Development and consolidation of quality culture at the level of Romanian Higher Education system – QUALITAS

Final report on development of primary (P), secondary (S) and tertiary (T) quality indicators for internal quality assurance

ARACIS – The Romanian Agency of Quality Assurance in Higher Education

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Final Report Regarding elaboration of primary (P), secondary (S) and tertiary (T) quality indicators for assurance of internal quality
is also presented on the website www.aracis.ro, in the section designed for the presentation of project results http://www.aracis.ro/proiecte/qualitas/.

PL III. Elaboration of quality evaluation and system compatibility indicators

FINAL REPORT

Regarding elaboration of primary (P), secondary (S) and tertiary (T) quality indicators for assurance of internal quality

2015

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1. GENERAL FRAMEWORK

Contemporary higher education is strongly influenced by a series of factors, among which the most important factors are: evolution of global economy, the new concepts regarding development, science and technology products, high level of knowledge, reduction of conventional resources at global level and fight for these, the multidirectional flow of population at global level and last but not least, the evolutions of strategies and political mechanisms. In this context, the higher education institutions are forced to adopt management policies which answer the development interests and the support of own prestige in front of a more and more demanding audience towards the educational offer and the results of professional training they provide with the purpose of meeting the requirements of the so-called "workforce market". Education and the public must deal with, each in its own way, but depending on one another, a more and more intense global competition. Under these conditions, the universities need the trust of the public.

Teaching and learning are at the centre of attention in post-secondary or tertiary education. They are the main reasons for which the higher education institutions (universities) receive public funds. The measurement of teaching and learning quality is difficult to make and it is also difficult to say whether each country does it better or less well (EPI, 2008). Yet, the increase of responsibility for the use of public money is recognized everywhere as one of the most important influences on the institutional development of universities. In front of public claims regarding "*added value*" produced by universities and to measure the way in which they answer compared to the allotted funds, different quality indicators were designed and used. Thus, in the whole world there is a very high demand of data addressed to universities, which should reflect those indicators designed to allow a comparison between financing and the obtained results, as follows (according to EPI, 2008): 1) *input indicators* (number of students, number of graduates, number of teaching staff, number of laboratories, number of lecture rooms etc.); 2) *indicators regarding scientific research* (publications, quotations, attracted financing for research, patents, technological etc.); *teaching and learning indicators* (measurement of cognitive development, measurement of learning environment, teaching evaluation, teaching/learning resources, the students-teaching staff ratio etc.); 3) *indicators which reflect the way in which the internal services of the institution function* (degree of satisfaction of students related to social services and learning-related services – accommodation, canteen, scholarships, libraries – quality and quantity of learning resources, easy access to learning resources, IT facilities etc.); 4) *output or result indicators:* promotion (promotion of students from one year to another, number of full-time students, abandon rate etc.), degree of satisfaction of graduates, degree of satisfaction of employers, indicators regarding the occupation or hiring of students and/or graduates, lifelong learning indicators etc.

The use of a system of quality indicators can offer the possibility to define in a clear and coherent manner the governmental policies and goals regarding higher education and university management. These indicators can emphasize details about the desired results and can lead to a useful dialogue between stakeholders, which will allow the debate of a policy or plan regarding higher education (Martin şi Sauvageot, 2011).

In order to support and increase their reputation, the universities answer the challenges and moreover, give yield to international monitoring and evaluation processes for the purpose of classification. In the last 25 years, now more than anytime, the universities adopted own quality assurance systems based on standards and specific indicators and developed a quality culture. More and more frequently, they correlate the quality of education, scientific research and contribution of universities in economy and society with their presence in international top lists, although not always such classifications coincide with the options of the general public.

The enrolment of higher education institution on an ascending quality trend allows them to go for a special place in the national, European and international area of higher education and to participate

"International hierarchization of universities has become an inevitable reality of higher education landscape. The more their popularity grows, the more criticism grows. [...] The elaboration of quality indicators which can address all higher education institutions and their different missions and refraining from comparing universities from developed countries with universities from developing countries would be a positive step to increasing the relevance of classification systems".

Benoit Millot, 2015

in the national and especially international challenges, to find themselves on the best universities list. Yet, a good quality assurance system is the system which guarantees wide access, with opportunities and equal chances for students who come from different socio-economic environments, which minimizes school dropout (Millot, 2015) and does not necessarily lead to integration in a classification. A good quality system must offer the certainty that graduation means the acquisition of knowledge and skills (competences), leads to occupation on labour market and the institutions establish connections with the local/regional/national communities and with the business environment. It can also allow the selection of a few emblematic institutions with the potential of becoming "World Class Universities". But a quality assurance system must not have as purpose the inclusion in world classifications, so much more as they only take into account the universities and many other higher education institutions are left out. The serious fact is that the universities top lists do not take into account the complexity of the whole higher education system (Millot, 2015).

In the absence of a unitary legislative framework regarding higher education at European Union level (UE) and to reach a harmonization of educational policies in

the field, for the purpose of building a European Area of Higher Education a reform process was initiated, known as "Bologna Process". In this process the states are encouraged to approach a delicate, unforced and participative governing manner. In this respect, they act on two paths in order to assure the quality of higher education: by *internal quality assurance* and by *external quality assurance*.

Internal quality assurance is the attribute of higher education institutions which by virtue of autonomy and public responsibility, have to adopt their own system in this field by which they prove the fulfilment of the undertaken mission at standards which justify the use of public funds and determine the trust of employers and the public. Internal quality assurance is accomplished by virtue of a legal framework specific to each EU Member State. Two goals are at the basis of activities carried out: *quantification* of results of quality assurance steps and *intensification/increase of* actions designed to determine progress in this field. Quality assurance and growth are interdependent and the coherent and consistent steps taken for this purpose can lead to the development of a *quality culture* to which the whole university community (students, academic staff, representatives of university management, administrative, technical and auxiliary staff) must adhere.

External quality assurance is a step which can take different forms and has the purpose to check the *accuracy*, *continuity*, *intensity* and *efficiency* of internal institutional quality assurance process. The goal of external evaluation missions for internal quality assurance is to contribute to its growth, by offering new perspectives to the evaluated institutions. The regular external evaluation is carried out based on a legislative framework specific to each EU Member State and can target the institution as a whole, a field of studies or another, a study programme or another etc.

Quality assurance is an on-going process which will not end with external evaluation. The resulted report will represent for the institution a support for initiation of new programmes of activities and measures for the purpose of increasing quality in the future.

As it results from documents of European Commission (2011), the European agenda regarding the modernization of higher education strongly emphasizes jobs and economic growth and points out the role of research and innovation, training by research and mobility of staff and students. The strategic framework of cooperation in education and training (ET, 2020) includes *"promotion of equity, social cohesion and active citizenship as one of its strategic objectives"* (European Union Council, 2013), a goal which is very well aligned to the social dimension of Bologna Process (Weedon and Riddel, 2015).

In Romania the introduction of the first standards and quality indicators took place with the implementation of Bologna reform and the first evaluations were made after the quality assurance law was passed. Some universities went through such evaluations even before the appearance of this law. A very important component in

quality assurance, which is frequently encountered in specific legislation, is the one which aims at development of an internal quality culture.

Many universities of Romania have understood the need for development of a quality culture and the impact the quality culture can have on the public. What emphasizes this aspect is:

- Institutional transparency, regardless of the type of university (of public interest or private);
- permanent communication with the public through various means;
- integration of the public in different activities (for example: open gates, exhibitions, professional and cultural events, consultancy, services for community etc.);
- opening to the community in which they are integrated (by own contribution to economic, social and cultural development of the community, by integration of society representatives in university management, by definition of content of study programmes with the contribution of community representatives etc.).

The Romanian Agency for Quality Assurance in Higher Education (ARACIS), based on its own methodology (approved by the law in 2007 and which imposes a series of standards and quality indicators at minimum level) and through the experts enrolled in the National Register of Experts (RNE), performed evaluations during 2007-2015, for the authorization and accreditation of study programmes and for the authorization and accreditation of higher education institutions. Now we can say that the vast majority of study programmes and universities of Romania were subjected to at least two internal evaluations and two external evaluations of quality assurance performed by ARACIS experts. A lot of universities have self-evaluated themselves, requested and were evaluated by international bodies with competences in quality evaluation (e.g.: IEP/EUA). Meanwhile, they generally recorded significant progress compared to the period before 2010. In this context, many evaluators and the main beneficiaries of evaluations, respectively the universities, believe it necessary to review the quality indicators both regarding quality assurance at institutional level (primary quality indicators), at type of education level, respectively at fundamental field level (secondary indicators) and at study programme level (tertiary indicators).

The main objective of activity PL III from QUALITAS project, as its title says, is the ***"Elaboration/review and piloting of primary, secondary and tertiary quality assurance indicators"***. The goal is to assure new means for quantification of the progress recorded by higher education institutions to show their route in the step of assuring internal quality, designed to meet certain requirements and interests of the public and of course the government and/or financers.

For the fulfilment of the main objective and respectively the goal of activity PL III of QUALITAS project we carried out: 1) review of quality indicators for identification of minuses of the current indicators and implicitly their redefinition compared to the current requirements of higher education and the prospective ones; 2) definition of

new indicators able to report progress and stimulate the realization of new innovative steps, for the purpose of increasing internal quality and implicitly the competitiveness of universities. The resulted indicators will be used in the elaboration of new ARACIS methodology of quality evaluation, which will be carried out by wide consultation of Romanian university education system.

2. STAGES OF ELABORATION OF QUALITY ASSURANCE INDICATORS

In view of elaborating the quality assurance indicators in the activity PL_III of QUALITAS project we went through a series of stages as presented below.

1. Development of methodology based on which the old quality indicators are reviewed and new quality indicators are elaborated;

2. Realization of bibliographic documentation regarding internal and external quality assurance in universities from European Union (EU) and from other states of the world;

3. Realization of a *"Bibliographic study on quality assurance"*;

4. Realization of a regular analysis in the panel of experts regarding quality assurance evaluation indicators used in different states of EU and the world;

5. Elaboration of a specific model for quality indicators;

6. Review of quality indicators used so far;

7. Elaboration of new internal quality assurance indicators corresponding to the three types (primary, secondary and tertiary);

8. Analysis in panel of experts of the first version of indicators elaborated: observations, suggestions, proposal, recommendations etc.;

9. Operation of changes taking into account suggestions, proposals and recommendations and getting the second version;

10. Presentation of the new "European Standards and Guidelines" (ESG) approved at the Meeting of EU Education Ministers from Erevan of May 2015 regarding quality assurance indicators and their analysis in the panel of experts PL_III;

11. Review of Model of quality assurance indicators elaborated with changes which target the correlation with the new ESG and getting the third version of indicators;

12. Analysis of quality assurance indicators elaborated in correlation with the new ESG in the panel of experts PL_III - observations, suggestions, proposals, recommendations;

13. Operation of changes in the Model of indicators elaborated in relation to observations, proposals, suggestions and recommendations resulted from the last meeting of analysis in panel for getting the fourth version;

14. Analysis of indicators in the **first workshop** and exchange of experience organized for their compatibility, with the support of representatives of evaluated universities in the project QUALITAS (23.09.2015);

15. Review of Model of indicators and operation of changes corresponding to observations, proposals, suggestions and recommendations resulted from the first workshop and getting the fifth version of indicators' model;

16. Analysis of indicators in the **second workshop** and exchange of experience organized for their compatibility with the support of representatives of universities evaluated in the project QUALITAS (30.09.2015);

17. Review of Indicators' Model and operation of changes corresponding to observations, proposals, suggestions and recommendations resulted in the second workshop and getting the sixth version of indicators' model;

18. Analysis in the panel of experts PL_III of the final version of Indicators' Model (16.10.2015);

19. Presentation of activity PL_III and quality assurance indicators elaborated during the **workshop** organized in the activity PL_IV of QUALITAS project;

20. Drawing up of Final Report on elaboration of primary (P), secondary (S) and tertiary (T) quality indicators for internal quality assurance.

Indicatorii de evaluare a calităţii interne elaboraţi în cadrul activităţii PL III din proiectul QUALITAS sunt strâns corelaţi cu noile Standarde şi Ghiduri Europene (ESG).

3. STANDARDS AND INDICATORS FOR INTERNAL QUALITY ASSURANCE

Correlated with Standards and Guidelines for Quality Assurance in European Area of Higher Education, approved by the Ministerial Conference in May 2015 (Erevan, 14 – 15 May)

Standards	Quality indicators	Documents based on which universities work and make proof of a constant and coherent concern for quality assurance	Type of indi-cators[1]
I. QUALITY ASSURANCE POLICIES			
I. The University must have its own quality assurance policy which is public and part of strategic management. The representatives of university management have to develop and fulfil these policies by specific structures and procedures including external Parties (e.g.: representatives of economic environment, administration etc.)	**1.** The higher education institution has a **functional internal quality assurance system**, represented/ coordinated by the Quality Assurance and Evaluation Commission (CEAC) operating at institutional level and through the quality commissions at faculty/department level. **2.** The University makes the proof of integration of well-defined activities in strategic and operational plans of all the structures for quality assurance purposes. **3.** Quality Assurance and Evaluation Commission draws up an annual detailed internal evaluation report which will contain the strengths and weaknesses of internal quality assurance system.	**a.** Regulations on internal quality assurance of education; **b.** Composition of CEAC (observance of legal provisions); **c.** Existence of specific activities CEAC at different functional structures level and a schedule of activities; **d.** Annual report of CEAC (internal audit for annual evaluation of internal quality), which generally targets: *quality assurance in development and functioning of study programmes; quality assurance of student-oriented educational activities; evaluation of activity of teaching staff; quality assurance of research activities; quality of academic management, financial accounting activities and administrative activities; quality of interhuman relations in university community etc.*	**P, T**

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[1] P – primary; S – secondary; T – tertiary

	4. The Report CEAC is presented and analysed in the management structures of universities, is approved by them and published for the information of the whole university community.		
	5. The Universities and faculties elaborate and apply quality assurance improvement plans and implementation of recommendations submitted after the evaluation.		
	6. CEAC collaborates with similar bodies from other universities from the country or abroad for adoption of good practices in quality field.		
	7. The University has a Code of Ethics and Academic Integrity and An Ethics and Integrity Commission which works according to own regulations in which there are provisions regarding self-reporting in case of deviations that target intolerance and discrimination towards staff (academic, auxiliary academic, administrative and technical) and students or in other situations.	**a.** Code of Ethics and Academic Integrity; **b.** Regulations for functioning of Ethics and Integrity Commission; **c.** Composition of Ethics and Integrity Commission; **d.** Annual activity reports of Ethics and Integrity Commission, which targets in general: *respect of fundamental rights, respect of equal chances principle, cases of intolerance and discrimination towards staff (academic, auxiliary didactic, administrative and technical) and students, analysed and solved cases reported by university community (including students), self-reported cases (analysed and solved etc.).*	P

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	8. The Ethics Commission has mechanisms and instruments designed to control and eliminate academic fraud at all levels (including those that occur in the professional activity of the students).	**a.** Anti-fraud procedures and instruments (e.g.: anti-plagiarism software, video cameras, systems for detection of copying sources at examinations etc.).	**P**
	9. Internal policies, procedures and activities for assurance of internal quality of education are elaborated, approved, implemented and regularly revised, with the involvement of staff and students from the management and decision-making bodies of different university structures and by consultation of stakeholders (representatives of economic environment, administrative environment etc.).	**a.** Decisions of University Senate, Faculties Councils and Management Boards of departments published on the website of the institution.	**P, S, T**
	10. Members of CEAC and quality commissions do not hold management positions according to the law.	Composition of CEAC.	**P, S, T**
	11. CEAC has internal quality audit procedures.	**a.** Internal quality audit procedures and forms; **b.** Annual internal audit Plan; **c.** Annual Internal Audit Report.	**P**
	12. The Universities/ faculties make proof of development of a quality culture.	**a.** Number of internal events organized every year (internal training sessions, workshops of experience exchange regarding quality assurance) in which the	**P, S, T**

		staff involved in quality assurance and not only participates; **b.** The staff involved in implementation of internal quality assurance polices is supported by the university to enrich the knowledge by participation in national and international events (list of events and number of participating persons – name, position etc.); **c.** CEAC has transparent audit procedures and instruments which it uses freely and openly; **d.** The internal audit reports are public; **e.** The Universities/faculties make the proof of applying specific measures corresponding to the cases reported in CEAC reports regarding the cases incompliant with quality assurance; **f.** The plans of measures are public; **g.** Evaluation reports of results obtained after the application of measures.	
II. DESIGN, APPROVAL, IMPLEMENTATION AND EVALUATION OF STUDY PROGRAMMES			
II. The Universities have to have specific procedures for design of study programmes. The study programmes must be thought so that they meet	**1.** The professional and cross-sectional competences targeted by each study programme are described in terms of knowledge, skills and attitudes and correspond to the qualification for which the study programme is designed.	**a.** The packages of documents which describe the study programmes offered by the institution, which include: the objectives of each programme, description of qualification, description of professional and cross-sectional competences of qualification provided to	**P, S, T**

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the objectives for which they were conceived, including regarding competences for which they are designed. Qualification which results from a study programme must be clearly specified and communicated and make reference to the level correctly identified in the National Qualifications Framework in higher education and therefore, in Framework of Qualifications in European Area of Higher Education.		graduates, the curriculum, teaching and learning methods, learning resources, evaluation methods and means, minimum performance standards of graduates, outlets, etc. **b.** Study on interest rate of employers for competences generated by each study programme; means of quantification of interest rate (requests, surveys etc). **c.** Diploma Supplement.	
	2. In determination of professional qualifications assured by the study programmes, the University starts from occupational analyses, discussions with possible employers and from the conclusions of national and international studies regarding the evolution of labour market.	Study on the interest rate shown by applicants and employers for the new study programmes, determined based on taking into account the opinions of a larger number of applicants and employers and taking into account the flexibility of labour market	**P, S, T**
	3. Each subject aims at development of a set of specific competences which fall within the competences assured by the study programme.	**a.** curriculum; **b.** Volume and types of teaching activities; **c.** subject sheets**;** **d.** competences declared curricular content and evaluation method.	**P, S, T**
	4. The evaluation system of learning results for each subject and the evaluation system of end of studies describes the minimum performance standards and is relevant for the proof of competences acquired.	**a.** Subject sheets; **b.** Methods, means and procedures of checking the originality and authenticity of bachelor's degree/diploma/ dissertation papers;	**S, T**

	5. Each study programme is compatible with similar study programmes from other universities in Romania, European Union (EU) or outside of European Union, facilitating the professional mobility of students and graduates.	**a.** Procedures for design and evaluation of study programmes; **b.** Curriculum; **c.** Subject sheets; **d.** Studies regarding: 1) the degree of interest of students for study programmes harmonized at European level; 2) the weight of graduates hired in Romania in the first two years from graduation in the field of qualification in which they were trained (% of total graduates); 3) the weight of graduates hired in European Area in the first two years from graduation in the qualification field in which they were trained (% of total graduates); 4) dynamics of the degree of interest of applicants from the country and abroad in the study programme	**P, S, T**
	6. The mission of the programme is in compliance with its name and with the field of bachelor's degree studies in which it falls.	Description of study programme.	**S, T**
	7. The curriculum presents the educational subjects organized by categories: fundamental subjects, specialized subjects and subjects in the field, grouped in turn by compulsory, optional and elective subjects according to the normative requirements set by fields of studies.	The package of documents describing the study programme offered.	**S, T**

	8. Nomenclature of subjects included in curriculum and their content correspond to the bachelor's degree field and the study programme for which the curriculum was elaborated and they are compliant with the declared mission.		**P, S, T**
	9. The university year is structured by two semesters of 14 weeks each, for the bachelor's degree cycle, depending on the field of university training. The teaching hour is 50 minutes.	Timetables by specializations and years of studies.	**P, S, T** (corre-lation with specific stan-dards of the field)
	10. Each semester is quantified in 30 European transfer study credits (ECTS) for compulsory and optional subjects, regardless of the form of education.	Curricula.	**P, T**
	11. The number of credits related to each subject is calculated according to the legal provisions (25-30 hours/1 credit) and the Methodology for implementation of the National Framework of Qualifications in Higher Education (CNCIS).	Subject sheets.	

12. The credit points which are attributed to elective subjects, regardless of the semester of studies in which they are provided in curriculum, are over the 30 credits of the semester.		**T**
13. The ratio between the course hours and the practical hours of teaching activities (seminars, laboratories, projects, internships etc.) is 1/1, with an allowed deviation of ± 20%, except for study programmes from the regulated fields at European Union level.	Curriculum.	**P, S, T**
14. In the curriculum of the bachelor's degree programmes the activities/internships are provided differently as well as activities/ internships for elaboration of bachelor's degree paper are provided.	**a.** Regulations for organization and carrying out of internships; **b.** Subject sheets; **c.** Norming the subject "Internship" in the job title list as didactic activity.	**P, T**
15. The forms, content and weight of internships observe the normative requirements established at national level by fields of studies and are described in the regulations for organization and carrying out of specialized activities/internships and the internship for elaboration of bachelor's degree paper.		**P, S, T**

	16. In view of performing the internships in concrete professional situations, the universities/faculties will sign partnership agreements/contracts with internship units corresponding to the mission of study programmes and qualifications they generate.	**a.** Partnership agreements; **b.** Proofs regarding the interest of employers/internship units for conclusion of partnerships for the internship of students; **c.** Internship contracts.	**P, S, T**
	17. The performance of internships will involve taking the responsibility by the university, the representatives of the institution where the internship is carried out and by the students.	**a.** Internship Contract/ Agreement; **b.** Internship Reports of students; **c.** Reports/opinion polls regarding the degree of satisfaction of employers towards the competences of interns students **d.** Study on the degree of satisfaction expressed by students towards the activity and experience acquired during the internship period.	**P, S, T**
	18. For each subject set out in the curriculum we elaborate a sheet which observes the normative requirements set at national level (general objectives, specific competences, credits, the content of each type of teaching activity, the activities of individual study, teaching-learning methods, the forms and types of evaluations, material and bibliographic resources etc.).	**a.** Subject sheets; **b.** Records regarding the consistency between the specific competences targeted by a subject and the content of evaluation tests in that subject (subject sheets, written works/ projects/homework, practical notebooks of students, audit reports of the subject etc.).	**P, T**

	19. At least 60% of the evaluation forms of students in the subjects set out in the curriculum are examinations.	**a.** Curriculum; **b.** Catalogues, academic record, diploma supplement.	**P, T**
	20. Initiation, design and regular revision of study programmes are based on: • A qualitative and quantitative substantiation of the need for any study programme or regular changes made to the study programme compared to the needs of workforce market and the requests for qualification it generates; • A benchmark analysis with similar study programmes developed in other universities from the country and abroad; **21.** In the faculties there are specialized commissions which monitor the study programmes, analyse and evaluate the conformity of regular changes made to them and approve them in order to submit them to the Central Commission to be approved; **22.** In the university there is a Central Commission (e.g.: the Commission for education of University Senate) which evaluates and approves the study programmes before they are approved for authorization/ accreditation;	**a.** Regulations for organization and functioning of institutional Commission and specialized commissions; **b.** The annual report of institutional Commission regarding the monitoring and approval of study programmes; **c.** The reports of specialized commissions regarding the monitoring, analysis, evaluation and approval of study programmes; **d.** Specific procedures: monitoring, analysis, evaluation and approval of study programmes **e.** Report for monitoring, analysis, evaluation and approval of each study programme; **f.** Centralized situation of study programmes offered by the institution (authorization, accreditation, regular evaluation, date and score of the previous external and internal evaluation, due date of the next evaluation); **g.** Documents which attest the approval of ANC regarding qualifications; **h.** Synthetic report regarding: the number of study programmes designed/reviewed in the last five years; the number of students and representatives of the professional/ economic environment involved in the	**P**

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	23. The Central Commission and specialized commissions at faculties level implement the measures designed to contribute to the fulfilment of strategic objectives of the university regarding the quality of study programmes;	elaboration and/or review of each study programme and supporting documents (proposals, suggestions etc.).	
	24. The initiators of study programmes recruit representatives of economic environment of profile in initiation, design and review of study programmes and students and graduates for the purpose of assuring the correspondence of their content with the mission undertaken (to generate a certain qualification) and with the professional and cross-sectional competences which will be developed in order to answer certain professional occupations.		
	25. The approval of study programmes is made by the University Senate.	Decisions of University Senate regarding the foundation, organization and interruption of study programmes.	**P, T**
III. FOCUS ON STUDENT: TEACHING, LEARNING AND EVALUATION			
III. Universities have to make sure that the study programmes are carried out so as to encourage the students to have an active role in the creation	1. The teaching staff shows interest in the use of modern teaching-learning strategies, adjusted to the type of didactic activity and to training level, the size of study formation and the diversity of individual learning styles	a. Subject sheet (mentions regarding the teaching-learning methods, means and resources used by each teaching staff member); b. Study formations (Decision of university Senate); c. Students/teaching staff ratio d. Study on: 1) the degree of satisfaction	**P, T**

of learning process and the evaluation of students reflects this fact.		and teaching/learning/ evaluation contexts.	of students towards the teaching-learning methods approached in a subject; 2) Success rate of students – established in comparison with the academic situation (catalogues, academic record, diploma supplement, diplomas to professional competitions etc.); 3) self-evaluation of teaching staff regarding the success rate of students depending on the teaching-learning methods used in the subject;	
	2.	The teaching staff is opened to students, is at their service and carries out guidance activities, uses ICT means in their activity with the students.	Study on: 1) success rate of students/ promotion; 2) consultation schedule/ permanence of teaching staff and mentors of years and groups; 3) degree of satisfaction of students towards the counselling activities in which they participate and towards the use of ICT means in specific activities	**P, T**
	3.	Management staff, teaching staff and non-teaching staff show interest in the suggestions and critical reports of students, discuss and analyse them with the students for the resolution of the reported problems.	**a.** Internal Regulations of University; **b.** Programme of hearings: rector's office/dean's office/ department; **c.** Register of hearings: rector, dean, head of department, other management bodies; **d.** Working hours with students of secretariat offices, faculties, departments, administrative departments, social, sports, medical services etc; **e.** Degree of satisfaction of students for the communication with secretariat and administrative departments.	**P, T**

	4. The teaching staff has updated teaching-learning strategies compliant with the study programme and the form of education.	**a.** Subject sheets; **b.** Guidelines of practical works; **c.** Tutorials; **d.** Internship notebooks;	**T**
	5. In seminar activities the students are engaged in the use and critical interpretation of scientific information for analysis and creative resolution of case studies which stimulate their capacity of innovation, involvement and growth of self-esteem.	**e.** Thematic folders: technical documentation, legislation, professional standards, case studies etc. **f.** Access to internet in educational areas and in library; **g.** Equipment of laboratories and the other educational spaces;	**T**
	6. In the carrying out of laboratory works, seminars, projects and internship work they assure contents, resources and learning contexts which allow the development of professional and cross-sectional competences of the graduate.	**h.** Guidelines for practical works, projects etc. **i.** Participation of members of External Institutional Evaluation Commission in meetings with students; **j.** Study regarding: 1) success rate of learning methods and means used, expressed depending on the number of students graduated as full-time students;	**T**
	7. In the laboratory activities, project and professional internship activities the students are provided with equipment, tools and resources which facilitate the development of the skills of using new technologies. **8.** In seminar hours the students are encouraged to analyse, debate, formulate judgments of value for the purpose of developing an analytical, critical and innovative spirit.	2) Number of participations of students in national and international competitions; 3) Number of inventions produced by students. .	**T**

	9. There are Regulations which specify the evaluation methods of students and the procedures by which they are carried out (tests, oral examinations, mid-term tests, defence of reports and projects, examinations etc.).		**T**
	10. The procedures for examination and evaluation of students are focused on learning results and are announced to the students in advance and in detail. The teaching staff offers information and feedback during the evaluation activities.	**a.** Regulations/Methodology for evaluation of professional activity;	**P,S,T**
		b. Participation rate of students in evaluation activities (tests, mid-term tests, oral examinations, written examinations etc.).	**P,T**
			T
		c. Subject sheet;	
		d. Documents which show the professional results of students (catalogues, academic record, centralizing lists);	
	11. The faculty creates conditions for assurance of objectivity in examination and grading of students: apart from the tenure teacher, at least another specialized teaching staff member participates.		**P, T**
		e. Academic record: recording the evolution of results obtained at the end of semesters and study programme;	**T**
		f. Schedule of examination session/schedule of examinations.	
	12. In the institution there is an information, guidance, counselling and mentorship system for the students integrated in the strategic management of the university and promoted among the students by student guide, display, webpage, meetings with year mentors and group mentors, promotional materials.	**a.** Student guide; **b.** Regulations on professional activity of students; **c.** Regulations of Counselling and Career Guidance Centre (CCOC); **d.** Reports CCOC; **e.** Website of university and faculty; **f.** Documents regarding the mentorship system and specific activities carried out by year and group mentors;	**P**

	13. The realization of study programmes is done at university level by cooperation between faculties and by facilitating the mobility of students inside the university by transfer and accumulation of study credits. The number of ECTS credits is allotted to each subject according to "Guidelines for using ECTS".	**g.** Job title lists; **h.** Curricula.	
	14. The faculty offers current and accurate, quantitative and/or qualitative information and data about qualifications, study programmes, diplomas, teaching staff and research staff, the facilities offered to students in the student campus and issues related to transfer and recognition of credits obtained.	**a.** Website of the institution; **b.** Display/notice boards; **c.** Student guide; **d.** Mentorship activities carried out by year and group mentors; **e.** Number of full-time students after 1st year of study; **f.** Evaluations of students; **g.** Dropout reduction rate. *This indicator refers to the number of students about to drop out their university studies, especially in first year, for different reasons (e.g.: incapacity to adjust, fear of difficulty of university studies, lack of opening from teaching staff, insufficiency of teaching-learning methods, financial difficulties, family situation etc.); this indicator targets the "human gain" which the university can record as a result of own strategic objectives, methods and means adopted for assurance of quality in training and development of human resource.*	**P, S. T**

	15. By observing the psychopedagogical norms of timetable creation, the faculty offers the students the opportunity of judicious use of time in view of participation in all didactic activities, the fulfilment of individual study responsibilities and satisfaction of various hobbies relating to communication, health and personal development: sportive, cultural, tourist, volunteering activities etc	**a.** Timetable of study programme and faculty; **b.** Programme of consultations for students with learning difficulties; **c.** Timetable of library, medical, social, cultural, sportive, volunteering services etc. from university campus .	**S, T**
	16. The institution assures the students the formal framework of direct involvement and expression of opinions regarding the quality of didactic activities and other aspects of life in the university community.	**a.** Procedure and evaluation form by students to all teaching staff approved by the Senate; **b.** Active participation of students/their represen-tatives in the meetings of the Senate and Teacher Councils, in distribution to hostels, promotional actions of the university/ study programme etc.; **c.** Study regarding the implementation degree of suggestions and proposals of students; **d.** decisions contestation procedure/form by students; **e.** Results of students' evaluations; **f.** Opinion polls regarding the degree of satisfaction of students.	**P, S, T**
	17. The institution has stimulative programmes for students with high learning performances and recovery of students with difficulties in learning.	**a.** Number of prizes obtained by students in national and international competitions; **b.** Number of performance scholarships offered by the university to valuable students;	

		c. Number of international scholarships obtained by students as a result of their recognition; d. Number of students participating in recovery programmes; e. Content of stimulation/ recovery/consultation programmes and records regarding the knowledge and attendance by students.	P, S, T
	18. The students benefit from consultancy in placement on labour market and development of professional career.	a. Regulations of Counselling and Career Guidance Centre (CCOC); b. Activities organized by the Counselling and Career Guidance Centre (e.g.: meetings with employers, jobs exchange etc.); c. Reports CCOC; d. Number of counselled students.	P, S, T

IV. ADMISSION, PROGRESS OF STUDENTS, RECOGNITION AND CERTIFICATION OF STUDIES

IV. The Universities have to apply consistently predefined public regulations which cover all the stages of educational route: admission of students, their progress, recognition and certification.	**1.** The University has its own management and marketing system for recruitment of students (own promotional policies and strategies of educational offer, facilities for education and admission of students, communication department for communication with the future applicants, well-organized and trained structures for efficient promotion of educational offer at national and international level etc.).	a. The interest degree manifested for each study programme before the start of enrolment (e.g. on 1st March of the current university year) for the admission contest (number of persons who show interest in one or more study programmes, the number of persons informed). *This indicator can help the university take the necessary measures to increase the degree of interest and the numbers of applicants for each study programme and avoid the possible "gaps" which can appear after the first admission session; the conclusion of*	P, S

		admission in the first session can be a method of reducing expenses.	
	2. The method of organization of admission process (enrolment, examinations, interviews, method of calculation of admission average grade, tuition fees etc.) is presented in a framework document (regulations/ methodology) and is made public by all means (website, brochures, leaflets etc.).	**b.** The dynamics of interest degree of foreign applicants for the study programmes offered by the university; *This indicator allows the evaluation of "profitability" of university's effort to promote itself internationally. It is expressed by annual increase of international requests for one or more study programmes. Profitability will not be regarded in a simplistic way, from economic financial perspective, but also from the perspective of image and international prestige which can bring an indirect profit.*	**P, S**
	3. By its policies and admission strategies, the University assures equal chances for access to education without any discrimination of gender, race, colour, disabilities, language, religion, political opinions or another kind, nationality, social and ethnic origin, association with national minorities, material status etc.	**c.** Regulations of professional activity of students; **d.** Number of students who benefit every year from the services of Counselling and Career Guidance Centre;	**P**
	4. The University has and makes available to teaching staff and students a series of documents (regulations, methodologies and procedures) which regulate the organization and carrying out in the best conditions of professional activity of students	**e.** Number of students who benefit every year from the experience of a national and/or international mobility; **f.** Degree of satisfaction of students as a result of performance of mobilities; **g.** Degree of interest of employers for graduates who had at least one international mobility in their academic route;	**P**

	5. The University has a Counselling and Career Guidance Centre (CCOC), hired with own staff, which offers the students support for making decisions according to their professional aspirations.	h. Own regulations for quantification and application of transferrable credits;	**P, S, T**
		g. Existence of a specific structure for study documents with qualified staff in the field;	
	6. The Counselling and Career Guidance Centre functions based on its own regulations and draws up an activity report every year.	j. Page CCOC on the website of the institution;	**P**
		k. Annual report of CCOC;	
	7. The University has a regulated framework for the opportunities of internal and international mobility of students.	l. Organization of service "Study documents", qualification of hired staff, specific situations solved together with CNERD.	
	8. The University uses all the legal instruments of recognition of studies attended by students in mobilities.	.	

V. TEACHING STAFF

V. The University has to assure by itself the competences of its teaching staff. It has to apply correct and transparent procedures for recruitment and development of staff.	1. The academic staff is recruited by public competitions organized in a transparent and correct way, based on standards designed to satisfy the aspirations of the university regarding the quality of teaching staff and success in fulfilment of its mission.	a. Methodology/Regulations on the occupation of teaching and research positions and assurance of public and transparent nature of competitions;	**P**
		b. Number of teaching staff who got promoted on teaching positions in the evaluated period;	
		c. Percentage of teaching staff who benefited from an international mobility in the evaluated period;	
		d. Number of teaching staff who benefited from an international mobility in the last two years;	

	2. The University offers the teaching staff working conditions which allow the recognition of importance of educational act and the status of teaching staff.	**e.** Number of teaching staff who benefited from courses and lifelong education internships in the job field;	**P**
	3. The University offers opportunities and supports the teaching staff in their step of professional development.	**f.** Number of scientific research structures (e.g.: institutes, centres, teams etc.) developed by teaching staff and researchers from the institution;	**P, S, T**
	4. The University assures an academic climate, without interferences which contravene this climate, which stimulates the teaching staff to dedicate themselves to educational activities, creation and scientific research.	**g.** Number and value of rewards/incentives offered by the university to the teaching staff for their contribution to the increase of university prestige;	**P**
	5. The existing material base allows the teaching staff to dedicate themselves to development of education, scientific research and creation activities, getting closer to students and developing their interest in these activities.	**h.** Weight of expenses related to new technologies for education out of total annual expenses of the university; **i.** Weight of expenses with development and renewal of teaching methods out of total expenses of the university for one study cycle period; **j.** Existence of self-evaluation sheets, evaluation sheets by students, peer evaluation and evaluation of teaching staff by academic management.	**P, S, T**
	6. The teaching staff benefits from support for the development of pedagogic methods and use of new technologies in the teaching-learning process.	**k.** Scientific publications, quotations, patents, technological transfer which allow for increasing the degree of national and international scientific recognition; **l.** Number of teaching staff who participated in internships/perfection courses in teaching.	**P, S, T**

VI. . LEARNING AND SUPPORT RESOURCES FOR STUDENTS			
VI. The Universities have adequate funds for teaching and learning activities and make sure that the learning and support resources for students are available and easily accessible.	**1.** The University has functional libraries in which the bibliographic resources are easily accessible, correspond to the scientific level approached in educational activities and the requirements imposed by the competences planned for each qualification. **2.** Existence of correspondence between the fields of study assured by the university and the collections which form the book fund offered by its libraries. **3.** The access to learning resources is fast by using software means. **4.** The reading rooms allow the easy access of students and teaching staff to internet and international databases. **5.** The reading rooms offer a harmonious framework for study (open, bright areas, adequate furniture, aeration etc.).. **6.** The staff of libraries has competences in the field, communicates easily and professionally with the students, depending on their needs and requirements; **7.** The staff of libraries is stimulated to provide very good services having in view a student-oriented education;	**a.** Number of libraries in university. Structure of libraries' network in the university; *In view of estimating its degree of adequacy in diversity of fields and educational spaces.* **b.** Book fund (specialized) that exists in libraries; **c.** Number of digital materials compared to fields of study; **d.** The specialized book fund created in the last ten years; **e.** The value of investments in the infrastructure of libraries in the last five years, compared to the value of total investments; **f.** The weight of annual expenses with learning resources, compared to total expenses at institutional level; **g.** Number of workstations with access to Internet available for students in reading rooms (the ratio of number of students/workstation in each library from the university); **h.** Number of auxiliary teaching staff (librarians) who benefited in the last five years from salary increments as a result of their activity carried out; **i.** Number of auxiliary teaching staff (librarians) who benefited in the last five years from professional development courses (certificates, diplomas or graduation certificates);	P P P P P P P P

	8. The University has online platforms for facilitation of access to learning resources for the students who attend full-time studies (IF), part-time studies (FR), remote studies (ID), and for those with different disabilities; 9. The students are informed since the start of studies about the facilities they have available for learning purposes;	j. Topicality and efficiency of information offered on the website of university and faculties; k. Number of student professional competitions organized by the university; l. online platform of university; m. Student guidelines; n. Table of year/group tutors displayed and published on the website of each faculty. .	P
	10. The students benefit from the guidance of mentors/tutors for their entire studies period; 11. The websites (of university and faculties), and other means of information (e.g. LCD panels, notice boards etc.) offer the students information about the professional activity, the learning resources, the opportunities for learning and development, the support offered by the university, competitions etc		P, S, T

VII. INFORMATION AND UNIVERSITY MANAGEMENT

VII. Universities have to offer certainty regarding the collection, analysis and use of relevant information for effective management	1. Decision-making in university management is based on the knowledge of the real conditions of university and the mode of functioning of faculties, departments and study programmes;	a. Total number of students depending on faculties, cycles and study programmes; b. Number of students by gender, age, population profile ; c. Graduation rate of students by university, faculty and study programme;	

of study programmes and all the other activities.		**d.** Weight of full-time students compared to total students by university, faculty and study programme; **e.** School dropout rate (expelled students); **f.** Annual number of internal student mobilities; **g.** Annual number of external student mobilities; **h.** Annual number of scholarships by categories (social, merit, excellence etc.); **i.** Weight of graduates hired by study programmes in the first year from graduation (% of total number of graduates); **j.** Average schooling duration for each class of graduates with diploma.	**P, T**
VIII. PUBLIC INFORMATION			
VIII. Universities have to publish clear, objective, topical and accessible information regarding their activities, including the study programmes.	**1.** The University has its own website on which it presents information on: mission and strategic objectives, structure, academic management, academic staff, students, material base, scientific research, international relations, partnerships etc., offering clear and safe information to the interested persons; **2.** The University and faculties inform the public correctly and transparently about its activities (education, research, pilot units, demonstrative units, production, methods of using funds, investments etc.).	**a.** Website of university and functional structures; **b.** Name and status of each study programme (temporary authorization, accreditation etc.) by university cycles; **c.** Forms of organization of educational process; **d.** Competences and content of study programmes corresponding to the professional qualifications they assure for each qualification.	**P, T** **P, T**

| IX. Universities have to monitor the study programmes and make their regular revision to make sure that they reach the objectives for which they were conceived and answer the needs of students and society. These regular revisions have to lead to continuous improvement of programmes. Any planned action or action taken as result must be communicated to all those concerned. | 1. The study programmes are revised and regularly updated depending on the evolution of scientific knowledge and technology

2. The study programmes answer the economic and social needs of society;

3. The study programmes approved and accredited cannot suffer changes of structure and objectives for one cycle of studies period;

4. The monitoring of study programmes allows the collection of information necessary for operation of changes and improvements;

5. Any changes of study programmes must be justified by comparison to changes occurred regarding qualifications and demand of workforce market;

6. Teachers, employers and students are involved in design, elaboration and revision of study programmes. | a. Number of study programmes revised in the last 5 years;

b. Results of needs analyses which prove the opportunity of study programme;

c. Number of reports resulted from the revision of study programmes and their conclusions;

d. Changes made to study programmes according to the requests of employers and students;

e. Results of admission examinations, opinion polls or other proofs which show the interest of students and employers for new study programmes;

f. Curricula of each study cycle;

g. Number of students efficiently involved in the review of study programmes (the reports on revision of study programmes contain the contributions of students);

h. Number of employers effectively involved in the revision of study programmes (the reports contain the contributions of employers);

i. The study programmes are public on the websites of faculties;

j. The changes made to the content of study programmes are brought to the knowledge of all those concerned. | T

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X. EXTERNAL EVALUATION OF QUALITY			
X. The Universities have to be subjected in cycles to external evaluation of quality according to the national legislation and the European Standards and Guidelines.	**1.** The study programmes are subjected to a self-evaluation process and regular external evaluation; **2.** The University makes the internal self-evaluation and regularly requests according to the law the institutional external evaluation by the evaluation agents of quality of higher education institutions recognized at national and international level.	**a.** Number of new study programmes temporarily authorized; **b.** Number of accredited study programmes; **c.** Number of regularly evaluated study programmes; **d.** Number of study programmes changed as a result of recommendations resulted from an external evaluation; **e.** Decisions of national/ international agency of external evaluation regarding the quality of evaluated programme/ institution.	**P, T** **P, T**

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