are those from the “External evaluation methodology” elaborated by RQAAHE and approved by G.D. no. 1418/11.10.2006

A. Institutional capacity
A.1. Institutional, administrative and managerial structures

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.A.1.1. Mission, objectives and academic integrity The institution formulates its own mission and establishes the objectives pursued in compliance with a set of reference values. The institution can prove that it respects and protects the personnel’s and students’ academic freedom and that it functions in conditions of university autonomy, of public responsibility and liability for the education offered and resources used for this purpose.</p>	<p><i>I.P.A.1.1.1. Mission and objectives</i> Min: The institution is established and functions in compliance with the legal requirements. The institution has a University Charter whose provisions comply with the national legislation and principles of the European Space for Higher Education and are known by the academic community members. The mission and objectives taken by the institution particularise it in the national higher education system by clarity, distinction and specificity.</p> <p><i>I.P.A.1.1.2. Academic integrity</i> Min: The institution has an ethical and academic integrity code in order to protect the values of academic freedom, university autonomy and ethical integrity. It also has clear practices and mechanisms for applying the code.</p> <p><i>I.P.A.1.1.3. Public liability and responsibility</i> Min: The institution possesses internal audit practices with regard to the main university activity fields in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.</p>	<p><i>It is applied at the chair (department) level which best corresponds to the field of the evaluated study programme.</i></p>
<p>S.A.1.2. Management and administration The institution has a coherent, integrated and transparent</p>	<p><i>I.P.A.1.2.1. Management system</i> Min: The institution has a management system and Internal functioning rules which comply</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>

<p>system of university management, based on an effective and efficient administration, adapted to the assumed mission and objectives.</p>	<p>with the legal requirements in force. The mechanism of choosing the students' representatives in Councils, Senates and other structures is clearly described in the Academic Charter and internal rules. This is democratic and transparent, non-discriminating and does not limit the students' right to represent and to be represented.</p> <p>I.P.A.1.2.2. Strategic management Min: The institution has a strategic plan with at least four-year horizon and annual operational plans which are known by the academic community members and are applied according to practices and mechanisms of rigorous observation.</p> <p>I.P.A.1.2.3. Effective administration Min: The university's administration complies with the legal regulations in force, it is effective with regard to the organisation, number of personnel and qualification and rigorously functions by the services rendered to the academic community.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p> <p><i>It is observed by the institutional accreditation Commission</i></p>
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A.2 - Material basis

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.A.2.1. Patrimony, equipment, allocated financial resources The university owns a patrimony which efficiently contributes to the fulfilment of the mission and established objectives.</p>	<p>I.P.A.2.1.1. Spaces for education, research and other activities Min: By respecting the differences between the type of education (full-time, evening, part-time education and distance learning) and, respectively, the research activities' objectives, the university ensures educational and research spaces corresponding to its specific features, by means of lecture rooms, didactic laboratories and research centres, in compliance with the technical,</p>	

	<p>safety and hygienic-sanitary standards in force. Their quality is assessed according to the area, volume, technical status, total number of students, of teaching and research staff, differentiated on fields, study programmes and institutionally by reference to the above mentioned standards.</p> <p><i>The indicator also refers to the students' hostel space and other spaces offered to the students for social, cultural and sports activities.</i></p> <p><i>I.P.A.2.1.2. Equipment</i> Min: The lecture / seminar rooms are endowed with technical equipment for learning, teaching and communication which facilitates the teaching staff's activity and every student's receptivity; research laboratories are endowed with equipment and means of operation according to the minimum exigencies.</p> <p><i>I.P.A.2.1.3. Financial resources</i> Min: The institution proves to possess sufficient financing sources and financial resources, on short term (annual) and long term (for minimum three/four successive years), which it allocates in order to adequately fulfil the established mission and objectives. The institution possesses an annual realistic budget and a three/four-year budget, as well as short and medium-term policies, concerning financial sustainability.</p> <p><i>I.P.A.2.1.4. The granting system of scholarships and other types of material support for students</i> Min: The institution has its own Rules of granting scholarships and other types of material support for students, which it consistently applies. Scholarships are granted from state budget allocations and</p>	<p><i>It is observed by the institutional accreditation Commission</i></p> <p><i>It is observed by the institutional accreditation Commission</i></p> <p><i>It is observed by the institutional accreditation Commission</i></p>
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	from own resources.	
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B. Educational effectiveness

B.1. Study programmes' content

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.B.1.1. Students' admission The institution formulates its own student recruitment and admission policy and applies it transparently and rigorously, in compliance with the principle of all the candidates' equality, without any discrimination.</p>	<p><i>I.P.B.1.1.1. Principles of the policy of admission to the study programmes offered by the institution</i> Min: The institution applies a transparent student recruitment and admission policy, publicly announced at least 6 months before being applied. The university marketing promotes real and correct information, indicating verification and confirmation possibilities. The admission is exclusively based upon the candidate's academic abilities and applies no discriminating criteria.</p> <p><i>I.P.B.1.1.2. Admission practices</i> Min: The admission in a university study cycle is carried out only on the basis of the previous studies diploma, taking into account the hierarchical order of graduation averages.</p>	
<p>S.B.1.2. Structure and presentation of study programmes Study programmes are formulated in detail, according to the expected learning results and which correspond to an academic qualification.</p>	<p><i>I.P.B.1.2.1. Study programmes' structure</i> Min: Each study programme / speciality within the university is based upon the correspondence between learning and research results. A study programme is presented as a package of documents including: the programme's general and specific objectives; the educational curriculum with the disciplines' share expressed in ECTS study credits, as well as the successively arranged disciplines in the educational period; the thematic programmes or the disciplines' records included in the educational curriculum, respectively the learning results</p>	

	<p>expressed as cognitive, technical or professional and emotional-value abilities which are achieved by a discipline; the examination and evaluation method for each discipline, taking into account the planned results; the organisation method and contents of the graduation exam, as a summative exam certifying the assimilation of cognitive and professional abilities corresponding to the academic qualification.</p> <p><i>I.P.B.1.2.2. Study programmes differentiation</i> Min: Study programmes are integrated as structure, irrespective of the type of education (full-time, evening classes, part-time and distance learning), but they differentiate according to the means used within the type of education. For part-time and distance learning, the indicator differentiates accordingly.</p> <p><i>I.P.B.1.2.3. Study programmes relevance</i> Min: Cognitive and professional relevance of study programmes is defined according to the rhythm of knowledge and technology development in the field and to the labour market and qualifications requirements. The institution possesses mechanisms for the annual collective analysis of the learning activity transmitted and assimilated by the students and for analysing the changes occurred in the qualifications' profiles and in their impact upon the study programme organisation.</p>	
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B.2. Learning results

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
S.B.2.1. Valorisation of the acquired academic	<i>I.P.B.2.1.1. Valorisation by the capacity to enter the labour</i>	

<p>qualification</p> <p>The acquired knowledge, competence and abilities are enough in order to allow the graduates to enter the labour market, to develop their own business, to continue academic studies in the next cycle and to permanently study.</p>	<p>market</p> <p>Min: At least 50% of the graduates are employed within two years since the graduation date at the academic qualification level.</p> <p><i>I.P.B.2.1.2. Qualification valorisation by the continuation of university studies</i></p> <p>Min: At least 20%* of the last two series of graduates of academic degree studies are admitted to master of science studies, regardless of the field *</p> <p>* The percent shall increase, according to the domains, together with the coming into force of the provisions of Law no. 288/2004 on university studies organisation, including from the point of view of the financial support of the 2nd cycle – master of science.</p> <p><i>I.P.B.2.1.3. Students' level of satisfaction concerning professional and personal development ensured by the university.</i></p> <p>Min: More than 50% of the students positively assess the learning/development environment offered by the university and their own learning route.</p> <p><i>I.P.B.2.1.4. Student focused learning methods</i></p> <p>Min: The teaching staff's main responsibility is to project the learning methods and environment focused on student, less focused on the traditional responsibility to transmit only information. The relation between student and teacher is based on partnership, where each party takes the responsibility of achieving the learning results. The learning results are explained and discussed with the students from the perspective of their relevance</p>	
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	<p>for the students' development. The teaching staff uses new technology resources (e.g. e-mail, personal website for subjects, bibliography, electronic format resources and dialogue with students) and auxiliary materials, such as blackboard, flipchart and video-projector.</p> <p><i>I.P.B.2.1.5. Students' career guidance</i> Min: Professors have permanence hours at the students' disposal and personalise their guidance at the students' request. There are supervising professors or tutors or other ways of association between a teacher and a group of students.</p>	
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B.3. Scientific research activity

STANDARD	INDICATORS	OBSERVATIONS
<p>S.B.3.1. Research programmes The institution has a long-term strategy and medium and short-term programmes referring to the research objectives, projects and expected results, as well as to the fulfilment resources. There is a research ethos and culture, and also concerns for the valorisation of research results.</p>	<p><i>I.P.B.3.1.1. Research planning</i> Min: The long-term strategy and medium and short-term programmes on research are adopted by the faculties' Senate and Councils, together with the specification of the practices of obtaining and granting the achievement resources and of the valorisation methods. Research interests are predominantly institutional.</p> <p><i>I.P.B.3.1.2. Research achievement</i> Min: Research owns enough financial, logistic and human resources in order to achieve its objectives.</p> <p><i>I.P.B.3.1.3. Research valorisation</i> Min: Research is valorised by: didactic publications, scientific publications, technological transfer by consultancy centres, scientific parks or other valorisation structures, achievement of new products etc.</p>	

	<p>Every professor and researcher has at least one publication or a didactic or scientific achievement annually. Through mass-media, the institution participates in the dissemination of research results.* * In fields such as: Medical science, Agricultural science, Technical science, Architecture, Town planning etc., where the research results are valorised by projects on the basis of whom new products are developed, infrastructure development or environment protection works are carried out, these results shall also be considered.</p>	
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C. Quality management

C.1. Quality assurance strategies and procedures

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.1.1. Quality assurance structures and policies The structures, policies and strategies create the institutional framework for the effective quality development and monitoring, for the acknowledgement of a quality culture and for the continuous improvement of quality standards.</p>	<p><i>I.P.C.1.1.1. Quality assurance system organisation</i> Min: Within the institution, there is a central commission and study programme commissions which function in an integrated manner. <i>I.P.C.1.1.2. Quality assurance policies and strategies</i> Min: The university has a policy programme focused on quality and means of achievement.</p>	<p><i>For the study programmes submitted to evaluation</i></p>

C.2. Procedures on the periodical initiation, monitoring and revision of the programmes and activities carried out

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.2.1. Periodical approval, monitoring and evaluation of study programmes and diplomas corresponding to the qualifications. Within the university there are rules on the periodical initiation, approval, monitoring and evaluation of every study programme and of the issued diplomas. These rules are rigorously and</p>	<p><i>I.P.C.2.1.1. Existence and enforcement of the rules on the periodical initiation, approval, monitoring and evaluation of study programmes</i> Min: The rules exist and are enforced. <i>I.P.C.2.1.2. Correspondence between diplomas and qualifications</i> Min: Study programmes and</p>	

consistently applied.	diplomas are elaborated and issued according to the academic qualification requirements.	
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C.3. Objective and transparent procedures of learning results evaluation

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.3.1. Students' evaluation The students' examination and marking are carried out on the basis of criteria, rules and techniques which are rigorously and consistently applied.</p>	<p>I.P.C.3.1.1. The university has rules concerning the students' examination and marking which are rigorously and consistently applied Min: There are such rules as well as specific procedures of consistent knowledge and application by tenured university teachers and students. Together with the course's tenured university teacher, at least one more speciality professor participates in the examination.</p> <p>I.P.C.3.1.2. Integrating the examination in the teaching and learning projection, on courses and study programmes Min: Each course is thus projected so as to combine teaching, learning and examination. The students' examination and evaluation procedures are focused on the learning results and announced to the students in advance and in detail.</p>	<p>At the level of the study programme submitted to evaluation</p>

C.4. Periodical evaluation procedures of teaching staff quality

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.4.1. Teaching and research staff quality Universities must have enough teaching staff, as number and functioning basis, as to be adequate to the students' total number, according to the field and, with regard to the qualifications, it must correspond to the specific features of study programmes and established quality</p>	<p>I.P.C.4.1.1. Relation between the teaching staff and students Min: According to the study programme's specific features, the university establishes the relation considered optimum for the objectives and level of academic quality between the tenured teaching staff with the basic teaching load within the university and the total number of registered students. In the quality evaluation,</p>	

<p>objectives.</p>	<p>a professor is considered to have the basic teaching load in a single university.</p> <p><i>I.P.C.4.1.2. Peer review</i> Min.: The peer review is periodically organised, based on general criteria and collective preferences.</p> <p><i>I.P.C.4.1.3. Teaching staff evaluation carried out by the students</i> Min.: The students may evaluate the teaching staff by means of a form approved by the Senate, which is optionally applied after each semester training cycle. Its results are confidential, being accessible only to the dean, rector and assessed person.</p> <p><i>I.P.C.4.1.4. Evaluation carried out by the university management</i> Min: The teaching staff perform their own self-evaluation and are annually evaluated by the head of department.</p>	
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C.5. Learning resources accessibility

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.5.1. Learning resources and students' services The resources and services offered to the students are sufficient, adequate and relevant in order to facilitate the learning process and to ensure a quality students' life.</p>	<p><i>I.P.C.5.1.1. Learning resources availability</i> Min: The university ensures learning resources (manuals, handbooks, bibliographical references, readers, anthologies etc.) for each study programme in libraries, resource centres etc., in classic and electronic format and free of charge. The university's library must possess, beside the electronic access, a sufficient number of national and foreign volumes and subscription to the main national and foreign speciality magazines for every discipline defining a study programme. Each library has a programme and resources of</p>	

	<p>obtaining books and magazines.</p> <p><i>I.P.C.5.1.2. Teaching as source of learning</i> Min: Each university teacher owns updated teaching strategies for every course, in compliance with the study programme, students' characteristics, type of education and pre-defined quality criteria.</p> <p><i>I.P.C.5.1.3. Stimulation and recovery programmes</i> Min: The university has stimulation programmes for students with high learning results and also recovery programmes for those who have learning difficulties.</p> <p><i>I.P.C.5.1.4. Students' services</i> Min: The university has a minimum number of social, cultural and sports services for students such as: accommodation spaces for at least 10% of students, a sports base, various consultancy services, with an efficient management.</p>	<p><i>Shall be observed by the institutional accreditation Commission</i></p>
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C.6. Systematically updated data base, with regard to the quality internal assurance

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.6.1. Information systems Universities gather, process and analyse data and information concerning the students' education and life quality status in the academic space.</p>	<p><i>IP.C.6.1.1. Data bases and information</i> Min: The institution has an information system which facilitates the gathering, processing and analysis of relevant data and information for the quality institutional evaluation and assurance.</p>	<p><i>Shall be observed by the institutional accreditation Commission</i></p>

C.7. Transparency of public interest information concerning study programmes and, if the case, the granted certificates, diplomas and qualifications

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.7.1. Public information Data and information public transparency, in printed and electronic format, concerning all the qualifications and study</p>	<p><i>I.P.C.7.1.1. Public information offer</i> Min: The university and all its faculties must offer quantitative and/or qualitative, actual and</p>	

<p>programmes, this information's actuality, correctness and validity must be permanently demonstrated.</p>	<p>correct information and data, about the qualifications, study programmes, diplomas, academic and research staff, the facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular.</p>	
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C.8. Functionality of education quality assurance structures, according to the law

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.8.1. The institutional structure of education quality assurance complies with the legal provisions and permanently carries out its activity The quality evaluation and assurance commission was created, has a structure and carries out the activities stipulated by the regulations in force.</p>	<p><i>IP.C.8.1.1. The commission coordinates the enforcement of the quality evaluation and assurance activities</i> Min: The education quality evaluation procedures and activities were elaborated by the university Senate. The commission elaborates the internal evaluation annual report and makes it public by posting up or publication, including in electronic format, and formulates proposals of education quality improvement.</p>	<p><i>At the level of the study programme submitted to evaluation</i></p>

APPENDIX I.1**A.I.1. ACADEMIC DEGREE FIELDS AND STUDY PROGRAMMES**

(according to G.D. 1175/2006)

List of academic degree studies fields

No. crt.	Fundamental fields of science, art, culture	Master of science university study fields	Specialities
1.	Exact Sciences	MATHEMATICS	• Mathematics • Applied Mathematics • Computer Science Mathematics
		PHYSICS	• Physics • Medical Physics • Biophysics • Computer Science Physics
		CHEMISTRY	• Chemistry • Technologic Biochemistry • Radiochemistry • Computer Science Chemistry
		COMPUTER SCIENCE	• Computer Science • Applied Computer Science
2.	Natural Sciences	BIOLOGY	• Biology • Biochemistry
		GEOGRAPHY	• Geography • Tourism Geography • Cartography • Hydrology and Meteorology • Territory Planning
		GEOLOGY	• Geology • Geochemistry
		ENVIRONMENTAL SCIENCE	• Environmental Chemistry • Ecology and Environmental Protection • Environmental Geography • Environmental Physics • Environmental Science
3.	Humanist Sciences	PHILOSOPHY	• Philosophy
		LANGUAGE AND LITERATURE	• Romanian Language and Literature ¹ • Language and Literature ² • Modern Language and Literature ³ • Universal and Compared Literature ¹
		APPLIED MODERN LANGUAGES	• Translation and Interpretation • Applied Modern Languages
		HISTORY	• History • Archaeology • Archive Keeping • Museology • Art History
		CULTURAL STUDIES	• Ethnology • Judaic Studies • American Studies • Cultural Studies
4.	Theology	THEOLOGY	• Pastoral Theology ⁴ • Didactic Theology ⁴ • Sacred Art • Social ⁴ Theology
5.	Juridical Sciences	LAW	• Law • European Community Law
6.	Social and Political Sciences	SOCIOLOGY	• Sociology • Anthropology
6.	Social and Political Sciences	SOCIAL ASSISTANCE	• Social Assistance
		POLITICAL SCIENCES	• Political Sciences • Security Studies

		INTERNATIONAL RELATIONS AND EUROPEAN STUDIES	<ul style="list-style-type: none"> • International Relations and European Studies
		ADMINISTRATIVE SCIENCES	<ul style="list-style-type: none"> • Public Administration • European Administration • Managerial Assistance and Secretaryship • Local Police
		COMMUNICATION SCIENCES	<ul style="list-style-type: none"> • Journalism • Communication and Public Relations • Library Science and Information Science
		EDUCATION SCIENCES	<ul style="list-style-type: none"> • Pedagogy • Special Psycho-pedagogy • Primary and Pre-school Education Pedagogy
		PSYCHOLOGY	<ul style="list-style-type: none"> • Psychology • Occupational Therapy
7.	Economic Sciences	ECONOMY	<ul style="list-style-type: none"> • General Economy • Agro-food Economy • Environmental Economy • Economy and Business Economic Communication • Agro-food and Environmental Economy • General Economy and Economic Communication
		FINANCES	<ul style="list-style-type: none"> • Finances and Banks
		BUSINESS ADMINISTRATION	<ul style="list-style-type: none"> • Business Administration • Business Economy • Tourism and Services Commerce Economy • Science of Commodities and Quality Management • Business Administration (in foreign languages) • Commerce, Tourism, Services and Quality Management Economy
		ACCOUNTING	<ul style="list-style-type: none"> • Accounting and Management Informatics
		CYBERNETICS, STATISTICS AND ECONOMIC IT	<ul style="list-style-type: none"> • Economic Cybernetics • Economic IT • Statistics and Economic Prevision
		ECONOMY AND INTERNATIONAL AFFAIRS	<ul style="list-style-type: none"> • International Economy • International Affairs • Economy and International Affairs
		MANAGEMENT	<ul style="list-style-type: none"> • Management • Management of Sustainable Rural Development
		MARKETING	<ul style="list-style-type: none"> • Marketing
		8.	Arts
CINEMATOGRAPHY AND MEDIA	<ul style="list-style-type: none"> • Cinematography, photography, media⁷ • Film Study 		
MUSIC	<ul style="list-style-type: none"> • Musicology • Musical Pedagogy • Musical Interpretation • Musical Composition • Directing • Musical Performance Arts • Religious Music 		

		PLASTIC, DECORATIVE ARTS, AND DESIGN	<ul style="list-style-type: none"> • Plastic Arts⁸ • Decorative Arts • Design • Conservation and restoration • Mural Art • Pedagogy of Plastic and Decorative Arts • Art History and Theory • Ceramics-glass-metal • Textile Arts-Textile Design • Fashion-Clothing Design • Scenography and Artistic Event • Interior Design • Monumental Art
9.	Architecture and Town Planning	ARCHITECTURE*	<ul style="list-style-type: none"> • Architecture • Interior Architecture • Architecture Conservation and Restoration • Landscape Architecture • Furniture and Interior Design
		TOWN PLANNING	<ul style="list-style-type: none"> • Town Design and Planning • Town Planning and Territory Arrangement • Landscape Arrangement and Planning
10.	Physical Education and Sport	PHYSICAL EDUCATION AND SPORT	<ul style="list-style-type: none"> • Physical Education and Sport • Sport and Motrical Performance • Kineto-therapy and Special Motility
11.	Agricultural and Forest Sciences	AGRONOMY	<ul style="list-style-type: none"> • Agriculture • Soil Sciences • Mountain Science • Plant Protection • Machines and Equipment Exploitation for Agriculture and Food Industry
		HORTICULTURE	<ul style="list-style-type: none"> • Horticulture • Landscape
		FORESTRY	<ul style="list-style-type: none"> • Forestry • Forest Exploitations • Cynegetics
		ANIMAL BREEDING	<ul style="list-style-type: none"> • Livestock Breeding • Pisciculture and Aquaculture
		BIOTECHNOLOGIES	<ul style="list-style-type: none"> • Genetic Engineering • Biotechnologies
12.	Engineering Sciences	COMPUTERS AND INFORMATION TECHNOLOGY	<ul style="list-style-type: none"> • Computers • Information Technology • Computer and IT Systems for National Protection and Security • Information Engineering
		SAPPER ENGINEERING	<ul style="list-style-type: none"> • Sapper Machines and Devices • Systems for Mine Barrages, Demolitions and Camouflage
		GEODESIC ENGINEERING	<ul style="list-style-type: none"> • Terrestrial Measurements and Cadastre • Topogeodesy and Topogeodesic Assurance Automation
		AEROSPATIAL ENGINEERING	<ul style="list-style-type: none"> • Aerospatial Constructions • Propulsion Systems • Aviation Equipment and Devices • Aeronautic Engineering and Management • Aircrafts and Aviation Engines

12.	Engineering Sciences	CHEMICAL ENGINEERING	<ul style="list-style-type: none"> • Inorganic Substance Engineering and Environment Protection • Organic Substances Chemistry and Engineering, Petrochemistry and Carbochemistry • Oxidic Materials Science and Nanomaterials • Polymers Science and Engineering • Engineering and Information of Chemical and Biochemical Processes • Chemical Engineering • Food Products Control and Security • Biochemical Engineering • Paper Engineering • Chemical Technology of Leather and Substitute Products • Textile Chemical Technology • Food Chemistry and Biochemical Technologies • Oil Processing and Petrochemistry • Extracts and Natural Food Additives • Military Chemistry
		CIVIL ENGINEERING	<ul style="list-style-type: none"> • Civil, Industrial and Agricultural Constructions • Railways, Roads and Bridges • Constructions and Earth Works • Hydrotechnical arrangements and Constructions • Mining Constructions • Sanitary Engineering and Environment Protection • Land Improvements and Rural Development • Civil Engineering • Urban Engineering and Regional Development • Metropolitan Transportation Infrastructure
		INSTALLATIONS ENGINEERING	<ul style="list-style-type: none"> • Constructions Installations • Atmosphere Protection Installations and Equipment • Constructions Installations - Firemen
		ARMAMENT ENGINEERING, MISSILES AND MUNITIONS	<ul style="list-style-type: none"> • Armament, Aviation Munitions Missiles and Rescue Systems • Missile Munitions, Explosives and Gunpowder • Armament, Artillery and Fire Command Systems • Armament and Munitions Integrated Systems
		ELECTRICAL ENGINEERING	<ul style="list-style-type: none"> • Electric Systems • Power Electronics and Electrical Commands • Electrotechnics • Instrumentation and Data Acquisitions • Electromechanics • Electrical Engineering and Computers

		ELECTRONIC ENGINEERING AND TELECOMMUNICATIONS	<ul style="list-style-type: none"> • Applied Electronics • Telecommunications Technologies and Systems • Telecommunications Software Networks • Microelectronics, Optoelectronics and Nanotechnologies • Remote Controls and Transportation Electronics • Military Electronic Equipment and Systems • Transmissions
12.	Engineering Sciences	POWER ENGINEERING	<ul style="list-style-type: none"> • Electro-power Systems Engineering • Hydroenergetics • Thermoenergetics • Industrial Energetics • Energetics and Nuclear Technologies • Power Management
		GEOLOGICAL ENGINEERING	<ul style="list-style-type: none"> • Geological Engineering • Mining Resources Geology • Oil Resources Geology • Geophysics
		INDUSTRIAL ENGINEERING	<ul style="list-style-type: none"> • Mechanical Engineering Technology • Machine-tools and Production Systems • Welding Engineering • Industrial Design • Quality Engineering and Management • Security Engineering in Industry • Nanotechnologies and non-conventional Systems • Textiles Technology and Design • Leather and Substitute Technology and Design • Renewable Energy Systems Engineering • Knitwear and Clothing Technology
		FOREST ENGINEERING	<ul style="list-style-type: none"> • Wood Processing • Wood Finished Products Engineering
		FOOD PRODUCTS ENGINEERING	<ul style="list-style-type: none"> • Food Products Engineering • Technology of Agricultural Products Processing • Food Control and Expertise • Fishing and Fish industrialisation
		MOTOR VEHICLE ENGINEERING	<ul style="list-style-type: none"> • Motor Vehicle Constructions • Vehicle Propulsion Systems Engineering • Road Vehicles • Command and Control Equipment and Systems for Motor Vehicles • Armours, Cars and Tractors
		MATERIALS ENGINEERING	<ul style="list-style-type: none"> • Materials Science • Metallic Materials Engineering • Materials Processing Engineering

		MECHANICAL ENGINEERING	<ul style="list-style-type: none"> • Thermal Systems and Equipment • Hydraulic and Pneumatic Machines and Systems • Fine Mechanics and Nanotechnologies • Mining Machines and Equipment • Mechanical Engineering • Machines and Installations for Agriculture and Food Industry • Oil and Petrochemical Equipment • Machinery for Hydrocarbons Transport and Storage • Industrial Process Equipment • Constructions Technological Machinery • Engineering and Management of Constructions Technological Resources • Textiles and Skin-dressing Machinery • Railway Transport Vehicles • Harbour Equipment and Installations
12.	Engineering Sciences	ENVIRONMENT ENGINEERING	<ul style="list-style-type: none"> • Engineering and Environment Protection in Industry • Biotechnical and Ecological Systems Engineering • Engineering and Environment Protection in Chemical and Petrochemical Industry • Engineering and Environment Protection in Agriculture • Sustainable Rural Development Engineering • Environment Engineering • Waste Valorisation Engineering
		NAVAL ENGINEERING AND NAVIGATION	<ul style="list-style-type: none"> • Naval Systems and Equipment • Naval Architecture • Navigation and Sea and River Transportation • Navigation, Hydrography and Naval Equipment • Naval Electro-mechanics
		SYSTEMS ENGINEERING	<ul style="list-style-type: none"> • Automatics and Applied Computer Science • Equipment for Modelling, Simulation and Automated Conduction of Fight Actions • Multimedia Systems Engineering
		ENGINEERING AND MANAGEMENT	<ul style="list-style-type: none"> • Industrial Economic Engineering • Mechanical Economic Engineering • Economic Engineering in Constructions • Naval and Harbour Engineering and Management • Economic Engineering in Transports • Economic Engineering in the Electrical, Electronic and Power Fields • Economic Engineering in Chemical and Materials Industry • Economic Engineering in Agriculture • Engineering and Management in Public Food Supply and Agrotourism
		TRANSPORTATION ENGINEERING	<ul style="list-style-type: none"> • Traffic and Transports Engineering

		MECHATRONICS AND ROBOTICS	• Mechatronics • Robotics
		MINES, OIL AND GAS	• Mining Engineering • Preparation of Useful Mineral Substances • Mining Topography • Oil and Gas Engineering • Hydrocarbons Transport, Storage and Distribution
		APPLIED ENGINEERING SCIENCES	•Medical Engineering •Optometry •Industrial Biotechnologies •Physics Engineering • Industrial Computer Science • Electrical Engineering Applied Computer Science • Engineering Applied Mathematics and Computer Science •Technological Physics •Bioengineering
13.	Military Sciences and Information	MILITARY SCIENCES AND INFORMATION	• Leadership of inter-weapons-terrestrial forces • Leadership of inter-weapons-naval forces • Leadership of inter-weapons-air forces • Logistic Leadership • Organisation Management • Communication and Public Relations-Information • Psychology-Information • Economic-financial Management
14.	Veterinary Medicine	VETERINARY MEDICINE**	• Veterinary Medicine

*) For the Architecture speciality, 360 credits are stipulated, in integrated system of academic degree and master of science, in compliance with the sectorial regulations within the European Union. For the Interior Architecture speciality, 300 credits are stipulated in integrated system of academic degree and master of science.

***) Integrated academic and master of science studies, according to the sectorial regulation within the European Union.

1) To be added: in combination with a modern language and literature.

2) To be added: the language the study programme is organised for, in combination with Romanian language and literature / modern language and literature.

3) To be added: the studied language, in combination with another modern/classic language and literature or in combination with Romanian/classic language and literature.

4) Namely, as the case may be, Orthodox Theology, Roman-Catholic Theology, Greek-Catholic Theology, Reformed Theology, Baptist Theology, Protestant Theology, Pentecostal Theology, Adventist Theology.

5) To be added, as the case may be: Acting, Direction, Puppets, Choreography.

6) To be added, as the case may be: Cultural Management, Theatre Journalism.

7) To be added, as the case may be: Film and TV Direction, Film and TV Image, Multimedia: sound-production, Audio-video Communication: Screen play, media advertising, film study.

8) To be added, as the case may be: Painting, Sculpture, Graphics, Photography – image computerised video-processing.

9) To be added, as the case may be: agricultural, medical-veterinary, for food industry.

List of health specialities, sectorially and generally regulated

No. crt.	Field of master of science studies	Type of regulation	Specialities
1.	HEALTH	Sectorially regulated within the European Union	• Medicine • Dental Medicine • Pharmacy • Medical Assistance • Midwifery
		Generally regulated	• Radiology and MRI • Clinical laboratory • Balneo-physio-kinetotherapy and recovery • Dental Technology • Dental assistance • Pharmacy Assistance • Audiology and hearing aids • Stomatological prophylaxis assistance

APPENDIX I.2

A.I.2. RECOMMENDATIONS ON THE SELF-EVALUATION REPORT DRAWING UP (INTERNAL EVALUATION) FOR THE TEMPORARY AUTHORISATION OR ACCREDITATION

A.I.2.1. Aim of the self-evaluation documents drawn up by the institution

The institution's self-evaluation documents are key-points for the team of expert-evaluators. Their importance results from the preoccupation to inform the interested public, on the one hand, of the institutional methods of assuring the quality of study programmes, of standards and performance indicators, and, on the other hand, of the attention paid by the institution to the quality and thoroughness of the information published on the educational offer quality. The self-evaluation documents give the institution the possibility:

- to create the conditions which, based on the analysis and internal evaluation's results, should publicly confirm and certify by the external evaluation process, the institution's strengths and assess the efficiency of its policies and procedures of continuous quality assurance and improvement management;
- to present its own evaluation on the way the institution exercises its responsibilities in two fields of vital interest within the institutional evaluation: providing quality programmes, publicly motivated by suitable benchmarks and, respectively, adequately exercising public responsibility in granting diplomas and certificates at the graduation of study programmes;
- to present its own evaluation on the efficiency of internal structures and mechanisms of quality assurance; the means to ensure the accuracy, as well as the complete and credible character of the information published by the institution, its practices and procedures concerning the mission and main objectives of institutional evaluation;
- to give the external evaluation team the opportunity to understand the way the institution ensures the standards and performance indicators associated to the programme of study. Thus, the team can draw a conclusion regarding the confidence that can be placed in the institution's management.

A.I.2.2. Style and dimension of the institution's self-evaluation documents

The institution's self-evaluation documents must:

- be honest and relevant;

- be concise and motivated by attached documents, available to the evaluation team;
- offer a wide perspective at institutional level;
- present an adequate balance between description and self-evaluation.

The self-evaluation documents must provide enough data in order to enable the external evaluation team to understand the main characteristics of the way the institution approaches the quality assurance process compared to the national standards/its own standards and the performance indicators publicly announced on the institution's website. The documents must focus on the efficiency and concision of the way of presentation. If the institution expresses confidence in its own efficiency, the institution's self-evaluation documents must be thus elaborated as to minimise the need of additional data and clearing up for the team of expert-evaluators. As the perception and confidence given by the team depend (at least in the initial phase) on the institution's self-evaluation documents, it is important for them to be clear and easily verifiable by means of the attached documentation prepared by the institution.

The institutional self-evaluation file normally has about 40 pages and is accompanied by appendices available to the external evaluation team.

A.I.2.3. Structure of the accreditation self-evaluation report

- Introduction (presentation of the institution, of the evolution of its performances during the period since the last external evaluation and framing the evaluated programme in the institution's policy) – max. 10 pages.
- The second part, of maximum 30 pages, comprises data on the compulsory normative requirements, standards and performance indicators from the Methodology and presents in adequate tables the degree of each indicator's achievement. The end of this part has a narrative character. The information contained in the synoptic table is explained by text.
- The third part of the evaluation report contains, as appendices, all the supporting documents for the elements presented in the synoptic tables as well as in the declarative part. It is the largest part of the self-evaluation report. Any information included in the first two parts of the self-evaluation report and which is not associated with supporting documents is considered redundant and shall not be taken into consideration. This part shall only be presented in electronic format (pdf).

A.I.2.4. Recommendations on the self-evaluation documents' drawing up

In order to draw up its evaluation documents, the institution must:

- create the conditions to enable the external evaluation team to identify the programme of study, mission, organisational and managerial structure of the educational and scientific research activity;
- present and analyse on a document basis, the progress recorded in the field of providing study programmes since the last external evaluation;
- present and analyse its own observations carried out on the occasion of internal evaluations on subjects or curricular areas, as well as on the way the ascertained difficulties were taken into consideration and solved, in order to promote the improvement of institutional practice;
- describe in short the main characteristics of the institutional framework and of its own activities of maintaining academic standards in granting graduation diplomas, of continuously improving the quality of study programmes and of the support for the learning-training process;
- describe the teachers' and students' internal professional rules and emphasize all the important changes operated at institutional level in response to their application;
- mention the use of possible external reference sources, including the National Qualifications Framework in Higher Education and, where this is possible, the standards and performance indicators associated to the study programme;

- describe and comment for the next three years its own strategy for consolidating good results and for removing the identified deficiencies;
- identify the disciplines or curricular areas at the level of the whole institution that exemplify good practice and illustrate the formulated statements.

A.I.2.5. Submitting the documents to the Agency

The institution is required to submit to the Agency the self-evaluation as well as the other documents and records, attached in a copy in printed and electronic format, at least two months before the external evaluation visit.

A.I.2.6. Confidentiality

The content of the institution's self-evaluation documents remains confidential at the level of Agency and external evaluation team. Nevertheless, in case if the advice of independent experts is necessary on curricular areas or subject areas, the self-evaluation documents shall be placed at their disposal, in conditions of confidentiality commitment of the data they operate with.

APPENDIX I.3

A.I.3. PROCEDURES AND DOCUMENTS OF THE UNIVERSITY STUDY PROGRAMMES EVALUATORS FOR THE AUTHORISATION/ACCREDITATION EXTERNAL EVALUATION

Expert evaluators have the duty to gather, verify and exchange the supporting documents and elements, so as to be able to check the statements made in the self-evaluation documents and to formulate their own assessments on the degree of achieving the standards applied in the higher education institution's programme of study. The evaluators shall discuss and exchange between them the gathered evidence, shall verify the data comprehension and interpretation and shall analyse various sources in order to come to a common conclusion.

Expert evaluators shall be selective with regard to the investigations and shall focus on the elaboration of assessments based on well-defined criteria. They shall refine the conclusions in course of formation, using a varied range of evidence.

The documents are important sources of information, helping expert evaluators to examine the quality of the learning opportunities and of the achieved academic standards.

Expert evaluators are requested to assess the way the gathered proof complies with the self-evaluation carried out by the higher education institution, to verify in what extent the proof can support the rating assigned by the universities to the study programme submitted to evaluation. This implies to establish to what extent the standards and performance indicators announced by the institution are observed.

The evaluation results are presented in the VISIT RECORD, containing two sections: a) COMPULSORY NORMATIVE REQUIREMENTS and b) STANDARDS AND PERFORMANCE INDICATORS (attached). The record shall be accompanied by any other documents that the evaluators shall consider necessary in order to obtain a complete image on the fulfilment degree of the accreditation standards.

A.I.3.1. Stage 1: Preparation for evaluation and visit

- **The university submits to the Agency its own self-evaluation documentation**, at least two months before the date agreed for the first meeting with the representatives of the programme providing institution. The self-evaluation documentation (report) is presented to a delegate of the Agency's Accreditation Department. The documentation is delivered at the Agency's headquarters, on the basis of a document. The Agency's delegate verifies the self-evaluation documentation, in order to ensure that it contains all the necessary components and that the external evaluation may begin.
- The evaluation preparation process begins with the identification by the Agency of the aim and objectives pursued in the external evaluation process of the study programmes typical to every science field. This information is used by the Agency in order to establish, together with the university, the calendar schedule of evaluations and to select the groups of evaluators. The coordinator of the group of expert evaluators takes the documentation from the Agency's representative and, together with the other group members, submits it to a comparative analysis to the national standards, approved by G.D. 1418/11.10.2006, and specific for the respective programme of study, to ensure that it constitutes a proper basis in order to start the direct visit evaluation at the university premises. Evaluation group (team) members analyse and discuss the self-evaluation documents, and the evaluation coordinator uses their comments to plan the meetings during the visits and to establish the evaluation's priorities.
- The coordinator of the team (group) of expert evaluators has a **preliminary meeting** with the contact person assigned by the programme providing institution, usually at least four weeks before the beginning of the evaluation visit. The Agency notifies the preliminary meeting agenda to the university. It is important for the university to prepare for this meeting and be ready to discuss every point on the agenda, making sure that it has at its disposal as recent information as possible. The preliminary reunion gives the university staff the possibility to familiarise with the external evaluation methodology applied by the Agency's representatives. At the preliminary reunion, the coordinator of the group of expert evaluators may ask the university to send other documents to the Agency, before the evaluation visit. The Agency and the university guarantee to the university's representatives and evaluation group the access to the minute of this first meeting.

A.I.3.2. Stage 2: Evaluation period

- The evaluation period normally lasts four to six weeks (between the preliminary meeting of the expert team coordinator with the contact person assigned by the institution and the final meeting of elaborating the assessments of the agency's *Commission of permanent speciality experts*). Expert evaluators shall spend a certain period, between one and three days, in the faculty/department/chair responsible for the study programme submitted to external evaluation.
- During the evaluation period a certain number of additional meetings shall take place, with the participation of teaching staff directly involved in the programme of study and, if such be the case, other teaching staff, former and present students and, where recommended, employers. The contact person for the external evaluation shall be invited to participate in all the expert-evaluators' meetings, except for those with the former and present students, with employers and in the meetings discussing the rating that must be granted.
- Within a study programme external evaluation visit, the compulsory meetings are usually the following: initial meeting; meeting with the teaching staff; meeting with present students; meeting with former students; meeting with employers; separate meeting of the evaluation group members.

A.I.3.2.1. Initial meeting

The expert-evaluators, together with the university representative (contact person), shall meet in order to discuss the evaluation programme. The coordinator of the expert-evaluators group shall ensure that all the involved, from the external evaluation group and the university, commonly understand the external evaluation's purpose and development. Expert-evaluators shall establish by consent the key questions that shall be used in the discussions with the teaching staff. This meeting's agenda shall comprise the following aspects:

- clarifying and confirming the objectives and type of the study programme;
- reiterating the basic characteristics of the evaluation process;
- stating the predicted results after the evaluation process: operative assessments and a final evaluation report published by the Agency;
- confirming the understanding and comments on the self-evaluation by the evaluators, as well as on other documents provided by the university before the evaluation;
- identifying key issues that shall be used in discussions;
- **establishing the evaluation schedule**, including each activity's timetable and place of development.

A.I.3.2.2. Meeting with the teaching staff

The study programme provider makes a short presentation, of 10 minutes at most, in order to inform about the activity in process of evaluation and to describe the changes emerged after the moment the self-evaluation was elaborated. On this occasion, the external evaluation coordinator shall remind the expert-evaluators, as well as the higher education institution representatives, the external evaluation methods and principles and the agreed evaluation programme. My mutual agreement, the university representatives and evaluators confirm the following details necessary to the evaluation activities:

- the type of the students' learning-training activities available to the expert-evaluators and to what extent they are a representative example of the progress recorded by the students during the programme and which play an important part in obtaining the academic qualification by graduation of the respective programme of studies (compatibility of the learning results with the expectations on the labour market);
- availability of relevant documents for the assessed study programme (analytical syllabuses, supporting teaching materials, laboratory guides, research guides etc.);
- the types and planning of the quality internal assurance activities, such as university and/or faculty quality assurance commissions, programme commissions, faculties' councils or examination commissions, which can provide evidence. Evaluators shall decide if, for such activities, time is efficiently used and/or if the provided evidence is relevant to the quality assurance. Expert-evaluators who wish to directly participate in such activity can do so only with the express agreement of the assessed institution;
- the agenda, planning and structure of the meetings with the study programme teaching staff, with the former and present students and, if the case may be, with the employers;
- other practical measures for external evaluation.

Other meetings with the teaching staff organised during the programme's external evaluation mission

The other meetings shall be planned with the teaching staff representatives, in conditions of minimum disturbance of the academic activity, in order to discuss the academic standards, the quality of learning opportunities, and the maintenance and improvement of the study programme standards and quality. The university assigns the teaching staff members participating in the discussions with the group of expert-evaluators. These meetings **do not** have a regular character and

are not imposed. Evaluators and teaching staff members shall have to establish by mutual agreement a plan of meetings for each assessed objective, so that the evaluators should obtain enough elements to express their own assessments. The evaluation may include, on the other hand, meetings with the employers.

This flexibility in applying academic evaluation procedures of study programmes results in the fact that the study programmes external evaluations within the same universities may have **different formats and durations**.

The evaluation programme can be changed, with the consent of the evaluation's coordinator on the part of the Agency and of the university contact person, according to the progress recorded during the external evaluation. Thus, the **systematic communication between the evaluation's coordinator and the contact person** is essential during the whole process.

Evaluators have the individual and collective responsibility to gather and exchange data between them, in order to be able to check the statements made in the self-evaluation documentation and to formulate their own assessments on the level of fulfilment of quality indicators for the evaluated programme. Evaluators shall verify the understanding and interpretation of data in order to come to a common conclusion.

Expert-evaluators shall focus on elaborating assessments based on well-defined criteria as well as on documents.

The documents are important sources of information, helping the expert-evaluators to examine the quality of learning opportunities and academic competences achieved by promotion. As documentary elements are the internal Reports of the faculty Councils' work commissions, documents of the examination commissions, of the Councils and teaching staff with liability positions, references to the students' activity. Very useful are also the reports drawn up by external evaluators, employers, validation and accreditation commissions. The evaluators shall also be able to make assessments by directly observing certain aspects, such as, for example, the direct evaluation of the learning resources' quality.

A.I.3.2.3. Meetings with the students

These meetings are strictly confidential, as only students and evaluators shall participate in. The students' comments are not nominally recorded. The contact person for the study programme assigned by the university does not participate in the meetings with the students but may be later consulted about the issues they raised.

Normally, **expert-evaluators do not attend the teaching-seminar activity**, but the university must offer concrete evidence of applying internal procedures for the normal development of the study programmes submitted to evaluation. These may come from a peer review programme between the teaching staff members, from the analysis of the surveys filled in by the students concerning the teaching staff quality or other comment gathering methods, from the study of learning resources and from the results obtained by the students at exams and tests. Evaluators shall attend the teaching-learning process only if:

- there are problems that the evaluators consider it is best for them to be known and understood by such direct attendance;
 - class attendance may help to confirm a rating referring to an exemplary activity;
 - the university cannot offer evidence in order to prove that the teaching-seminar activity is characterised by an adequate quality;
- or
- there are signs that the students' learning opportunities are not satisfactory.

Evaluation meetings are used to analyse the elements which are made available and those gathered during the discussions, in order to draw preliminary conclusions and to determine what aspects need additional investigations. Expert-evaluators are asked to evaluate to what extent their findings comply with the self-evaluation carried out by the higher education institution, to check to what extent the evidence can support the qualifications given by the university to the offered study programme. This implies to assess to what degree the standards or reference standards announced by the institution are observed, by its own means of information of students and other categories of beneficiaries. The discussion of the preliminary conclusions must involve the whole team of evaluators and, if there are problems concerning the evaluators' findings, the higher education institution shall be offered a short period of time to be able to appeal to other evidence and clarify the evaluators' queries and unanswered questions.

Evaluators record all the meetings with the teaching staff and students, as well as the attendance activity and comments upon the students' activity quality and its evaluation by the teaching staff. These notes must have a rather analytical than descriptive character and must refer to the documentary information sources and direct observations. Each evaluator summarises the positive aspects (strengths) and those which are to be improved. The evaluators' exchange of notes and their confrontation at the level of the evaluation coordinator shall help the Agency's group to create a base of collective evidence used for drawing up the final assessments.

Drawing up the final assessments and the commission's external evaluation report

The expert-evaluators meet in order **to draw up the final assessments**, usually within a week after their last visit at the university. They shall exchange and analyse all the types of evidence gathered during the evaluation so as to elaborate correct common final assessments.

A.I.3.2.4. The rating for complying with the academic standards

Expert-evaluators **propose a single rating given for complying with the academic standards** for every study programme. They consider the following contexts in order to decide whether to give vote of confidence to the university for complying with the academic standards of the evaluated programme:

- a “**confidence**” rating shall be given if the evaluators are satisfied with the actual standards and with the perspective that these standards should be improved or at least maintained in the future;
- a “**limited confidence**” rating shall be given if the standards are fulfilled, but there is doubt with regard to the institution's ability to maintain them in the future.

The «confidence» rating implies the proposal of temporary functioning or accreditation authorisation, as the case may be. The «limited confidence» rating may support the proposal of temporary authorisation or accreditation, with the express recommendation to proceed to another visit within a year;

- a “**non-confidence**” rating shall be given for any of the aspects related to the non-observance of the evaluated programme's academic standards, if the evaluators consider that the implementation measures are improper or inadequate to ensure the standards' observance or demonstration.

The «non-confidence» rating results in the proposal of temporary functioning non-authorisation or non-accreditation, if the case may be.

Expert-evaluators shall determine for each assessed programme **if the predicted learning results are achieved, materialised in the achievement of generic knowledge, competences and abilities specific to the academic qualification promised by the institution** (obviously, in the context of promotion by the students of all the constituents of the study programme). If the evaluators ascertain that learning results do not comply with the foreseen expectations, it is unlikely for them to give a vote of confidence.

If the external evaluation visit simultaneously covers **several programmes of study**, expert-evaluators shall give different ratings on the standard observance for each programme. If the institution offers training programmes in the same field of science, but at several cycles of university studies, the evaluators shall give different ratings for each level.

A.I.3.2.5. Communication between the evaluated institution and evaluators

The **communication** between the study programme providing university and the group of expert-evaluators is essential to obtain relevant, correct and complete information in order to ensure the clear understanding by the university of a possible need to provide information, data and additional elements for an accurate evaluation of the study programme. The communication concerning the evaluation and its requirements is normally carried out **by means of the contact person** assigned by the university for each study programme submitted to evaluation **and the coordinator of the external evaluation group** appointed by the Agency.

A.I.3.3. VISIT RECORD

for authorisation / accreditation

(includes a) COMPULSORY NORMATIVE REQUIREMENTS, b) STANDARDS AND PERFORMANCE INDICATORS and c) SUPPORTING APPENDICES and SPECIFIC STANDARDS AND PERFORMANCE INDICATORS)

Academic degree study programme

Academic degree field.....

Faculty.....

Institution.....

Date of visit.....

A.I.3.3.c. SUPPORTING APPENDICES:

- *Teaching staff.*
- *Educational curriculum.*
- *Students (on academic years).*
- *Scientific research (only scientific research contracts within the current year and previous year).*

The data comprised in the VISIT RECORD and the SUPPORTING APPENDICES is certified by the signatures of the visit commission members who check the documents or bring the copies of the proving documents in order to be analysed by the plenary commission.

Structure of the visit commission:

Expert evaluators

No. crt.	Surname and first name	Quality	Signature	Observations
1.		<i>Coordinator</i>		
2.		<i>Member</i>		
3.		<i>Member</i>		

Representatives of the visited institution

No. crt.	Surname and first name	Quality	Signature	Observations
1.		<i>Contact person</i>		
2.				
3.				

(stamp of the visited unit)

S.

The observations from the VISIT RECORD and from the SUPPORTING APPENDICES were brought to the notice of the visited unit representatives. A copy of the “Visit record” may be placed at the disposal of the visited unit, at request.

VISIT RECORD

A.I.3.3.a) COMPULSORY NORMATIVE REQUIREMENTS

***for
authorisation / accreditation***

Academic degree study programme.....
Academic degree field
Faculty
Institution
Date of visit *Purpose: authorisation or accreditation*.....

Signatures:

- 1. Commission coordinator** _____
- 2. Expert** _____
- 3. Expert** _____

I. LEGAL FRAMEWORK OF THE INSTITUTION'S ORGANISATION AND FUNCTIONING	
<i>COMPULSORY NORMATIVE REQUIREMENTS</i>	<i>OBSERVATIONS*</i>
<i>1. The higher education institution has its own legal status, established by the constitutive document.</i>	
<i>2. The institution's didactic and scientific research missions are well specified.</i>	
<i>3. The mission of the higher education institution also contains elements of specificity and opportunity, according to the qualifications' national framework.</i>	

* In the „Observations” column facts shall be registered, without making any assessments.

II. TEACHING STAFF	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS *
1. <i>The teaching staff complies with the legal requirements concerning the occupation of teaching positions.</i>	
2. <i>The university teachers tenured in the higher education institution where they hold their basic position are taken into consideration at the accreditation for a single teaching load, created according to the law.</i>	
3. <i>The university teachers tenured in higher education cannot cover, within an academic year, more than three teaching loads, regardless of the educational institution where they carry out their activity.</i>	
4. <i>The teaching staff tenured in higher education according to the law, retired at age limit or for other reasons, shall cover a single teaching load in the respective educational institution.</i>	
5. <i>For the temporary authorisation, the education provider has at least 70% of all the positions in the teaching loads record, established in compliance with the legal requirements, covered by teaching staff tenured in higher education according to the law. Among them, at least 25% are professors or associate professors but not more than 50%. The number of full-time university teachers exceeds 40% of the total number of teaching positions legally created.</i>	
6. <i>For the accreditation, at least 70% of all the positions in the teaching loads record, established in compliance with the legal requirements, are covered by full-time teaching staff or with reserved position, tenured in higher education according to the law. Among them, at least 25% are professors and associate professors but not more than 50%.</i>	
7. <i>The number of university teachers legally tenured in higher education is the one resulted taking into account the full-time teaching loads from the teaching loads record and the job fractions they cover at the respective structure or programme.</i>	
8. <i>The associated university teachers, not tenured in higher education, hold a vacant position in the teaching loads record of the higher education institution submitted to RQAAHE evaluation only if they comply with the legal requirements for occupying the respective position.</i>	
9. <i>Discipline tenured university teachers must hold the scientific title of doctor or be Ph.D. students in the disciplines' field of the occupied position; the other teaching staff must have the initial training and abilities in the field of the discipline they teach.</i>	
10. <i>For accreditation, discipline tenured university teachers must prove that they have elaborated courses and other works necessary to the educational process, completely covering the respective discipline</i>	

II. TEACHING STAFF	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS *
<i>issues, provided for in the analytical syllabus.</i>	
<i>11. The higher education institution's management ensures the multiplication of the above mentioned works and places them at the students' disposal in adequate number.</i>	
<i>12. The teaching staff occupying positions of junior assistant or assistant professor must have certified teaching training.</i>	
<i>13. The teaching staff holding the degree of university professors, first class specialists in a certain field, who have surpassed the retiring age, must not represent more than 20% of the total positions from the teaching loads record.</i>	
<i>14. For accreditation, the higher education institution's management (rector, prorector, dean, prodean as well as heads of department) are university teachers tenured in higher education, with the basic teaching load within the institution, respectively the internal management structure they are functioning at, are tenured professors or associate professors and do not comply with the position reserving conditions.</i>	
<i>15. The higher education institution covers, during at least one academic degree cycle, the activities provided for at the disciplines from the educational curriculum with competent teaching staff.</i>	

III. EDUCATIONAL PROCESS CONTENT	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>1. Educational curricula comprise fundamental disciplines, speciality disciplines in the field, as well as complementary disciplines, also grouped in compulsory, optional and elective disciplines, in compliance with the normative requirements established at national level.</i>	
<i>2. The disciplines of study within the educational curricula are provided for in a logical succession and must precisely determine the general and speciality competences according to the academic degree study fields, related to the competences corresponding to the master of science university studies, must ensure the compatibility with the framework of national qualifications and the compatibility with the plans and study programmes similar to those in the European Union countries and other countries of the world, the disciplines' share being expressed in ECTS study credits.</i>	
<i>3. The disciplines of study comprised in the educational curricula have analytical syllabuses which comprise the discipline's objectives, the basic thematic content, the distribution of lectures, seminars and applicative activities etc., according to topics, the students' evaluation system, the minimal bibliography.</i>	
<i>4. The classified list of disciplines comprised in the educational curriculum and the content of these disciplines, specified by the analytical syllabuses, correspond to the academic degree field and to the study programme the respective educational curricula were drawn up for, and are in compliance with the stated mission.</i>	
<i>5. The academic year shall be structured in two semesters of 14 weeks on the average, with 20 – 28 hours / week, for the 1st cycle of academic degree studies, according to the academic training domains.</i>	
<i>6. Each semester has 30 credits transferable in the European system (ECTS) for the compulsory disciplines, regardless of the type of education – full-time education, evening classes, part-time education, distance learning.</i>	

III. EDUCATIONAL PROCESS CONTENT	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS *
<i>7. Elective disciplines, irrespective of the study semester they are provided for in the educational curriculum, finalise by an “examination test”, and the credits they are allocated are over 30 of the respective semester.</i>	
<i>8. The proportion between the classes and those concerning applicative didactic activities (seminars, laboratories, projects, practice periods etc.) must be 1/1, with an accepted deviation of $\pm 20\%$.</i>	
<i>9. The academic degree study programme the educational curricula were elaborated for, comprises practice stages of 2 – 3 weeks per year, starting with the 2nd year of study, as well as stages for drawing up the academic degree paper, for the last year of study.</i>	
<i>10. For the practice stages, the higher education institution concluded collaboration agreements, contracts or other documents with the practical training units.</i>	
<i>11. Examinations represent at least 50% from the verification types of the disciplines of study provided for in the educational curriculum.</i>	

IV. STUDENTS	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>1. The students' recruitment is carried out according to the university's own admission procedures.</i>	
<i>2. The registration to the entrance examination is carried out on the basis of the high school graduation diploma or other equivalent documents of study.</i>	
<i>3. The study groups (series, groups, subgroups) are dimensioned so as to ensure an efficient performance of the educational process.</i>	
<i>4. For the study programme submitted to evaluation, the possibility of the normal performance of the educational process, according to the law, results from the faculty's time table.</i>	
<i>5. The students' promotion rate for every year of study is at least 40% of the total number of students within the respective year.</i>	
<i>6. The results obtained by the student throughout the education are certified by the Academic record.</i>	
<i>7. The institution has settled the student's completion procedure from one academic year into another, according to the gathered study credits (ECTS), as well as the completion procedure of two academic years in a single year.</i>	
<i>8. The students' transfer between higher education institutions, faculties and specialities is settled by internal rules and is not performed during the academic year.</i>	
<i>9. For accreditation, the first three series of graduates took the academic degree exam at accredited institutions established by RQAAHE, with commissions that did not comprise the teaching staff who taught them.</i>	
<i>10. In order to accreditate a study programme, the institution must prove that: minimum 51% of the total of graduates from each of the first three series of graduates passed the academic degree exam and that minimum 40% of total of graduates from the first three series of graduates are employed with legal labour contract on positions corresponding to the specialisation obtained at the graduation.</i>	
<i>11. The granting of certificates and study diplomas complies with the legislation in force.</i>	

V. SCIENTIFIC RESEARCH	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>1. The academic degree domain, respectively the study programme submitted to evaluation, has its own scientific research plan, included in the strategic plan of the faculty and respectively of the institution it belongs to, certified by documents found at chairs, departments, faculty etc.</i>	
<i>2. The research topics comprised in the plan belong to the scientific area of the academic degree domain, of the study programme etc. submitted to evaluation.</i>	
<i>3. The institution's own teaching staff develops scientific research activities in the disciplines field comprised in their teaching load.</i>	
<i>4. The institution's teaching and research staff perform scientific research activities valorised by publications in speciality magazines or publishing houses inside the country recognised by NURC (the National University Research Council) or abroad, scientific essays presented on the occasion of various sessions, symposiums, seminars etc. inside the country and/or abroad, contracts, expertise, consultancy etc., on the basis of contracts or conventions concluded with partners inside the country and/or abroad, with evaluation certified by speciality commissions etc.</i>	
<i>5. The results of the scientific research carried out within the research laboratories belonging to the educational structure submitted to evaluation, are valorised by published scientific papers, patents etc.</i>	
<i>6. The faculty periodically organises with the teaching staff, researchers and graduates, scientific sessions, symposiums, conferences, round tables, while the reports are published in ISBN, ISSN scientific reports or in magazines dedicated to the organised activity.</i>	
<i>7. The faculty owns a renowned scientific research centre.</i>	
<i>8. The university owns its own publishing house for ISSN and ISBN publications.</i>	
<i>9. The academic and research staff is involved in national and international research grants.</i>	
<i>10. The laboratory equipment complies with the exigencies of the approached themes. The existing equipment allows the development of far-reaching national and international research.</i>	

VI. MATERIAL BASIS	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>1. The material basis of the higher education institution submitted to evaluation must comply with the standards ensuring the performance of a quality educational process.</i>	
<i>2. The higher education institution proves by adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study programme submitted to evaluation, it possesses owned or rented spaces which are adequate for the educational process.</i>	
<i>3. The higher education institution proves that it possesses (and for authorisation for at least two years before the educational year) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the educational curriculum, whose analytical syllabus includes activities of this kind.</i>	
<i>4. The higher education institution proves that it possesses (and for the temporary functioning authorisation for at least two years before the educational year) adequate software for the disciplines of study included in the educational curriculum, and that it possesses utilisation licence for them.</i>	
<i>5. The higher education institution proves that it possesses a library equipped with reading room and its own book stock according to the disciplines included in the educational curricula on university studies cycles (academic degree and master of science).</i>	
<i>6. The capacity of the educational spaces for the study programme submitted to evaluation is: minimum 1 sqm/seat, in the lecture rooms; minimum 1,4 sqm/seat, in the seminar rooms; minimum 1,5 sqm/seat, in the library reading rooms; minimum 2,5 sqm/seat, in the IT laboratories and in those of speciality disciplines using the computer; minimum 4 sqm/seat, in the technical, experimental, project etc. discipline laboratories.</i>	

VI. MATERIAL BASIS	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>7. The number of seats in the lecture, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups), according to the Ministry of Education and Research's standards.</i>	
<i>8. The applicative activities for the speciality disciplines included in the educational curricula are carried out in laboratories endowed with IT equipment. Thus, at the level of a study group, there must be a computer for 2 students at most for the academic degree and one computer for each student, for the master of science.</i>	
<i>9. The educational institution's libraries must ensure a number of seats in the reading rooms corresponding to at least 10% of the total number of students.</i>	
<i>10. The book stock from Romanian and foreign specialty literature is enough to completely cover the disciplines from the educational curricula and out of which at least 50% represents book titles or speciality courses for the field submitted to evaluation, appeared during the last 10 years in recognised publishing houses.</i>	
<i>11. The book stock within its own library includes a sufficient number of books so as to cover the needs of all students in the cycle and year of study where the respective discipline is provided for.</i>	
<i>12. The educational institution' libraries ensure a sufficient number of subscriptions to Romanian and foreign publications and periodicals, according to the assumed mission.</i>	

VISIT RECORD

A.I.3.3.b) STANDARDS AND PERFORMANCE INDICATORS for authorisation / accreditation

Academic degree university study programme.....
Academic degree field
Faculty
Institution
Date of visit*Purpose: authorisation or accreditation*.....

Signatures:

- 1. Commission coordinator** _____
- 2. Expert** _____
- 3. Expert** _____

I. INSTITUTIONAL CAPACITY	
<i>CRITERION A.1.: INSTITUTIONAL, ADMINISTRATIVE AND MANAGERIAL STRUCTURES</i>	<i>OBSERVATIONS*</i>
<i>Standards: Mission, objectives and academic integrity</i>	
<i>1. The institution is established and functions in compliance with the legal requirements.</i>	
<i>2. The institution has an ethical and academic integrity code in order to protect the values of academic freedom, university autonomy and ethical integrity. It also has clear practices and mechanisms for applying the code.</i>	

* In the „Observations” column facts shall be registered, without making any assessments.

3. The institution possesses internal audit practices with regard to the main university activity fields in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.	
CRITERION A.2.: MATERIAL BASIS	OBSERVATIONS*
<i>Standards: Patrimony, equipment, allocated financial resources</i>	
1. The faculty ensures educational spaces for teaching and seminars, according to the regulations in force.	
2. The faculty ensures spaces for didactic laboratories with technical equipment in compliance with the study programme.	
3. The lecture / seminar rooms are endowed with technical equipment for learning, teaching and communication which facilitates the teaching staff's activity and every student's receptivity.	
4. Research laboratories are endowed with equipment and means of operation according to the minimum exigencies.	
II. EDUCATIONAL EFFECTIVENESS	
CRITERION B.1.: STUDY PROGRAMMES' CONTENT	OBSERVATIONS*
<i>Standards: Students' admission</i>	
1. The institution applies a transparent student recruitment and admission policy, publicly announced at least 6 months before being applied. The admission is exclusively based upon the candidate's academic abilities and applies no discriminating criteria.	
2. The admission in a university study cycle is carried out only on the basis of the previous studies diploma, taking into account the hierarchical order of graduation averages.	
<i>Standards: Structure and presentation of study programmes</i>	
1. A study programme is presented as a package of documents including: the programme's general and specific objectives.	
2. The educational curriculum contains the disciplines' share expressed in ECTS study credits, as well as the successively arranged disciplines in the educational period.	
3. The thematic programmes or the disciplines' records are included in the educational curriculum, respectively the learning results expressed as cognitive, technical or professional and emotional-value abilities which are achieved by a discipline.	

<i>4. The examination and evaluation method is carried out for each discipline, taking into account the planned results.</i>	
<i>5. The organisation method and contents of the graduation exam is based on a summative exam certifying the assimilation of cognitive and professional abilities corresponding to the academic qualification.</i>	
<i>6. Study programmes are integrated as structure, irrespective of the type of education but they differentiate according to the means used within the type of education.</i>	
<i>7. Cognitive and professional relevance of study programmes is defined according to the rhythm of knowledge and technology development in the field and to the labour market and qualifications requirements.</i>	
<i>8. The institution possesses mechanisms for the annual collective analysis of the learning activity transmitted and assimilated by the students and for analysing the changes occurred in the qualifications' profiles and in their impact upon the study programme organisation.</i>	
CRITERION B.2.: LEARNING RESULTS	OBSERVATIONS*
<i>Standards: Valorisation of the acquired academic qualification</i>	
<i>1. At least 50% of the graduates are employed within two years since the graduation date at the academic qualification level.</i>	
<i>2. At least 20% of the last two series of graduates of academic degree studies are admitted to master of science studies, regardless of the field.</i>	
<i>3. More than 50% of the students positively assess the learning/development environment offered by the university and their own learning route.</i>	
<i>4. The teaching staff's main responsibility is to project the learning methods and environment focused on student, less focused on the traditional responsibility to transmit only information.</i>	
<i>5. The relation between student and teacher is based on partnership, where each party takes the responsibility of achieving the learning results. The learning results are explained and discussed with the students from the perspective of their relevance for the students' development.</i>	
<i>6. The teaching staff uses new technology resources (e.g. e-mail, personal website for subjects, bibliography, electronic format resources and dialogue with students) and auxiliary materials, such as blackboard, flipchart and video-projector.</i>	
<i>7. Professors have permanence hours at the students' disposal and personalise their guidance at the students' request. There are supervising professors or tutors or other ways of association between a teacher and a group of students.</i>	
CRITERION B.3.: SCIENTIFIC RESEARCH ACTIVITY	OBSERVATIONS *

<i>Standards: Research programmes</i>	
<i>1. The long-term strategy and medium and short-term programmes on research are adopted by the faculties' Senate and Councils, together with the specification of the practices of obtaining and granting the achievement resources and of the valorisation methods.</i>	
<i>2. Research owns enough financial resources in order to achieve its objectives.</i>	
<i>3. Research owns enough logistic resources in order to achieve its objectives.</i>	
<i>4. Research owns enough human resources in order to achieve its objectives.</i>	
<i>5. Research is valorised by: didactic publications, scientific publications, technological transfer by consultancy centres, scientific parks or other valorisation structures, achievement of new products etc.</i>	
<i>6. Every professor and researcher has at least one publication or a didactic or scientific achievement annually.</i>	
III. QUALITY MANAGEMENT	
<i>CRITERION C.2.: PROCEDURES ON THE PERIODICAL INITIATION, MONITORING AND REVISION OF THE PROGRAMMES AND ACTIVITIES CARRIED OUT</i>	<i>OBSERVATIONS*</i>
<i>Standards: Periodical approval, monitoring and evaluation of study programmes and diplomas corresponding to the qualifications</i>	
<i>1. The rules on the periodical initiation, approval, monitoring and evaluation of study programmes exist and are applied.</i>	
<i>2. Study programmes and diplomas are elaborated and issued according to the academic qualification requirements.</i>	
<i>CRITERION C.3.: OBJECTIVE AND TRANSPARENT PROCEDURES OF LEARNING RESULTS EVALUATION</i>	<i>OBSERVATIONS*</i>
<i>Standards: Students' evaluation</i>	
<i>1. The university has rules concerning the students' examination and marking which are rigorously and consistently applied. Together with the course's tenured university teacher, at least one more speciality professor participates in the examination.</i>	
<i>2. Each course is thus projected so as to combine teaching, learning and examination. The students' examination and evaluation procedures are focused on the learning results and announced to the students in advance and in detail.</i>	

CRITERION C.4.: PERIODICAL EVALUATION PROCEDURES OF TEACHING STAFF QUALITY	OBSERVATIONS*
<i>Standards: Teaching and research staff quality</i>	
1. According to the study programme's specific features, the university establishes the relation considered optimum for the objectives and level of academic quality between the tenured teaching staff with the basic teaching load within the university and the total number of registered students. In the quality evaluation, a professor is considered to have the basic teaching load in a single university.	
2. The peer review is periodically organised, based on general criteria and collective preferences.	
3. The students may evaluate the teaching staff by means of a form approved by the Senate, which is optionally applied after each semester training cycle. Its results are confidential, being accessible only to the dean, rector and assessed person.	
4. The teaching staff perform their own self-evaluation and are annually evaluated by the head of department.	
CRITERION C.5.: LEARNING RESOURCES ACCESSIBILITY	OBSERVATIONS*
<i>Standards: Learning resources and students' services</i>	
1. The university ensures learning resources (manuals, handbooks, bibliographical references, readers, anthologies etc.) for each study programme in libraries, resource centres etc., in classic and electronic format and free of charge.	
2. The university's library must possess, beside the electronic access, a sufficient number of national and foreign volumes and subscription to the main national and foreign speciality magazines for every discipline defining a study programme. Each library has a programme and resources of obtaining books and magazines.	
3. Each university teacher owns updated teaching strategies for every course, in compliance with the study programme, students' characteristics, type of education and pre-defined quality criteria.	
4. The university has stimulation programmes for students with high learning results and also recovery programmes for those who have learning difficulties.	
5. The university has a minimum number of social, cultural and sports services for students such as: accommodation spaces for at least 10% of students, a sports base, various consultancy services, with an efficient management.	
CRITERION C.6.: SYSTEMATICALLY UPDATED DATA BASE, WITH REGARD TO THE INTERNAL QUALITY ASSURANCE	OBSERVATIONS*
<i>Standards: Information systems</i>	
1. The institution has an information system which facilitates the gathering, processing and analysis of relevant data and information for the quality institutional evaluation and assurance.	

<p>CRITERION C.7.: TRANSPARENCY OF PUBLIC INTEREST INFORMATION CONCERNING STUDY PROGRAMMES AND, ACCORDING TO THE CASE, THE GRANTED CERTIFICATES, DIPLOMAS AND QUALIFICATIONS</p>	<p>OBSERVATIONS*</p>
<p><i>Standards: Public information</i></p>	
<p><i>1. The faculty must offer quantitative and/or qualitative, actual and correct information and data, about the qualifications, study programmes, diplomas, academic and research staff, the facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular.</i></p>	
<p>CRITERION C.8.: FUNCTIONALITY OF EDUCATION QUALITY ASSURANCE STRUCTURES, ACCORDING TO THE LAW</p>	<p>OBSERVATIONS*</p>
<p><i>Standards: The institutional structure of education quality assurance complies with the legal provisions and permanently carries out its activity.</i></p>	
<p><i>1. At the faculty's level, there is a quality evaluation and assurance commission.</i></p>	
<p><i>2. The education quality evaluation procedures and activities were elaborated by the university Senate. The commission elaborates the internal evaluation annual report and makes it public by posting up or publication, including in electronic format, and formulates proposals of education quality improvement.</i></p>	

A.I.3.3.c) relevant

UNIVERSITY:

FACULTY:

Academic degree field:

Study programme:.....

THE TEACHING STAFF'S DEGREE OF OCCUPATION IN ACADEMIC YEAR/.....

No. crt.	Surname and first name	Speciality and scientific title	HIGHER EDUCATION INSTITUTION APPLYING FOR THE ACCREDITATION						OTHER HIGHER EDUCATION INSTITUTIONS			
			At the evaluated study programme for accreditation			At other study programmes within the higher education institution			Name of the higher education institution	Teaching load / loads name	Type of occupation (basic teaching load, second job, payment per hour)	Number of teaching loads (including fractions)
			Teaching load / loads name	Type of occupation (basic teaching load, second job, payment per hour)	Number of teaching loads (including fractions)	Teaching load / loads name	Type of occupation (basic teaching load, second job, payment per hour)	Number of teaching loads (including fractions)				
0	1	2	3	4	5	6	7	8	9	10	11	12

**„SPECIFIC STANDARDS ON FUNDAMENTAL FIELDS” FOR THE TEMPORARY
AUTHORISATION AND ACCREDITATION OF ACADEMIC DEGREE STUDY
PROGRAMMES – (IN REVISION AND COMPLETION)
(starting with 2004 according to Law 288/2004)**

SECTION 2

ACCREDITATION EVALUATION OF MASTER OF SCIENCE UNIVERSITY STUDY PROGRAMMES

2.1. Introduction

Master of science university studies ensure the thorough study in the academic degree field or in a related field, or obtaining complementary competences in other fields, as well as the development of scientific research capacities.

In compliance with the legal provisions, master of science studies represent the 2nd cycle of university studies and are a compulsory preparatory stage for doctoral studies.

The general knowledge, speciality knowledge, general competences, cognitive abilities, speciality competences, provided for by the law, are established by regulations specific to every field, by the master of science study rules and analytical syllabuses elaborated by every higher education institution which has the legal right to organise master of science university studies, according to the standards elaborated for this purpose.

Master of science university studies are organised in the following fundamental fields: exact sciences, natural sciences, humanist sciences, theology, law sciences, social and political sciences, economic sciences, architecture and town planning, physical education and sport, agricultural and forest sciences, medical sciences, engineering sciences, military and information sciences, arts. Each field may have several specialities or master programmes. At the same time, discipline or inter-discipline master programmes may be organised. Master programmes may be focused on research, namely the thorough study of a discipline scientific field, on complementarity, namely the inter-discipline or trans-discipline thorough study of a study field, or on professionalisation, namely gaining professional competences in a specialised field.

For the accreditation of an institution organising master of science studies, the fields, criteria, standards and performance indicators presented in the appendices shall be applied.

2.2. Specific accreditation objectives for master of science university study programmes

The academic evaluation of a master of science study programme is mainly focused on the following aspects:

- The extent to which the master of science study programme respects the criteria, standards and performance indicators established in the *RQAAHE Methodology*.
- The extent to which the master of science studies ensure the *thorough study in the academic degree study fields* or in a related field or obtaining *complementary* competences in other fields, as well as the development of scientific research capacities.
- The extent to which the general knowledge, speciality knowledge, general competences, cognitive abilities, speciality competences, provided for by the law, can be found by means of *specific regulations* to every field in the master of science study rules and analytical syllabuses, elaborated by every higher education institution.
- Framing the master study programme in the *classified list* established by M.E.R.O., at the proposal of the Romanian Quality Assurance Agency for Higher Education.

- Respecting the *number* of transferable study *credits* specified by the legal provisions, usually comprised between 90 and 120; by exception, for the fields where the 1st cycle of university studies corresponds to a number of minimum 300 ECTS credits, the number of transferable study credits for the proposed master of science programme may be minimum 60.
- Respecting the legal provisions concerning the *psycho-pedagogical* training module for the future graduates who want to work in the primary and secondary education, high school and higher education respectively.
- Respecting the legal provisions concerning the organisation of master of science university studies in *Romanian language*, in one of the national minorities' languages or in an international language.
- Respecting the legal provisions concerning the framing with *teaching staff* of the master of science study programme.
- Respecting the legal provisions concerning the elaboration and approval of the *Educational curriculum* of the master of science study programme. The educational curriculum must comprise advanced knowledge disciplines within the master of science study field, as well as complementary training modules necessary for a fast insertion of the master of science study graduate on the labour market. The master student's training programme must also comprise a constituent of *scientific research or vocational creation*, according to the specific features of the study programme.
- Respecting the legal provisions concerning the organisation of the *entrance examination* to master of science university studies.
- Respecting the legal provisions concerning the finalisation of master of science studies by the *dissertation* paper. The dissertation must demonstrate the advanced scientific knowledge of the approached theme, contain originality elements in developing or solving the theme, as well as modalities of their scientific validation.

2.3. Methodological stages for the accreditation of master of science study programmes

Master of science university studies can only be organised by accredited higher education institutions, within the faculties or departments established by Government Decision.

In order to organise 2nd cycle (master of science) university studies, the mentioned higher education institutions must obtain the approval of the Ministry of Education and Research, by the minister's Order, at the proposal of the Romanian Quality Assurance Agency for Higher Education, on the basis of the periodical evaluation of the institutional capacity to provide an integrated learning and research environment, at national and international level.

The accreditation methodology of a master of science study programme implies the following successive work stages:

- higher education institutions which, at the date of the accreditation application, organise more than one master of science programme in a field, shall transmit to RQAAHE the accreditation self-evaluation files for all the programmes within the respective field;
- on the basis of the request to start the external evaluation and accreditation procedure submitted to the Accreditation Department of RQAAHE by the education provider, the RQAAHE Council decides the beginning of the external evaluation procedure for the master of science university study programme;
- together with the application, the education provider also submits the Internal evaluation report, drawn up according to the Methodology;

- the education provider proves with relevant documents to have paid the fee provided for by the law for the accreditation activity;
- the accreditation department of RQAAHE selects the evaluation group (commission) members out of the Register of expert evaluators and appoints a coordinator of the evaluation mission, who is part of the *Commission of permanent specialty experts*;
- The commission analyses the internal evaluation report and verifies by visits paid to the applicant institution the fulfilment of the standards referring to the domains and criteria stipulated by the Methodology. The results of the verifications are registered by the commission members in the “Visit record for accreditation”, which is signed by all the commission members. The “Visit record for accreditation” is discussed and approved in the *Commission of permanent specialty experts*, on domains. Based on the “Visit record for accreditation”, the members of the *Commission of permanent specialty experts* draw up the “Accreditation evaluation report”, where they propose, under signature, the accreditation of the study programme or, if the case, its non-accreditation;
- the “Accreditation evaluation report” is submitted for analysis to the RQAAHE *Accreditation Department*, which validates the report by verifying the way the evaluation methodology was observed and submits it to be discussed and approved in the RQAAHE Council;
- on the basis of the conclusions drawn from the debates, the RQAAHE Council draws up the “Council’s Report” and submits it to the Ministry of Education and Research with the proposal of accreditation or, if the case, of non-accreditation of the master of science university study programme. The proposal of accreditation or, if the case, of non-accreditation of the requested master of science study programme shall be validated by the vote of the Council’s members who must agree with the respective proposal in proportion of half plus one of the total number of the Council’s members, namely 8 votes “for”. This report must bear the signature of the RQAAHE Council’s representative for the respective fundamental science field, as well as the signatures of the bureau’s members;
- the higher education institution having received the right to organise master of science studies in one or several fields is called Master of Science University Studies Organising Institution (MSUSOI);
- on the basis of the RQAAHE’s approval, the Ministry of Education and Research draws up the draft Government Decision and submits it to the Government in order to issue the Government Decision on the accreditation of the respective master of science study programme.

2.4. Normative requirements on the accreditation of master of science study programmes

For the accreditation of a master of science studies organising institution, the fields, criteria, standards and performance indicators presented in Part IV, paragraph 4.4 shall apply, from the external evaluation Methodology of RQAAHE. These are particularised in the self-evaluation report for each speciality field and, within the field, for each master of science programme (speciality). Moreover, the accreditation external evaluation shall observe the provisions of G.D. No. 404/2006 on the organisation and development of master of science university studies, as well as the following requirements:

2.4.1. *With regard to the legal framework of organisation and functioning of master of science study programmes:*

- only higher education institutions accredited within the academic degree fields with accredited programmes have the right to organise master of science study programmes;

- the assumed educational and scientific research mission justifies by elements of relevance and opportunity compared to the national classified list of qualifications and refers to the educational, scientific research and professional objectives;
- the assumed educational and scientific research mission is part of the profile and speciality of the organising educational unit.

2.4.2. *With regard to the teaching staff:*

For the accreditation of a master of science study programme, all the teaching positions legally created shall be covered by university teachers tenured in higher education according to the law, having the degree of university professors, associate professors or senior lecturers/lecturers, with the scientific title of doctor in the field of the disciplines from the occupied position. Out of them, 80% shall be employed with basic teaching loads. A priority in covering the positions shall be offered to the chiefs of doctoral studies who work in the programme's field or in related fields. The rest of didactic activities as seminars, applicative works, projects etc. shall also be covered by other university teachers tenured in higher education with the scientific title of doctor in the field of the disciplines from the occupied position, employed with the basic teaching load in the respective institution, with the exception of international cooperation programmes, with speciality teaching staff from universities abroad. For the above-mentioned programmes, universities shall present the bilateral cooperation agreements that are at the basis of the programme, as well as the cooperation contracts of the personnel from abroad (teaching staff and/or researchers).

2.4.3. *With regard to the educational process content:*

- the defining and precise determination of the general and speciality competences, according to the master of science university study fields;
- compatibility with the national framework of qualifications;
- compatibility with plans and study programmes similar to those in the European Union countries and other countries of the world, the disciplines' share being expressed in ECTS study credits.

2.4.4. *With regard to the students:*

The students' recruitment is carried out according to the university's own admission procedures; the registration to the entrance examination is carried out on the basis of the 1st cycle graduation diploma – academic degree university studies.

2.4.5. *With regard to the scientific research:*

- The higher education institution has its own research laboratories in the field of the master of science study programme the accreditation was applied for. The laboratories' equipment corresponds to the requirements of the approached themes. The existing equipment allows the development of far-reaching national and international research.
- The master of science study programme submitted to evaluation, has its own scientific research plan, included in the strategic plan of the faculty and of the institution it belongs to, certified by documents that can be found at chairs, departments, faculty. The research topics comprised in the plan belong to the scientific area of the master of science field.
- The teaching and research staff perform scientific research activities valorised by publications in speciality magazines or publishing houses inside the country recognised by NURC (the National University Research Council) or abroad, scientific essays presented on the occasion of various sessions, symposiums, seminars etc. organised in the institution, inside the country and/or abroad, contracts, expertise, consultancy etc., on the basis of contracts or conventions concluded with partners inside the country and/or abroad, with evaluation certified by speciality commissions etc. The results of the scientific research carried out within the research

laboratories belonging to the educational structure submitted to evaluation, are valorised by published scientific papers, patents etc.

- The faculty periodically organises with the teaching staff, researchers and graduates, scientific sessions, symposiums, conferences, round tables, while the reports are published in ISBN, ISSN scientific reports or in magazines dedicated to the organised activity.
- The faculty owns an institutionalised scientific research centre.
- The teaching and research staff is involved in national and international research grants.

2.4.6. With regard to the material basis:

- The higher education institution must prove that it has its own laboratories adequately equipped for all the disciplines.
- The higher education institution must prove to have a library equipped with reading room and its own book stock according to the disciplines included in the educational curricula. Its own book stock from Romanian and foreign speciality literature must be enough to completely cover the disciplines from the educational curricula, out of which at least 50% should represent book titles or speciality courses for the field submitted to evaluation, appeared during the last 10 years in recognised publishing houses, as well as subscriptions to the main foreign speciality magazines. The educational institution's libraries must ensure a sufficient number of subscriptions to Romanian and foreign publications and periodicals, according to the assumed mission. An emphasis shall be put on the existence of speciality collections and the year of the collection's initiation.

For the accreditation of a master of science study programme, all the requirements requested by this methodology must be confirmed by supporting documents drawn up by the higher education institution applying for the accreditation.

During the academic years 2006-2007 and 2007- 2008 or 2008-2009, as the case may be, the existing master of science programmes, which were approved by other procedures, shall function, until the finalisation of studies. For the academic years 2008-2009 and, 2009-2010 respectively, for the higher education fields where 1st cycle university studies are organised on 240 ECTS credits, as well as for the next academic years, admission shall be organised only at those master of science study programmes which were accredited and function in master of science university studies organising institutions (MSUSOI) accredited in this respect. Starting with the academic year 2006-2007, universities having accredited academic degree study programmes may submit applications to RQAAHE and submit adequate self-evaluation reports in order to obtain accreditation as master of science studies organising institutions.

2.5. Evaluation criteria, standards and performance indicators for the accreditation of a master of science university study programme

The numbering and indicators in the table are those from the “External evaluation methodology” elaborated by RQAAHE and approved by G.D. no. 1418/11.10.2006

**A. Institutional capacity
A.1. Institutional, administrative and managerial structures**

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.A.1.1. Mission, objectives and academic integrity The institution formulates its own mission and establishes the objectives pursued in compliance with a set of reference values. The institution can prove that it respects and protects the personnel’s and students’ academic freedom and that it functions in conditions of university autonomy, of public responsibility and liability for the education offered and resources used for this purpose.</p>	<p>I.P.A.1.1.1. Mission and objectives Min: The institution is established and functions in compliance with the legal requirements. The institution has a University Charter whose provisions comply with the national legislation and principles of the European Space for Higher Education and are known by the academic community members. The mission and objectives taken by the institution particularise it in the national higher education system by clarity, distinction and specificity.</p> <p>I.P.A.1.1.2. Academic integrity Min: The institution has an ethical and academic integrity code in order to protect the values of academic freedom, university autonomy and ethical integrity. It also has clear practices and mechanisms for applying the code.</p> <p>I.P.A.1.1.3. Public liability and responsibility Min: The institution possesses internal audit practices with regard to the main university activity fields in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.</p>	<p><i>It is applied at the chair (department) level which best corresponds to the field of the evaluated study programme.</i></p>

<p>S.A.1.2. Management and administration The institution has a coherent, integrated and transparent system of university management, based on an effective and efficient administration, adapted to the assumed mission and objectives.</p>	<p><i>I.P.A.1.2.1. Management system</i> Min: The institution has a management system and Internal functioning rules which comply with the legal requirements in force. The mechanism of choosing the students' representatives in Councils, Senates and other structures is clearly described in the Academic Charter and internal rules. This is democratic and transparent, non-discriminating and does not limit the students' right to represent and to be represented.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>
	<p><i>I.P.A.1.2.2. Strategic management</i> Min: The institution has a strategic plan with at least four-year horizon and annual operational plans which are known by the academic community members and are applied according to practices and mechanisms of rigorous observation.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>
	<p><i>I.P.A.1.2.3. Effective administration</i> Min: The university's administration complies with the legal regulations in force, it is effective with regard to the organisation, number of personnel and qualification and rigorously functions by the services rendered to the academic community.</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>

A.2 - Material basis

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.A.2.1. Patrimony, equipment, allocated financial resources The university owns a patrimony which efficiently contributes to the fulfilment of the mission and established objectives.</p>	<p><i>I.P.A.2.1.1. Spaces for education, research and other activities</i> Min: By respecting the differences between the types of education, for the research activities' objectives, the university ensures educational and research spaces corresponding to its specific features, lecture rooms, didactic laboratories and</p>	

	<p>research centres, in compliance with the technical and safety standards in force. Their quality is assessed according to the area, volume, technical status, total number of students, of teaching and research staff, differentiated on fields, study programmes and institutionally by reference to the above mentioned standards. The indicator also refers to the students' hostel space and other spaces offered to the students for social, cultural and sports activities.</p> <p><i>I.P.A.2.1.2. Equipment</i> Min: The lecture / seminar rooms are endowed with technical equipment for learning, teaching and communication which facilitates the teaching staff's activity and every student's receptivity; research laboratories are endowed with equipment and means of operation according to the minimum exigencies.</p> <p><i>I.P.A.2.1.3. Financial resources</i> Min: The institution proves to possess sufficient financing sources and financial resources, on short term (annual) and long term (for minimum three/four successive years), which it allocates in order to adequately fulfil the established mission and objectives. The institution possesses an annual realistic budget and a three/four-year budget, as well as short and medium-term policies, concerning financial sustainability.</p> <p><i>I.P.A.2.1.4. The granting system of scholarships and other types of material support for students</i> Min: The institution has its own Rules of granting scholarships and other types of material support for students, which it consistently applies. Scholarships are granted from state budget allocations and</p>	<p><i>It is observed by the institutional accreditation Commission</i></p>
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	from the institution's own resources.	
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B. Educational effectiveness

B.1. Study programmes' content

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.B.1.1. Students' admission The institution formulates its own student recruitment and admission policy and applies it transparently and rigorously, in compliance with the principle of all the candidates' equality, without any discrimination.</p>	<p><i>I.P.B.1.1.1. Principles of the policy of admission to the study programmes offered by the institution</i> Min: The institution applies a transparent student recruitment and admission policy, publicly announced at least 6 months before being applied. The university marketing promotes real and correct information, indicating verification and confirmation possibilities. The admission is exclusively based upon the candidate's academic abilities and applies no discriminating criteria.</p> <p><i>I.P.B.1.1.2. Admission practices</i> Min: The admission in a master of science university study cycle is carried out only on the basis of the 1st cycle university studies diploma, taking into account the hierarchical order of graduation averages.</p>	
<p>S.B.1.2. Structure and presentation of study programmes Study programmes are formulated in detail, according to the expected learning results and which correspond to an academic qualification.</p>	<p><i>I.P.B.1.2.1. Study programmes' structure</i> Min: Each study programme / speciality within the university is based upon the correspondence between learning and research results, and the master of science qualification. A study programme is presented as a package of documents including: the programme's general and specific objectives; the educational curriculum with the disciplines' share expressed in ECTS study credits, as well as the successively arranged disciplines in the educational period; the thematic</p>	

	<p>programmes or the disciplines' records included in the educational curriculum, respectively the learning results expressed as cognitive, technical or professional and emotional-value abilities which are achieved by a discipline; the examination and evaluation method for each discipline, taking into account the planned results; the organisation method and contents of the graduation exam, as a summative exam certifying the assimilation of cognitive and professional abilities corresponding to the academic qualification.</p> <p><i>I.P.B.1.2.2. Study programmes differentiation</i> Min: Study programmes are integrated as structure, irrespective of the type of education (full-time, evening classes, part-time and distance learning), but they differentiate according to the means used within the type of education. For part-time and distance learning, the indicator differentiates accordingly.</p> <p><i>I.P.B.1.2.3. Study programmes relevance</i> Min: Cognitive and professional relevance of study programmes is defined according to the rhythm of knowledge and technology development in the field and to the labour market and qualifications requirements. The institution possesses mechanisms for the annual peer review of the learning activity transmitted and assimilated by the students and for analysing the changes occurred in the qualifications' profiles and in their impact upon the study programme organisation.</p>	
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B.2. Learning results

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.B.2.1. Valorisation of the acquired academic qualification</p> <p>The acquired knowledge, competences and abilities are enough in order to allow the graduates to enter the labour market, to develop their own business, to continue academic studies in the next cycle and to permanently study.</p>	<p><i>I.P.B.2.1.1. Valorisation by the capacity to enter the labour market</i></p> <p>Min: At least 50% of the graduates are employed within two years since the graduation date at the academic qualification level.</p> <p><i>I.P.B.2.1.2. Qualification valorisation by the continuation of university studies</i></p> <p>Min: At least 20%* of the last two series of graduates of master of science studies are involved in scientific research or continue their university studies in doctoral programmes.</p> <p><i>I.P.B.2.1.3. Students' level of satisfaction concerning professional and personal development ensured by the university.</i></p> <p>Min: More than 50% of the students positively assess the learning/development environment offered by the university and their own learning route.</p> <p><i>I.P.B.2.1.4. Student focused learning methods</i></p> <p>Min: The teaching staff's main responsibility is to project the learning methods and environment focused on student, less focused on the traditional responsibility to transmit only information. The relation between student and teacher is based on partnership, where each party takes the responsibility of achieving the learning results. The learning results are explained and discussed with the students from the perspective of their relevance for the students' development.</p>	

	<p>The teaching staff uses new technology resources (e.g. e-mail, personal website for subjects, bibliography, electronic format resources and dialogue with students) and auxiliary materials, such as blackboard, flipchart and video-projector.</p> <p><i>I.P.B.2.1.5. Students' career guidance</i> Min: Professors have permanence hours at the students' disposal and personalise their guidance at the students' request. There are supervising professors or tutors or other ways of association between a teacher and a group of students.</p>	
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B.3. Scientific research activity

STANDARD	INDICATORS	OBSERVATIONS
<p>S.B.3.1. Research programmes The institution has a long-term strategy and medium and short-term programmes referring to the research objectives, projects and expected results, as well as to the fulfilment resources. There is a research ethos and culture, and also concerns for the valorisation of research results.</p>	<p><i>I.P.B.3.1.1. Research planning</i> Min: The long-term strategy and medium and short-term programmes on research are adopted by the faculties' Senate and Councils, together with the specification of the practices of obtaining and granting the achievement resources and of the valorisation methods. Research interests are predominantly institutional.</p> <p><i>I.P.B.3.1.2. Research achievement</i> Min: Research owns enough financial, logistic and human resources in order to achieve its objectives.</p> <p><i>I.P.B.3.1.3. Research valorisation</i> Min: Research is valorised by: didactic publications, scientific publications, technological transfer by consultancy centres, scientific parks or other valorisation structures, achievement of new products etc. Every professor and researcher</p>	

	<p>has at least one publication or a didactic or scientific achievement annually. Through mass-media, the institution participates in the dissemination of research results.* * In fields such as: Medical sciences, Agricultural sciences, Technical sciences, Architecture, Town planning etc., where the research results are valorised by projects on the basis of whom new products are developed, infrastructure development or environment protection works are carried out, these results shall also be considered.</p>	
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C. Quality management

C.1. Quality assurance strategies and procedures

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.1.1. Quality assurance structures and policies The structures, policies and strategies create the institutional framework for the effective quality development and monitoring, for the acknowledgement of a quality culture and for the continuous improvement of quality standards.</p>	<p>I.P.C.1.1.1. Quality assurance system organisation Min: Within the institution, there is a central commission and study programme commissions which function in an integrated manner. I.P.C.1.1.2. Quality assurance policies and strategies Min: The university has a policy programme focused on quality and means of achievement.</p>	<p><i>For the evaluated study programmes</i></p>

C.2. Procedures on the periodical initiation, monitoring and revision of the programmes and activities carried out

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.2.1. Periodical approval, monitoring and evaluation of study programmes and diplomas corresponding to the qualifications. Within the university there are rules on the periodical initiation, approval, monitoring and evaluation of every study programme and of the issued diplomas. These rules are rigorously and consistently applied.</p>	<p>I.P.C.2.1.1. Existence and enforcement of the rules on the periodical initiation, approval, monitoring and evaluation of study programmes Min: The rules exist and are enforced. I.P.C.2.1.2. Correspondence between diplomas and qualifications Min: Study programmes and diplomas are elaborated and</p>	

	issued according to the academic qualification requirements.	
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C.3. Objective and transparent procedures of learning results evaluation

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.3.1. Students' evaluation The students' examination and marking are carried out on the basis of criteria, rules and techniques which are rigorously and consistently applied.</p>	<p><i>I.P.C.3.1.1. The university has rules concerning the students' examination and marking which are rigorously and consistently applied</i> Min: There are such rules as well as specific procedures of consistent knowledge and application by tenured university teachers and students. Together with the course's tenured university teacher, at least one more speciality professor participates in the examination.</p> <p><i>I.P.C.3.1.2. Integrating the examination in the teaching and learning projection, on courses and study programmes</i> Min: Each course is thus projected so as to combine teaching, learning and examination. The students' examination and evaluation procedures are focused on the learning results and announced to the students in advance and in detail.</p>	<p><i>At the level of the study programme</i></p>

C.4. Periodical evaluation procedures of teaching staff quality

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.4.1. Teaching and research staff quality Universities must have enough teaching staff, as number and functioning basis, as to be adequate to the students' total number, according to the field and, with regard to the qualifications, it must correspond to the specific features of study programmes and established quality objectives.</p>	<p><i>I.P.C.4.1.1. Relation between the teaching staff and students</i> Min: According to the study programme's specific features, the university establishes the relation considered optimum for the objectives and level of academic quality between the tenured teaching staff with the basic teaching load within the university and the total number of registered students. In the quality evaluation, a professor is considered to have</p>	

	<p>the basic teaching load in a single university.</p> <p><i>I.P.C.4.1.2. Peer review</i> Min.: The peer review is periodically organised, based on general criteria and collective preferences.</p> <p><i>I.P.C.4.1.3. Teaching staff evaluation carried out by the students</i> Min.: The students may evaluate the teaching staff by means of a form approved by the Senate, which is optionally applied after each semester training cycle. Its results are confidential, being accessible only to the dean, rector and assessed person.</p> <p><i>I.P.C.4.1.4. Evaluation carried out by the university management</i> Min: The teaching staff perform their own self-evaluation and are annually evaluated by the head of department.</p>	
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C.5. Learning resources accessibility

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.5.1. Learning resources and students' services The resources and services offered to the students are sufficient, adequate and relevant in order to facilitate the learning process and to ensure a quality students' life.</p>	<p><i>I.P.C.5.1.1. Learning resources availability</i> Min: The university ensures learning resources (manuals, handbooks, bibliographical references, readers, anthologies etc.) for each study programme in libraries, resource centres etc., in classic and electronic format and free of charge. The university's library must possess, beside the electronic access, a sufficient number of national and foreign volumes and subscription to the main national and foreign speciality magazines for every discipline defining a study programme. Each library has a programme and resources of</p>	

	<p>obtaining books and magazines.</p> <p><i>I.P.C.5.1.2. Teaching as source of learning</i> Min: Each university teacher owns updated teaching strategies for every course, in compliance with the study programme, students' characteristics, type of education and pre-defined quality criteria.</p> <p><i>I.P.C.5.1.3. Stimulation and recovery programmes</i> Min: The university has stimulation programmes for students with high learning results and also recovery programmes for those who have learning difficulties.</p> <p><i>I.P.C.5.1.4. Students' services</i> Min: The university has a minimum number of social, cultural and sports services for students such as: accommodation spaces for at least 10% of students, a sports base, various consultancy services, with an efficient management.</p>	<p><i>Shall be observed by the institutional accreditation Commission</i></p>
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C.6. Systematically updated data base, with regard to the quality internal assurance

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.6.1. Information systems Universities gather, process and analyse data and information concerning the students' education and life quality status in the academic space.</p>	<p><i>IP.C.6.1.1. Data and information bases</i> Min: The institution has an information system which facilitates the gathering, processing and analysis of relevant data and information for the quality institutional evaluation and assurance.</p>	<p><i>Shall be observed by the institutional accreditation Commission</i></p>

C.7. Transparency of public interest information concerning study programmes and, as the case may be, the granted certificates, diplomas and qualifications

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.7.1. Public information Data and information public transparency, in printed and electronic format, concerning all the qualifications and study</p>	<p><i>I.P.C.7.1.1. Public information offer</i> Min: The university and all its faculties must offer quantitative and/or qualitative, actual and</p>	

<p>programmes, this information's actuality, correctness and validity must be permanently demonstrated.</p>	<p>correct information and data, about the qualifications, study programmes, diplomas, academic and research staff, the facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular.</p>	
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C.8. Functionality of education quality assurance structures, according to the law

STANDARD	PERFORMANCE INDICATORS	OBSERVATIONS
<p>S.C.8.1. The institutional structure of education quality assurance complies with the legal provisions and permanently carries out its activity The quality evaluation and assurance commission was created, has a structure and carries out the activities stipulated by the regulations in force.</p>	<p><i>IP.C.8.1.1. The commission coordinates the enforcement of the quality evaluation and assurance activities</i> Min: The education quality evaluation procedures and activities were elaborated and approved by the university Senate. The commission elaborates the internal evaluation annual report and makes it public by posting up or publication, including in electronic format, and formulates proposals of education quality improvement.</p>	<p>At the level of the evaluated study programme</p>

APPENDIX I.5

A.I.5. RECOMMENDATIONS ON THE SELF-EVALUATION REPORT DRAWING UP (INTERNAL EVALUATION) FOR THE ACCREDITATION OF MASTER OF SCIENCE STUDY PROGRAMMES

For the accreditation or periodical evaluation of every master of science study programme, an academic self-evaluation report shall be drawn up. This will be elaborated in compliance with the provisions of Law 87/2006 and G.D. 404/2006, taking into account the indicators and standards provided by the Romanian Quality Assurance Agency for Higher Education (RQAAHE).

The report's content shall be structured according to this guide, which is meant to support the applicants for academic evaluation. After consulting Law no. 87/2006, G.D. 404/2006 and G.D. 1418/2006 on the indicators and standards provided by RQAAHE, the applicant institutions may present any other information as well, accompanied by the evidence they consider relevant in order to obtain accreditation or, as the case may be, the periodical academic evaluation.

The evaluation report must be structured on two parts: the first, containing the information on the educational institution requesting the master of science study programme (common part for all the institution's reports), and the second part, referring to the information that expressly concerns the respective master of science study programme.

At the request of RQAAHE and its departments, the institutions shall provide any other documents certifying the accuracy of the information comprised by the report.

➤ Information referring to the educational institution (maximum 10 pages)

A.I.5.1. Legal framework of organisation and functioning of the higher education institution, its mission and objectives

- the organisational structure of the educational institution, with the designation of all the faculties, specialities and master of science study programmes;
- the official constitutive and functioning documents of the institution (including of the faculties, specialities and master of science study programmes);
- the institution's option on the mission of each speciality at the academic degree studies and master of science programmes (didactic and research);
- the evolution and perspectives of the institution, faculties, specialities, master programmes.

A.I.5.2. Managerial activity and institutional structures

The institution shall emphasize the aspects related to this subject that the institution considers useful in order to support the accreditation of the master of science study programme.

A.I.5.3. Teaching staff (at the institution's level and for each faculty)

- the number and structure of the teaching positions (university professors, associate professors, senior lecturers, lecturers, assistant professors, junior assistants);

- the number and structure of the teaching staff with basic teaching load (on academic degrees and age categories);
- the number of the chiefs of doctoral studies, doctors and Ph.D. students (within the institution) according to doctorate fields;
- number and type of the scientific or honorary distinctions received by the institution's own teaching staff with relevance to the evaluated master of science study programme.

A.I.5.4. Educational process content

Emphasis shall be placed on the relevant aspects referring to quality evaluation of study programmes and/or previously accredited educational structures, useful in order to support the accreditation of the master of science study programme.

A.I.5.5. Scientific research

- modalities of organising the scientific research activity;
- nature of the scientific research themes compared to the assumed mission;
- financing of scientific research (grant projects, international projects etc.);
- number and structure of the personnel having only a scientific research load;
- list of the institution's own research units;
- modalities of valorising scientific research (publications, contracts, patents etc.);
- the institution's scientific periodicals;
- institutional concern with regard to the organisation of scientific and cultural-artistic activities.

A.I.5.6. Material basis

- owned or rented spaces (in sqm), for didactic teaching-seminar activities (at institutional level);
- equipment of the lecture – seminar rooms;
- ensuring the necessary spaces and equipment for the speciality laboratories, including the IT laboratories (at faculty level);
- libraries (organisation, spaces, reading rooms, their capacity, equipment, book stock etc.);
- other equipment for education and research (IT centres, multimedia centres etc.);
- didactic, sport bases etc.;
- publishing house, printing house;
- students' hostels and dining-rooms;
- students' polyclinic (dispensary).

➤ Information referring to the master of science study programme

The information and documents comprised by this part have the role of serving to the evaluation of master of science study programmes for which the accreditation or periodical evaluation is applied. This information must refer to:

A.I.5.7. Legal framework of organisation and functioning of the master of science study programmes, their mission and objectives

- official constitutive documents according to the law (accreditation) of the academic degree field which comprises the master of science university studies;
- the organising chair, department (faculty); collaborating chairs, departments (faculties);

- the master of science programme's mission considered in the context of the profile (field) and speciality of the organising educational unit; perspective of the respective master of science study programme;
- collaboration forms and results, in the speciality field of the master of science programme, with other institutions in the country or abroad; programmes of exchange and mobilities of teaching staff and master students.

A.I.5.8. Teaching staff

- the way of covering teaching loads or teaching load fractions corresponding to the specialisation with teaching staff, employed according to the legal requirements (G.D. 404/2006 and RQAAHE standards);
- the departments' teaching loads records, summing up the teaching load fractions or teaching loads involved in the master activity of the supervised programmes;
- the teaching staff's tenure proving documents;
- evidence of fulfilling the conditions of covering the teaching loads (scientific title in the disciplines' speciality within the teaching load, chiefs of doctoral studies, according to the case, famous specialists etc.).

A.I.5.9. Educational process content

- the educational curriculum contains thorough study disciplines and synthesis disciplines whose content corresponds to the assumed mission; the educational curriculum structure is carried out on 14-week semesters, with minimum 14 hours / week; the correlation of the educational curriculum with that of the related specialisations within the respective field of academic degree studies;
- the number of credits and the duration of master of science university studies comply with the legal provisions;
- the analytical syllabuses (approved by the faculty's Council) are in compliance with the assumed mission and comprise: the study discipline's objectives, contents on chapters and themes, the modality of knowledge evaluation, bibliography. The objectives and content of the seminars or/and laboratories shall also be included, as the case may be;
- syntheses of various analysis commissions concerning: the improvement of the educational curricula, modernisation and correlation of the analytical syllabuses (for the periodical evaluation); conclusions drawn by the faculty Council's commissions regarding the control of the educational process development (for the periodical evaluation);
- the situation of elaboration and multiplication of didactic materials at the disciplines comprised in the educational curriculum;
- the dissertation of graduating master of science studies contains elements of scientific research.

A.I.5.10. Master students

- documents concerning the educational figures (for admission), approved by the Ministry of Education and Research, relevant to the evaluated programme;
- documents concerning study groups: series, groups, subgroups, with the approval of M.S.U.S.O.I., as the case may be;
- the possibility of involving master students in the department's research activities, including on a contract basis;
- the existence of master studies contracts which shall be concluded between M.S.U.S.O.I. and the master student.

A.I.5.11. Scientific research

- the faculty, chair/department organising master studies, carries out scientific research activity in the field, with impressive results (well-known research centres, research programmes with international recognition/financing etc.);
- scientific research themes of the personnel working at the respective master of science programme;
- the list of scientific research papers elaborated and published by the teaching and research staff within the last 3 years;
- significant participations of the teaching staff in the scientific activities;
- the list of research themes corresponding to the master of science specialisation financed by grants and/or contracts;
- other modalities of valorising the scientific research of the teaching staff and master students.

A.I.5.12. Material basis

- owned or rented educational and research spaces (with title deeds or lease contracts);
- equipment of the master programme laboratories, mentioning the occupied space, equipment, performance parameters, number of work points;
- library and endowment with the institution's own reading rooms, book stock and periodicals in the specialisation field of the master of science studies, enough compared to the number of master students, to cover all the disciplines in the educational curriculum;
- research spaces and their equipment;
- creation workshops.

A.I.5.13. Financial activity

- the income and expenditure budget of the master of science specialisation or its allocated share from the institution's budget and the way of management;
- the contribution of the master of science specialisation to the institution's own income (including by means of taxes).

**A.I.6. PROCEDURES AND DOCUMENTS OF THE EVALUATORS OF
MASTER OF SCIENCE STUDY PROGRAMMES
FOR ACCREDITATION**

Expert evaluators have the duty to gather, verify and exchange the supporting documents and elements, so as to be able to check the statements made in the self-evaluation documents and to formulate their own assessments on the degree of achieving the standards applied in the higher education institution's master of science study programme.

The evaluators shall discuss and exchange between them the gathered evidence, shall verify the data comprehension and interpretation and analyse various sources in order to come to a common conclusion.

Expert evaluators shall be selective with regard to the investigations and shall focus on the elaboration of assessments based on well-defined criteria. They shall refine the conclusions in course of formation, using a varied range of evidence.

The documents are important sources of information, helping expert evaluators to examine the quality of the learning opportunities and of the achieved academic standards.

Expert evaluators are requested to assess the way the gathered proof complies with the self-evaluation carried out by the higher education institution, to verify in what extent the proof can support the ratings assigned by the universities to the study programme submitted to evaluation. This implies to establish to what extent the standards and performance indicators announced by the institution are observed.

The evaluation results are presented in the VISIT RECORD, COMPULSORY NORMATIVE REQUIREMENTS RECORD and STANDARDS AND PERFORMANCE INDICATORS RECORD (attached). These records shall be accompanied by any other documents that the evaluators shall consider necessary in order to obtain a complete image on the fulfilment degree of the accreditation standards.

A.I.3.3. VISIT RECORD

*for the accreditation of master of science university study programmes
(includes a) COMPULSORY NORMATIVE REQUIREMENTS, b) STANDARDS AND PERFORMANCE INDICATORS and c) SUPPORTING APPENDICES and SPECIFIC STANDARDS AND PERFORMANCE INDICATORS)*

Master of science study programme

Academic degree field.....

Faculty.....

Institution.....

Date of visit.....

A.I.3.3.c. SUPPORTING APPENDICES:

- *Teaching staff.*
- *Educational curriculum.*
- *Students (on academic years).*
- *Scientific research (only scientific research contracts within the current year and previous year).*

The data comprised in the VISIT RECORD, COMPULSORY NORMATIVE REQUIREMENTS RECORD, STANDARDS AND PERFORMANCE INDICATORS RECORD and in the SUPPORTING APPENDICES is certified by the signatures of the visit commission members who check the documents or bring the copies of the proving documents in order to be analysed by the plenary commission.

Structure of the visit commission:

Expert evaluators

No. crt.	Surname and first name	Quality	Signature	Observations
4.		Coordinator		
5.		<i>Member</i>		
6.		<i>Member</i>		

Representatives of the visited institution

No. crt.	Surname and first name	Quality	Signature	Observations
4.		Contact person		
5.				
6.				

(stamp of the visited unit)

S.

The observations from the VISIT RECORD, COMPULSORY NORMATIVE REQUIREMENTS RECORD, STANDARDS AND PERFORMANCE INDICATORS RECORD and from the SUPPORTING APPENDICES were notified to the visited unit representatives. A copy of the "Visit Record" may be placed at the disposal of the visited unit, at request.

VISIT RECORD

A.I.6.1.a) COMPULSORY NORMATIVE REQUIREMENTS
for
the accreditation of master of science university study programmes

Master of science study programme

Academic degree field.....

Faculty.....

Institution.....

Date of visit.....

Signatures:

1. Commission coordinator _____

2. Expert _____

3. Expert _____

I. LEGAL FRAMEWORK OF THE INSTITUTION'S ORGANISATION AND FUNCTIONING

COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>1. The higher education institution organises university study programmes accredited within the academic degree fields for which the master of science study programme was requested.</i>	
<i>2. The assumed educational and scientific research mission justifies by elements of relevance and opportunity in proportion to the national classified list of qualifications and, respectively, the labour market demands, and refers to the educational, scientific research and professional objectives.</i>	
<i>3. The assumed educational and scientific research mission is part of the profile and speciality of the organising educational unit.</i>	

* In the „Observations” column facts shall be registered, without making any assessments.

II. TEACHING STAFF	
<i>COMPULSORY NORMATIVE REQUIREMENTS</i>	<i>OBSERVATIONS*</i>
<i>1. All the teaching positions legally created shall be covered by the institution's own university teachers tenured in higher education according to the law, having the degree of university professors, associate professors or senior lecturers/lecturers, with the scientific title of doctor in the field of the disciplines from the occupied position. Out of them, 80% shall be employed with basic teaching loads.</i>	
<i>2. A priority in covering the positions shall be offered to the chiefs of doctoral studies who work in the programme's field or in related fields.</i>	
<i>3. Didactic activities as seminars, applicative works, projects etc. are covered by the institution's own university teachers tenured in higher education with the scientific title of doctor in the speciality of the disciplines from the occupied position, employed with the basic teaching load in the respective institution.</i>	
<i>4. For the international cooperation programmes, with speciality teaching staff from universities abroad, the institution presents the bilateral cooperation agreements that are at the basis of the programme.</i>	
<i>5. For the international cooperation programmes, with speciality teaching staff from universities abroad, there are cooperation contracts of the teaching staff and/or researchers.</i>	

III. EDUCATIONAL PROCESS CONTENT	
<i>COMPULSORY NORMATIVE REQUIREMENTS</i>	<i>OBSERVATIONS*</i>
<i>1. The study disciplines comprised in the educational curricula are provided for in a logical succession and must clearly define the general and speciality competences on fields of master of science university studies.</i>	
<i>2. The study disciplines comprised in the educational curricula must ensure compatibility with the national framework of qualifications.</i>	
<i>3. The study disciplines comprised in the educational curricula must ensure compatibility with plans and study programmes similar to those in the European Union countries and other countries of the world, the disciplines' share being expressed in ECTS study credits.</i>	

IV. STUDENTS	
<i>COMPULSORY NORMATIVE REQUIREMENTS</i>	<i>OBSERVATIONS*</i>
<i>1. The students' recruitment is carried out according to the university's own admission procedures.</i>	
<i>2. The registration to the entrance examination is carried out on the basis of the 1st cycle university study graduation diploma.</i>	

V. SCIENTIFIC RESEARCH	
COMPULSORY NORMATIVE REQUIREMENTS	OBSERVATIONS*
<i>1. The higher education institution has its own research laboratories in the field of the master of science study programme the accreditation was applied for. The laboratories' equipment corresponds to the requirements of the approached themes. The existing equipment allows the development of far-reaching national and international research.</i>	
<i>2. The master of science study programme submitted to evaluation, has its own scientific research plan, included in the strategic plan of the faculty and of the institution it belongs to, certified by documents found at chairs, departments, faculty. The research topics comprised in the plan belong to the scientific area of the master of science domain.</i>	
<i>3. The teaching and research staff carry out scientific research activities valorised by publications in speciality magazines or publishing houses inside the country recognised by NURC (the National University Research Council) or abroad, scientific essays presented on the occasion of various sessions, symposiums, seminars etc. organised in the institution, inside the country and/or abroad, contracts, expertise, consultancy etc., on the basis of contracts or conventions concluded with partners inside the country and/or abroad, with evaluation certified by speciality commissions etc. The results of the scientific research carried out within the research laboratories belonging to the educational structure submitted to evaluation, are valorised by published scientific papers, patents etc.</i>	
<i>4. The faculty periodically organises with the teaching staff, researchers and graduates, scientific sessions, symposiums, conferences, round tables, while the reports are published in ISBN, ISSN scientific reports or in magazines dedicated to the organised activity.</i>	
<i>5. The faculty owns a recognised institutionalised scientific research centre.</i>	
<i>6. The teaching and research staff is involved in national and international research grants.</i>	

VI. MATERIAL BASIS	
<i>COMPULSORY NORMATIVE REQUIREMENTS</i>	<i>OBSERVATIONS*</i>
<i>1. The higher education institution must prove that it has its own laboratories adequately equipped for all the disciplines in the educational curriculum.</i>	
<i>2. The higher education institution must prove to have a library equipped with reading room and its own book stock according to the disciplines included in the educational curricula. Its own book stock from Romanian and foreign speciality literature must be enough to completely cover the disciplines from the educational curricula, out of which at least 50% should represent book titles or speciality courses for the field submitted to evaluation, appeared during the last 10 years in recognised publishing houses.</i>	
<i>3. The educational institution's libraries must ensure a sufficient number of subscriptions to Romanian and foreign publications and periodicals, according to the assumed mission.</i>	
<i>4. The educational institution's libraries have speciality collections. The year of the collection's initiation shall be mentioned.</i>	

VISIT RECORD

A.I.6.1.b) STANDARDS AND PERFORMANCE INDICATORS for the accreditation of master of science university programmes

Master of science study programme

Academic degree field.....

Faculty.....

Institution.....

Date of visit.....

Signatures:

1. Commission coordinator _____

2. Expert _____

3. Expert _____

I. INSTITUTIONAL CAPACITY	
<i>CRITERION A.1.: INSTITUTIONAL, ADMINISTRATIVE AND MANAGERIAL STRUCTURES</i>	<i>OBSERVATIONS*</i>
<i>Standards: Mission, objectives and academic integrity</i>	
<i>1. The institution is established and functions in compliance with the legal requirements.</i>	
<i>2. The institution has an ethical and academic integrity code in order to protect the values of academic freedom, university autonomy and ethical integrity and has clear practices and mechanisms for applying the code.</i>	

** In the „Observations” column facts shall be registered, without making any assessments.*

3. <i>The institution possesses internal audit practices with regard to the main university activity fields in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.</i>	
CRITERION A.2.: MATERIAL BASIS	OBSERVATIONS*
Standards: Patrimony, equipment, allocated financial resources	
1. <i>The faculty ensures educational spaces for teaching and seminars, according to the regulations in force.</i>	
2. <i>The faculty ensures spaces for didactic laboratories with technical equipment in compliance with the study programme.</i>	
3. <i>The lecture / seminar rooms are endowed with technical equipment for learning, teaching and communication which facilitates the teaching staff's activity and every student's receptivity.</i>	
4. <i>Research laboratories are endowed with equipment and means of operation according to performance research.</i>	
II. EDUCATIONAL EFFECTIVENESS	
CRITERION B.1.: STUDY PROGRAMMES' CONTENT	OBSERVATIONS*
Standards: Students' admission	
1. <i>The institution applies a transparent student recruitment and admission policy, publicly announced at least 6 months before being applied. The admission is exclusively based upon the candidate's academic abilities and applies no discriminating criteria.</i>	
2. <i>The admission in a university study cycle is carried out only on the basis of the 1st year university cycle graduation diploma, taking into account the hierarchical order of graduation averages.</i>	
Standards: Structure and presentation of study programmes	
1. <i>A study programme is presented as a package of documents including the programme's general and specific objectives.</i>	
2. <i>The educational curriculum contains the disciplines' shares expressed in ECTS study credits, as well as the successively arranged disciplines during the educational period.</i>	
3. <i>The thematic programmes or the disciplines' records are included in the educational curriculum, respectively the learning results expressed as cognitive, technical or professional and emotional-value abilities which are achieved by a discipline.</i>	

<i>4. The examination and evaluation method is carried out for each discipline, taking into account the planned results.</i>	
<i>5. The organisation method and contents of the graduation exam is based on a summative exam certifying the assimilation of cognitive and professional abilities corresponding to the academic qualification.</i>	
<i>6. Study programmes are integrated as structure, irrespective of the type of education but they differentiate according to the means used within the type of education.</i>	
<i>7. Cognitive and professional relevance of study programmes is defined according to the rhythm of knowledge and technology development in the field and to the labour market and qualifications requirements.</i>	
<i>8. The faculty possesses mechanisms for the annual peer review of the knowledge activity transmitted and assimilated by the students and for analysing the changes occurred in the qualifications' profiles and in their impact upon the study programme organisation.</i>	
CRITERION B.2.: LEARNING RESULTS	OBSERVATIONS*
Standards: Valorisation of the acquired academic qualification	
<i>1. At least 50% of the graduates are employed within two years since the graduation date at the academic qualification level.</i>	
<i>2. At least 20% of the last two series of graduates of master of science studies are integrated in the scientific research activity or attend doctoral university studies.</i>	
<i>3. More than 50% of the students positively assess the learning/development environment offered by the university and their own learning route.</i>	
<i>4. The teaching staff's main responsibility is to project the learning methods and environment focused on student, less focused on the traditional responsibility to transmit only information.</i>	
<i>5. The relation between student and teacher is based on partnership, where each party takes the responsibility of achieving the learning results. The learning results are explained and discussed with the students from the perspective of their relevance for the students' development.</i>	
<i>6. The teaching staff uses new technology resources (e.g. e-mail, personal website for subjects, bibliography, electronic format resources and dialogue with students) and auxiliary materials, such as blackboard, flipchart and video-projector.</i>	
<i>7. Professors have permanence hours at the students' disposal and personalise their guidance at the students' request. There are supervising professors or tutors or other ways of association between a teacher and a group of students.</i>	
CRITERION B.3.: SCIENTIFIC RESEARCH ACTIVITY	OBSERVATIONS *

Standards: Research programmes	
<i>1. The long-term strategy and medium and short-term programmes on research are adopted by the faculties' Senate and Councils, together with the specification of the practices of obtaining and allocating the achievement resources and of the valorisation methods.</i>	
<i>2. Research owns enough financial resources in order to achieve its objectives.</i>	
<i>3. Research owns enough logistic resources in order to achieve its objectives.</i>	
<i>4. Research owns enough human resources in order to achieve its objectives.</i>	
<i>5. Research is valorised by: didactic publications, scientific publications, technological transfer by consultancy centres, scientific parks or other valorisation structures, achievement of new products etc.</i>	
<i>6. Every professor and researcher has at least one publication or a didactic or scientific achievement annually.</i>	
III. QUALITY MANAGEMENT	
CRITERION C.2.: PROCEDURES ON THE PERIODICAL INITIATION, MONITORING AND REVISION OF THE PROGRAMMES AND ACTIVITIES CARRIED OUT	OBSERVATIONS*
Standards: Periodical approval, monitoring and evaluation of study programmes and diplomas corresponding to the qualifications	
<i>1. The rules on the periodical initiation, approval, monitoring and evaluation of study programmes exist and are applied.</i>	
<i>2. Study programmes and diplomas are elaborated and issued according to the academic qualification requirements.</i>	
CRITERION C.3.: OBJECTIVE AND TRANSPARENT PROCEDURES OF LEARNING RESULTS EVALUATION	OBSERVATIONS*
Standards: Students' evaluation	
<i>1. The university has rules concerning the students' examination and marking which are rigorously and consistently applied. Together with the course's tenured university teacher, at least one more speciality professor participates in the examination.</i>	
<i>2. Each course is thus projected so as to combine teaching, learning and examination. The students' examination and evaluation procedures are focused on the learning results and announced to the students in advance and in detail.</i>	

CRITERION C.4.: PERIODICAL EVALUATION PROCEDURES OF TEACHING STAFF QUALITY	OBSERVATIONS*
Standards: Teaching and research staff quality	
1. According to the study programme's specific features, the faculty establishes the relation considered optimum for the objectives and own level of academic quality between the tenured teaching staff with the basic teaching load within the university and the total number of registered students. Within the quality evaluation, a professor is considered to have the basic teaching load in a single university.	
2. The peer review is periodically organised, based on general criteria and collective preferences.	
3. The students may evaluate the teaching staff by means of a form approved by the Senate, which is optionally applied after each semester training cycle. Its results are confidential, being accessible only to the dean, rector and assessed person.	
4. The teaching staff perform their own self-evaluation and are annually evaluated by the head of department.	
CRITERION C.5.: LEARNING RESOURCES ACCESSIBILITY	OBSERVATIONS*
Standards: Learning resources and students' services	
1. The faculty ensures learning resources (manuals, handbooks, bibliographical references, readers, anthologies etc.) for each study programme in libraries, resource centres etc., in classic and electronic format and free of charge.	
2. The university's library must possess, beside the electronic access, a sufficient number of national and foreign volumes and subscriptions to the main national and foreign speciality magazines for every discipline defining a study programme. Each library has a programme and resources of obtaining books and magazines.	
3. Each university teacher owns updated teaching strategies for every course, in compliance with the study programme, students' characteristics, type of education and pre-defined quality criteria.	
4. The faculty has stimulation programmes for students with high learning results and also recovery programmes for those who have learning difficulties.	
5. The faculty has a minimum number of social, cultural and sports services for students such as: accommodation spaces for at least 10% of students, a sports base, various consultancy services, with an efficient management.	
CRITERION C.6.: SYSTEMATICALLY UPDATED DATA BASE, WITH REGARD TO THE INTERNAL QUALITY ASSURANCE	OBSERVATIONS*
Standards: Information systems	
1. The institution has an information system which facilitates the gathering, processing and analysis of relevant data and information for the quality institutional evaluation and assurance.	

<p>CRITERION C.7.: TRANSPARENCY OF PUBLIC INTEREST INFORMATION CONCERNING STUDY PROGRAMMES AND, ACCORDING TO THE CASE, THE GRANTED CERTIFICATES, DIPLOMAS AND QUALIFICATIONS</p>	<p>OBSERVATIONS*</p>
<p>Standards: Public information</p>	
<p><i>1. The faculty must offer quantitative and/or qualitative, actual and correct information and data, about the qualifications, study programmes, diplomas, academic and research staff, the facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular.</i></p>	
<p>CRITERION C.8.: FUNCTIONALITY OF EDUCATION QUALITY ASSURANCE STRUCTURES, ACCORDING TO THE LAW</p>	<p>OBSERVATIONS*</p>
<p>Standards: The institutional structure of education quality assurance complies with the legal provisions and permanently carries out its activity.</p>	
<p><i>1. At the faculty's level, there is a quality evaluation and assurance commission.</i></p>	
<p><i>2. The education quality evaluation procedures and activities were elaborated by the university Senate. The commission elaborates the internal evaluation annual report and makes it public by posting up or publication, including in electronic format, and formulates proposals of education quality improvement.</i></p>	

A.I.6.1.c) relevant

UNIVERSITY:

FACULTY:

Academic degree field:

Study programme:.....

THE TEACHING STAFF'S DEGREE OF OCCUPATION IN ACADEMIC YEAR/.....

No. crt.	Surname and first name	Speciality and scientific title	HIGHER EDUCATION INSTITUTION APPLYING FOR THE ACCREDITATION						OTHER HIGHER EDUCATION INSTITUTIONS			
			At the evaluated study programme for accreditation			At other study programmes within the higher education institution			Name of the higher education institution	Teaching load /loads name	Type of occupation (basic teaching load, second job, payment per hour)	Number of teaching loads (including fractions)
			Teaching load /loads name	Type of occupation (basic teaching load, second job, payment per hour)	Number of teaching loads (including fractions)	Teaching load /loads name	Type of occupation (basic teaching load, second job, payment per hour)	Number of teaching loads (including fractions)				
0	1	2	3	4	5	6	7	8	9	10	11	12

