

PART IV

EXTERNAL EVALUATION GUIDE FOR TEACHING STAFF TRAINING DEPARTMENTS (TSTD)

1. INTRODUCTION

The evaluation guide for the teaching staff initial training institutions (Teaching Staff Training Departments) is a work instrument of higher education institutions and external evaluators of academic quality, meant to provide indicators and practices specific to the quality assurance and quality evaluation at the level of TSTD. The Guide is based on the external evaluation Methodology, on the standards, reference standards and list of the performance indicators adopted by Government Decision, as well as the specific provisions in the field of initial and continuous training of the teaching staff. This Guide presents the external evaluation methodology and procedures of the institutions responsible with the teaching staff's initial and continuous training.

According to the current organisation, the training for the didactic career of secondary education personnel is ensured by specialised structures within universities, with precise tasks referring to the teachers' initial and continuous training (Teaching Staff Training Departments).

With regard to the history and evolution of the Teaching Staff Training Departments, it is important to mention that their establishment was not carried out by temporary authorisation and accreditation according to the legal procedures in force at that time, but it was promoted by M.E.R.O. It is also important to mention that, since their establishment (according to the provisions of Educational Law by M.E.R.O.), these institutional structures were not submitted to any quality evaluation procedures.

2. OBJECTIVES

2.1. General objectives of the TSTD evaluation

- ensuring the quality of the teaching staff initial training system by the evaluation of the Teaching Staff Training Departments (TSTD);
- assisting the M.E.R. in the authorisation and accreditation process of the TSTD initial training providing institutions.

2.2. Specific objectives of the TSTD evaluation

- to ensure the academic communities, beneficiaries and public in general that TSDT, as institution approved by M.E.R.O., demonstrates the fulfilment of the minimum quality standards of an institutional structure with such functionality;
- to direct TSDT towards the continuous increase of academic quality, asserted by results in education and research;
- to support TSDT in order to develop a quality management and culture and to demonstrate their state, by relevant proof and documents;
- to determine TSDT to self-evaluate and to cooperate in its external evaluation in order to ensure and increase quality;
- to determine TSDT to cooperate with other higher education institutions in order to achieve, monitor and compare academic quality;

- *the evaluation of the following specific psycho-pedagogic and didactic activities within TSTD:*
 - initial professional training for the didactic career;
 - continuous, psycho-pedagogic, methodical and continuous speciality training for pre-university education teaching staff;
 - organising educational programmes for adults, at the request of the interested persons / institutions;
 - professional conversion at university and post-university level;
 - preparing, organising and carrying out the tenure and didactic degree examinations for the specialisations which were assigned by the Ministry of Education and Research;
 - psycho-pedagogic and methodical counselling with regard to the professional development and evolution in the didactic career, as well as the coordination of the supervision activities in schools;
 - starting and developing fundamental and applicative scientific research activities in the field of educational sciences;
 - supporting the scientific-professional development of the university teaching staff.
- Elaborating a report on the state of quality in the teaching staff initial training system and of a series of recommendations for quality improvement.

3. METHODOLOGICAL STAGES OF THE TSTD EVALUATION

The evaluation Methodology of a Teaching Staff Training Department implies the following successive work stages:

- on the basis of the application to start the evaluation procedure submitted to the quality assurance department of RQAAHE by the TSTD, the RQAAHE Council decides the starting of the evaluation procedure if the following conditions are cumulatively fulfilled:
 - together with the application, the TSTD also submitted the internal evaluation report, drawn up in compliance with the provisions of Art. 10 of GEO 75/2005 for the suitable educational structure;
 - the TSTD proves with relevant documents to have paid the fee provided for by the law for the evaluation activity;
- the quality assurance department of RQAAHE appoints a commission of 3 evaluation experts among those registered in the evaluators' register of RQAAHE, who have speciality training in the field of educational sciences. This commission analyses the internal evaluation report and verifies by visit 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. The results of the verifications are registered by the commission members in the "Visit record", for the evaluation of TSTD, which is signed by all the commission members. On the basis of the Visit record, for evaluation, the commission members draw up the "Evaluation report";
- the evaluation Report drawn up by experts is submitted for analysis to the speciality Department, the Commission of permanent expert evaluators of RQAAHE for the educational sciences field, in order to validate the experts' report by verifying the way the external evaluation methodology was observed and submits it to be discussed and validated 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 approving the quality of institution that provides teaching staff training programmes and of the functioning authorisation of TSTD, or of cancelling the quality of institution that provides teaching staff training programmes and of the functioning authorisation of TSTD. The proposal of functioning authorisation/non-authorisation of the TSTD is 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 approves by M.E.R.O. the functioning of TSTD. In case of RQAAHE’s non-approval, the Ministry of Education and Research revokes to the higher education institution, by M.E.R.O., the quality of institution that provides teaching staff training programmes, as well as the TSTD functioning authorisation;

4. NORMATIVE REQUIREMENTS OF THE TSTD EVALUATION

By analysing the documents provided by the TSTD representatives and by the visits carried out at its headquarters, RQAAHE verifies the fulfilment of the following **compulsory normative requirements**:

4.1. With regard to **the legal organisation framework** and functioning of TSTD, its mission and objectives:

- must prove that it has its own legal status, established by the constitutive document (order of the minister of education and research);
- must prove that it has a well-defined didactic and scientific research mission;
- TSTD mission has clear and workable objectives, in compliance with the legal provisions, and consists of providing training programmes for the didactic career;
- in order to fulfil its mission, the TSTD ensures the professional training (psycho-pedagogic and methodical) and cooperates with profile faculties for the teaching staff speciality training;
- TSTD carries out the following specific functions:
 - initial professional training for the didactic career;
 - continuous, psycho-pedagogic, methodical and continuous speciality training for pre-university education teaching staff;
 - developing master of science programmes in the field of special didactics and teaching staff training;
 - organising educational programmes for adults, at the request of the interested persons / institutions;
 - professional conversion at university and post-university level;
 - preparing, organising and carrying out the tenure and didactic degree examinations for the specialisations which were assigned by the Ministry of Education and Research;
 - psycho-pedagogic and methodical counselling with regard to the professional development and evolution in the didactic career, as well as the coordination of the supervision activities in schools;
 - starting and developing fundamental and applicative scientific research activities in the field;

- supporting the scientific-professional development of the university teaching staff.
- TSTD carries out the activity on the basis of its own rules, elaborated according to the provisions of the present Methodology and approved by the higher education institution's Senate.

4.2. With regard to the **teaching staff**:

- by teaching staff we understand the personnel carrying out teaching activities within TSTD;
- the teaching staff must comply with the legal requirements concerning the occupation of teaching loads;
- the TSTD teaching staff and academic community consist of specialists in: pedagogy, special psycho-pedagogy, psychology, sociology, special didactics and other specialisations determined by comparison to the institutional mission;
- the university teachers tenured in the higher education institution where they hold their basic teaching load are taken into consideration at the evaluation 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;
- TSTD must have 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 TSTD evaluation, is the one resulted taking into account the full-time teaching loads from the teaching loads record and the teaching load fractions they cover;
- the associated teaching staff, not tenured in higher education, may hold a vacant position in the teaching loads record of the unit submitted to 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 teaching load; the other university teachers must have the initial training and abilities in the field of the discipline they teach;
- the tenured university teachers of psycho-pedagogic disciplines have the speciality and scientific title of doctor in Pedagogy/Educational Sciences and respectively Psychology.
- the tenured university teachers of the disciplines Speciality Didactics and Curricular area Didactics have one of the specialities from the students' training field and are doctors or Ph.D. students in speciality or educational sciences or, at least, have a master of science in Educational Sciences. The applicative activities may be covered by associated teaching staff, with the 1st didactic degree in the respective specialisation/specialisations.

- the associated university teachers have the obligation, by written statement, to notify the manager of the institution where they hold their basic teaching load, as well as of the institution they are associated at, the number of academic hours carried out by association;
- 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 TSTD's manager is a university teacher tenured as professor or associate professor and holds the basic teaching load in the university.

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

- the initial and continuous training provided by TSTD is carried out according to distinct educational curricula and syllabuses;
- preparing the students for the didactic career, in compliance with the legislation in force, is carried out in the conditions of optional/elective didactic activities, the educational curriculum for initial psycho-pedagogic training established at national level being integrated, as a unitary module, in the educational curriculum of the respective specialisation/faculty;
- the elaboration of the initial and continuous training curriculum considers and corroborates several determinations: the roles and competences specific to the teaching profession, the developments in the field of educational sciences and connected sciences, the professional training methodology for the didactic career established by the M.E.R. documents, the labour market needs;
- the study programmes for the initial and continuous training represent an integrated and coherent system, ensuring the continuity and specific differentiations; each programme defines its record, expected intentions/results and consequences for the following training stages;
- the conception of organising study programmes is flexible, integrating two components:
 - a compulsory nucleus curriculum, defined by the M.E.R. documents;
 - an optional curriculum, established by TSTD on the basis of the needs and existing resources analysis.
- the initial training programme for the didactic career is structured on two modules:
 - **Module I (30 credits)** regularly carried out during the academic degree cycle semesters;
 - **Module II (30 credits)** carried out after obtaining the academic degree diploma and before taking the tenure examination. Module II may be attended by the students who register for master of science studies, as well as by the students who, after obtaining the academic degree diploma, do not continue their studies with master studies.
- TSTD organise postgraduate courses at the request of the persons who did not attend modules I and II during the academic and master of science studies;
- the psycho-pedagogic and methodical training, by means of the two modules, is carried out according to the educational curricula established by M.E.R.;
- for each module, the educational curriculum comprises the compulsory disciplines provided for by the M.E.R. documents and optional disciplines at the TSTD's decision;
- The disciplines *Speciality didactics* and *Pedagogical Practice* shall be preceded by the graduation of the disciplines *Educational psychology* and *Pedagogy*. Optional disciplines may be attended in any of the academic degree studies;

- TSTD provides continuous training programmes for the tenure, 2nd didactic degree and 1st didactic degree and also participate in the competition of obtaining grants for the teaching staff's periodical improvement;
- 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 educational sciences field, related to the competences corresponding to the master of science university studies;
 - 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' shares 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 types of education such as "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;
- the projection, organisation and development of the practice stages are carried out in compliance with the provisions of the legislation in force;
- for the practice stages, TSTD have 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 training unit etc.;
- examinations represent at least 50% of the verification types of the disciplines of study provided for in the educational curriculum.

4.4. With regard to the **students**:

- according to the legislation in force, the following may be beneficiaries of the programmes offered by TSTD: students of the respective university, teaching staff and management of the pre-university and higher education, and graduates of higher, post-high school and high school education;
- the admission of the students or other categories of beneficiaries to the didactic career programme is carried out on an interview basis;
- 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 must be at least 40% of the total number of students within the respective series;
- the results obtained by the student during the educational programme are certified by the diploma supplement;
- 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 study condensation procedure;
- the granting of certificates and study diplomas complies with the legislation in force.

4.5. With regard to the **scientific research**:

- TSTD 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 field of educational sciences, psychology, sociology, integrated / inter-discipline studies;
- the teaching staff develops scientific research activities in the disciplines field comprised in their teaching load;
- the teaching staff perform scientific research activities valorised by publications in speciality magazines or publishing houses inside the country, recognised by NURC 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 etc.;
- TSTD 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.

4.6. With regard to the **material basis**:

- the material basis of TSTD must comply with the standards ensuring the performance of a quality educational process;
- the higher education institution organising teaching staff training programmes must prove by adequate documents (property deeds, lease contracts, inventories, invoices etc.) that it possesses the following:
 - owned or rented spaces which are adequate for the educational process;
 - collaboration agreements, contracts or other documents concluded with the practical training units – schools / application institutions;
 - adequate software for the disciplines of study included in the educational curriculum, with utilisation licence;
 - library equipped with its own reading room and book stock.
- 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 electronic computer;
 - minimum 4 sqm/seat, in the technical, experimental, projection 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 adequately equipped so that, at the level of a study group, there must be a computer for 2 students at most for the academic degree cycle and one computer for each student, for the master of science cycle;
- 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.

5. CRITERIA, STANDARDS AND PERFORMANCE INDICATORS FOR THE TSTD EVALUATION

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 |
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| S.A.1.1. Mission, objectives and academic integrity TSTD formulate its own mission and establishes the objectives pursued in compliance with a set of benchmarks. TSTD 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. | I.P.A.1.1.1. Mission and objectives Min: TSTD is established and functions in compliance with the legal requirements, by an order of the M.E.R. TSTD 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 TSTD particularise it in the national higher education system by clarity, distinction and specificity. I.P.A.1.1.2. Academic integrity Min: TSTD has an ethical and academic integrity code within the institution in order to protect the values of academic freedom, university autonomy and ethical integrity. It also has clear | <i>It is applied at the TSTD level.</i> |

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| | <p>practices and mechanisms for applying the code.</p> <p><i>I.P.A.1.1.3. Public liability and responsibility</i> Min: TSTD possesses internal audit / quality evaluation practices with regard to the main fields of the teaching staff initial and continuous training activities in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.</p> | |
| <p>S.A.1.2. Management and administration TSTD 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: TSTD 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 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. Min: the TSTD's manager is a university teacher tenured as professor or associate professor and holds the basic teaching load in the university.</p> <p><i>I.P.A.1.2.2. Strategic management</i> Min: TSTD has a strategic plan with at least four-year horizon and annual operational plans which are known by the department members and the faculty's management and are applied according to practices and mechanisms of rigorous observation.</p> <p><i>I.P.A.1.2.3. Effective administration</i> Min: TSTD's management complies with the legal</p> | |

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| | 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. | |
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A.2 - Material basis

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
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| S.A.2.1. Patrimony, equipment, allocated financial resources TSTD owns a patrimony which efficiently contributes to the fulfilment of the mission and established objectives. | <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 (full-time and distance learning) and, respectively, the research activities' objectives, the university ensures educational and research spaces to TSTD, which correspond to its specific features, by lecture rooms, didactic laboratories and research centres, in compliance with the technical, 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.</p> <p><i>I.P.A.2.1.2. Equipment</i> Min: The teaching / 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: TSTD proves to possess sufficient financing sources and financial resources, on short term</p> | |

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| | <p>(annual) and long term, which it allocates in order to adequately fulfil the established mission and objectives.</p> <p>TSTD possesses an annual realistic budget and a long-term budget, as well as financial short and medium-term policies, concerning financial sustainability.</p> | |
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B. Educational effectiveness

B.1. Study programmes' content

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
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| <p>S.B.1.1. Students' admission</p> <p>TSTD 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 TSTD</i></p> <p>Min: TSTD 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 carried out on an interview basis and 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></p> <p>Min: The admission is carried out on an interview basis.</p> | |
| <p>S.B.1.2. Structure and presentation of study programmes</p> <p>Study programmes are formulated in detail, according to the expected learning results and which correspond to the national standards for the teaching staff initial training.</p> | <p><i>I.P.B.1.2.1. Study programmes' structure</i></p> <p>Min: Study programmes within TSTD are based upon the correspondence between learning results and national standards for the teaching staff initial training. The study programme is presented as a package of documents including: the programme's general and specific objectives; the</p> | |

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| | <p>educational curriculum with the disciplines' shares expressed in ECTS study credits, as well as the successively arranged disciplines in the educational period defined in comparison with a centre curriculum enacted by M.E.R. documents; the thematic programmes or the disciplines' records included in the educational curriculum, respectively the learning results expressed as specific competences 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 didactic professional standard.</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 and distance learning), but they differentiate according to the means used within the type of education. For 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 requirements of the labour market and of professional-didactic standards. TSTD possesses mechanisms for the annual collective analysis of the educational activity and for</p> | |
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| | the analysis of 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 |
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| <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 educational system, to continue academic studies in the next cycle and to develop professionally from the lifelong learning perspective.</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 had positive results at the national examinations for occupying teaching loads in pre-university education and are employed in the educational field within two years since the graduation date.</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 TSTD are admitted to master of science studies, in the field of educational sciences.</p> <p><i>I.P.B.2.1.3. Students' level of satisfaction concerning professional and personal development ensured by TSTD.</i></p> <p>Min: More than 50% of the students positively assess the learning/development environment offered by TSTD 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</p> | |

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| | <p>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 web page 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 |
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| <p>S.B.3.1. Research programmes TSTD 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 Senate, the faculties' Councils and TSTD 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</p> | |

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| | <p>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, consultancy centres or other valorisation structures 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.</p> | |
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C. Quality management

C.1. Quality assurance strategies and procedures

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
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| <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 commissions on study programmes (initial training and continuous training) which function in an integrated manner.</p> <p><i>I.P.C.1.1.2. Quality assurance policies and strategies</i> Min: TSTD has a policy programme focused on quality and means of achievement.</p> | For the TSTD study programmes |

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

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
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| <p>S.C.2.1. Periodical approval, monitoring and evaluation of study programmes and certificates of TSTD. Within the educational</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</p> | |

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| institution / TSTD there are rules on the periodical initiation, approval, monitoring and evaluation of study programmes and of the issued certificates. These rules are rigorously and consistently applied. | <p>enforced for the initial training as well as for the continuous training.</p> <p><i>I.P.C.2.1.2. Correspondence between certificates and qualification</i></p> <p>Min: Study programmes and certificates are elaborated and issued according to the professional-didactic standards.</p> | |
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C.3. Objective and transparent procedures of learning results evaluation

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
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| <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. TSTD 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> | At the level of the TSTD study programmes |

C.4. Periodical evaluation procedures of teaching staff quality

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
|---|---|--------------|
| S.C.4.1. Teaching and research staff quality | <i>I.P.C.4.1.1. Relation between the teaching staff and students</i> | |

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| <p>TSTD must have enough teaching staff, as number and functioning basis, as to be adequate to the students' total number, according to the psycho-pedagogic training. With concern to the psycho-pedagogic certification, it must correspond to the specific features of study programmes and the established quality objectives.</p> | <p>Min: According to the study programme's specific features, TSTD 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 at the institutional management level</i> Min: The teaching staff perform their own self-evaluation and are annually evaluated by the head of department or the department manager.</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</p> | <p><i>I.P.C.5.1.1. Learning resources availability</i> Min: The faculty and TSTD</p> | |

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| <p>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>ensure learning resources (manuals, handbooks, bibliographical references, readers, anthologies etc.) for each study programme in libraries, resource centres etc., in classic or electronic format and free of charge. The faculty's / department'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.</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: TSTD 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: TSTD has consultancy services in the field of teaching career, with an efficient management.</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 TSTD gathers, processes and analyses data and</p> | <p><i>IP.C.6.1.1. Data bases and information</i> Min: TSTD has an information system which facilitates the</p> | <p>The initial training and continuous training programmes are both taken into consideration</p> |

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| information concerning the students' / attendants' education and life quality status. | gathering, processing and analysis of relevant data and information for 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 |
|---|---|--------------|
| S.C.7.1. Public information Data and information public transparency, in printed and electronic format, concerning all the study programmes, this information's actuality, correctness and validity must be permanently demonstrated. | <i>I.P.C.7.1.1. Public information offer</i> Min: TSTD must offer quantitative and/or qualitative, actual and correct information and data, about the study programmes, diplomas and certificates, academic and research staff, facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular. | |

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

| STANDARD | PERFORMANCE INDICATORS | OBSERVATIONS |
|---|--|---|
| 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. | <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 TSTD 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. | At the level of the evaluated study programme |

APPENDIX IV.1

A. IV. 1. The elaboration of the self-evaluation report for the Teaching Staff Training Department, submitting the external evaluation documentation and stages of the evaluation mission

Introduction

The purpose of this document is to support:

- TSTD in preparing its self-evaluation;
- evaluators in the self-evaluation analysis before carrying out the evaluation visit;
- and
- evaluators in gathering additional information during the evaluation.

This document presents the main aspects of the evaluation process, but does not intend to be prescriptive or limitative. External evaluators shall use the information from the self-evaluation only in well-defined contexts.

A.IV.1.1. Preparation guide for the self-evaluation report

TSTD must ensure that the self-evaluation fulfils the criteria of an evaluation, answering and emphasising the aspects pursued by the evaluation. For this purpose, the Agency recommends that TSTD should send the evaluation documents as well as the self-evaluation report drawn up in this respect.

The self-evaluation must emphasize the strengths, as well as the fields where the activity may be improved. Self-evaluation offers TSTD the possibility to illustrate how the learning opportunities were developed and what measures were taken in the fields where the activity had to be improved. Regarding the fields which still have problems, the TSTD must re-analyse the development strategy. External evaluators shall take into account the improvement processes in course, on the condition that the students should be involved in each stage, according to their competences.

A real self-evaluation mentions the source of evidence and is based on a pertinent data analysis. The source of evidence must be mentioned and may form the reference list. These references shall help the evaluators in gathering the documentation. The reference list used in the self-evaluation must be placed at the evaluators' disposal during the evaluation, to enable them to corroborate the gathered evidence with the already mentioned evidence.

TSTD must adopt a flexible attitude in preparing and presenting the self-evaluation results and must ensure the necessary conditions for carrying out the evaluation in good conditions in all its aspects and complexity. For example, certain self-evaluations may comprise all the educational activities carried out by TSTD. The analysis shall be accompanied by a summary concerning the way the institution organises the disciplines' teaching and learning activity, from the point of view of maintaining and developing the standards and quality of the teaching staff training educational processes.

The main objective of the evaluation process is for TSTD to implement and maintain academic standards, to materialise these activities in students' training, as well as to ensure the quality of the educational programmes offered by TSTD. Neither the standards nor the quality can be separately evaluated as they are interdependent and must be evaluated together.

Evaluators will need factual evidence on the programme submitted to external evaluation. There must be a written document to present the general objectives of every study discipline; this document must not contain more than 500 words. The evaluators shall use this document in order to analyse if the stated objectives were achieved. The general objectives of each discipline synthesise the TSTD vision and the pursued aim by the study programme offer. In case if the discipline or curricular area submitted to evaluation is organised and taught by the members of other departments or schools, it is necessary to present the evaluators a situation of the academic structure and responsibility for the programme's development in good conditions. This document must comprise data concerning the modular structure, internal and external collaborations of TSTD, as well as the relations with the county education boards, at local and regional level.

The general objectives of the study programme must be briefly formulated but they must clearly specify the programme's structure as well as its finality.

The self-evaluation report must not be longer than 10-15 pages (4000-7000 words). The information presented in the programme description must not be repeated in other part of the report.

The evaluators will need statistical data on the achievements and progress of at least three successive series of students who graduated the programme / programmes.

Statistical indicators must include data on: recruitment and admission; candidates' profile at entrance (necessary diploma, age, gender, nationality); the progress achieved during the programme and the marks obtained at the final examination; students' success in the summative evaluation and the percent of the students who, at graduating the programme, did not register positive results at the national unique Contest for occupying teaching loads in the educational field and of those who continued their studies with a master of science programme in education.

Separately, data on suspensions of studies, re-registrations, transfers shall be presented. External evaluators will want to find out the way TSTD uses this type of data in order to evaluate, manage, plan and develop standards and quality.

A.IV.1.2. Guide for the external evaluators team

A.IV.1.2.1. Aim and expected results

The self-evaluation of a psycho-pedagogic training programme must take into account the relation between the expected results, on the one hand, and the human resources and materials involved in the programme and the modality of evaluation and assurance of the training quality, on the other hand. Self-evaluation must emphasise the measures adopted within TSTD in order to enable the teaching staff and students to clearly understand the educational purposes and results of the study programme and the newly created professional-didactic competences.

External evaluators shall take into consideration the following:

- the way educational results comply with the programme's general objectives and if they pursue the objectives' achievement;
- to what extent they adjust to the reality of the external environment, to ensure a competitive level for the students;
- to what extent they are regulated and comply with the documents used for the evaluation of performances;
- how efficiently the educational objectives of the psycho-pedagogic training programme are transmitted, as well as other components of this programme, of the teaching staff, the students and external examiners.

The programme's description shall present in detail the general objectives and educational results that will be obtained for the educational specialisations. The evaluators shall talk to the teaching staff and the students and shall analyse the external examiners' reports. The students' manuals and other supporting didactic materials represent factual information, helping the external evaluators to assess the extent to which the educational curriculum is applied at the expected qualitative level.

The evaluators will be able to determine if the educational results that are to be obtained at the programme's graduation are clearly defined and are in compliance with the level of the curricular and national standards for the didactic career.

A.IV.1.2.2. Educational curriculum

The TSTD programme self-evaluation must emphasise the efficiency of the educational curriculum's structure and content in achieving the expected educational results. The focus will be at the level of the optional structure of TSTD curricula.

External evaluators shall take into consideration the following:

- the way TSTD plans the structure and content of the disciplines in the educational curriculum and the way it makes decisions with regard to the corresponding modules, as well as their succession in the study programme;
- if the structure and content of the disciplines in the educational curriculum support the achievement of the educational results that will be obtained at graduation, under the conditions of knowing and understanding them, of cognitive aptitudes, aptitudes typical to the studied disciplines (including practical and professional-didactic competences), transferable competences, training for research and personal development;
- the way TSTD guarantees that the structure, organisation and content of the disciplines in the educational curriculum ensure an adequate intellectual and academic development and are efficient in supporting the student throughout the learning process and achievement of the established educational objectives – teaching career training.

Each programme's structure and content shall be evaluated according to their potential in helping students to achieve the established educational objectives. The following can be considered as information sources: the educational curriculum itself (optional component), the self-evaluation reports, previous external evaluations, reports of the professional institutions, placement reports of the county education boards, the students' notes and manuals, as well as

the descriptors of curricular areas or modules (as the case may be). The evaluators shall establish if the internal procedures of the programmes' approval, monitoring and evaluation were applied.

The evaluators shall be able to specify the level to which the content of the disciplines within the educational curriculum complies with the teaching profession national standards.

A.IV.1.2.3. Students' examination

The self-evaluation must emphasise the students' examination effectiveness, by presenting the way the established educational objectives are examined.

External evaluators shall take into consideration the following:

- the degree to which the general examination strategy has an adequate formative function in developing the students' abilities, supports the development of intellectual abilities and helps them prove the achievement of educational objectives in the campus, as well as in the external environment;
- the diversity of the selected examination methods and their compliance with the educational objectives' nature, with the type and formative level of every discipline;
- the criteria used in order to help internal and external examiners distinguish between the various types of results and the way criteria are communicated to the students;
- the security, integrity and consistency of the examination procedures, establishing, marking and balancing the work in campus and at the pedagogic practice units, the students' activity feedback at the practice unit;
- the way the educational community representatives, CSI, educational institutions' managers contribute to the development of the evaluation strategies.

External evaluators shall search for the information sources to help them assess if the examination process, in general, and the examination instruments, in particular, are adequate and efficiently used, as well as the information sources concerning the examination's coordination. The students' work evaluation, the annual evaluation reports, the external examiners' reports, statistical data on the promotion rate and discussions with the teaching staff and the students shall help external evaluators achieve the general quality assurance standards. Evaluators shall assess the effectiveness of the examination instruments, as well as if the examination strategy illustrates progress, integration and coherence.

As a result of this activity, evaluators shall be able to determine if the students' examination process adequately expresses the achievement of the established educational objectives.

A.IV.1.2.4. Certification for the teaching profession

The self-evaluation carried out by TSTD must analyse the way students achieve the educational objectives established as professional-didactic competences at graduating the study programme.

Evaluators shall take into consideration the following:

- the documents certifying the degree the students' activity and results led to the achievement of the established educational objectives;

- the evidence certifying the fact that the standards fulfilled by the students are compatible with the definition of professional teaching career standards and with the content of other documents used for the evaluation of didactic performances;
- if the students are prepared for the teaching career;
- how the TSTD encourages the continuation of studies in the master of science educational programmes, as well as the scientific performance.

Evaluators shall determine if the students' results comply with these requirements. The information sources will be: the external examiners' reports, internal reports on the graduates' evolution within the educational institutions, official reports of previous evaluations, students' project examples, statistical data on the obtained results and professional-didactic career. The evaluation activities shall also include discussions with teachers, internal examiners and students.

After carrying out this type of activities, evaluators shall be able to decide if the psycho-pedagogic training standards for the teaching career are fulfilled.

A.IV.1.2.5. Teaching and learning during the study programme

Self-evaluation must emphasise the efficiency of the teaching-learning process in relation to the programmes' purposes, the achievement of the established educational objectives and the educational curriculum structure.

External evaluators shall take into consideration the following:

- the diversity and relevance of the used teaching methods, with reference to the educational curriculum content and the programme's purposes;
- the way the teaching staff updates the courses and their teaching methods according to the research results, the obtained study or documentation scholarships, consultancy programmes and other professional activities;
- the way of encouraging students' participation and training process;
- the way support courses sustain the process of learning and the way individual study is encouraged;
- the students' individual or group work tasks;
- the teaching practice activity carried out in various pedagogic, didactic and counselling institutional structures;
- the way the teaching process quality is maintained and developed by the personnel's improvement, the peer review, the integration of associated teaching staff, by developing and carrying out mentorship programmes for the newly hired teaching staff.

Evaluators shall assess the efficiency of the teaching-learning activities of the programme submitted to analysis, especially aspects related to: amplitude and profusion, rhythm and competitive potential of the teaching process; the efficiency of the teaching activities of various disciplines, practical and transferable abilities. The information sources shall be the following: the learning process evaluation carried out by the students, internal evaluation documents at TSTD level, documents concerning the personnel's improvement, the students' support courses and manuals, discussions with students and teaching staff members. The evaluation activity does not necessarily involve class attendance, but evaluators may request to attend classes if they consider it necessary for the final observation.

After carrying out this type of activities, evaluators will be able to establish the quality of the training programmes offered to the students, from the point of view of the teaching-learning activities and their contribution to the achievement of the programme's general objectives.

A.IV.1.2.6. Students' training progress

TSTD must assess the efficiency of the strategies of recruitment, admission, support and academic and career guidance which are used in order to support the progress in the successful attendance of academic years and the students' programme graduation.

Evaluators will take into consideration the following:

- efficiency of the recruitment, admission and registration measures and if these measures are understood by the teaching staff members and by the students;
- the general strategy on the academic support and its connection to the student's profile and the programme's general objectives;
- the way learning is encouraged by the academic and career guidance, feedback elements and other control methods;
- the way of carrying out tutorials, the way they were communicated to the teaching staff and students, and the way teaching staff are helped to offer the necessary support to the students;
- how efficient these methods are in order to ensure the progress, as well as the graduation of the programme by the students.

Evaluators shall establish the relevance of the academic support strategy, including the direction written through general rules and specific recommendations, and the extent they match the student's profile and the programme's general purposes. They shall also evaluate if there is compatibility between the recruited students' abilities and the programme's demands and if there are activities of academic guidance, of career and academic support in order to encourage programme's progress and graduation. Evaluators shall take into consideration the progress recorded throughout the programme, but also the rate of failure. The information sources will be: statistical data concerning the admission, the progress and promotion rate, educational policies on admission and learning support, students' support courses and manuals, students' admission evaluations, support offered at the admission, tutorials and discussions with the teaching staff and students. Reference shall be made concerning the admission of students with disabilities, to the students' claims and complaints concerning the difficulties encountered with regard to the information and academic and career guidance.

After carrying out this type of activities, evaluators will be able to establish the quality of the students' support and guidance activity for the achievement of the study progress and programme's graduation.

A.IV.1.2.7. Educational resources

The TSTD self-evaluation must analyse the correspondence between the human resources and materials involved in the learning process and the efficiency of using them. Evaluation must emphasise the existence of a strategic approach in the correlation process between resources and the educational results projected to be obtained at programme level.

External evaluators shall take into consideration the following:

- the number of persons employed and the relevance of qualifications and experience for the teaching staff and also for the auxiliary personnel;
- the teaching staff's professional development in order to be acquainted with the information newly appeared in the field and new learning technologies;
- the professional development opportunities provided by the faculty or university, including mentorship programmes for the new employees;
- the access to speciality publications and electronic media;
- speciality and general hardware and software;
- specific facilities, teaching and laboratory (as the case may be) equipment, expendables;
- suitability, accessibility, support and maintenance;
- the connection between permanent teaching staff, teaching facilities and the teaching and learning strategy.

Evaluators shall assess the way learning is sustained by resource allocation, including the technical and administrative support, as well as the programmes of professional development for the teaching staff and the way these are put into practice. The information sources shall be: the direct observation of material resources, the internal evaluation documents and official reports, lists of equipment, the library's inventory, the curriculum vitae of teaching staff members, the external evaluators' reports and documents certifying the personnel's professional development.

After carrying out this type of activities, evaluators will be able to establish if the available learning resources support the programmes and whether there is qualified personnel to contribute to obtain the planned results.

A.IV.1.2.8. Maintenance and development of standards and quality

TSTD must assess the efficiency of the measures taken in order to maintain and develop academic standards and quality of the learning opportunities offered by the programmes submitted to evaluation.

External evaluators shall take into consideration the following:

- the TSTD quality assurance strategy and its efficiency within the programme submitted to evaluation;
- the use of quantitative data and the feedback quality of students, external examiners and other factors involved in promoting the permanent development strategy ;
- TSTD reaction to the internal and external evaluation;
- the self-evaluation's accuracy.

Evaluators shall analyse the operation mode of the internal mechanisms of standards and academic quality assurance. The information sources shall be: the feedback of the teaching staff and students, the external examiners' reports, employers' opinions, previously published evaluation reports, other available internal evaluation reports.

The final section of the external evaluation report shall briefly present the results of the evaluation process, mentioning the TSTD capacity to maintain and develop the quality and standards of the programme in course of evaluation.

A.IV.1.3. Self-evaluation delivery and preliminary analysis carried out by the evaluators

Introduction

This section defines self-evaluation organisation procedures in order to help TSTD to adequately organise the process, before the evaluators' arrival. Respecting the recommendations within this document may ensure TSTD of the complete character of the self-evaluation.

A.IV.1.3.1. Self-evaluation delivery

TSTD are asked to send the Agency a printed copy and an electronic format copy of the self-evaluation report, according to the evaluation standards and procedures.

The self-evaluation is analysed by the Agency's personnel in order to check if the report's format and content observes the recommendations of the study programmes evaluation Guide. If they ascertain that the report is not complete or if the recommendations are not observed, the Agency returns to the TSTD, within 30 days from the receipt, the whole package of information received with regard to the respective study programme and requests the revision of the self-evaluation report and filling in with information and data that were missing in the initial delivery.

A.IV.1.3.2. Self-evaluation preliminary analysis

The Agency's Council appoints a team usually made up of two evaluators and a coordinator, whose didactic activity is relevant to the field of Educational sciences, where the programme submitted to external evaluation is integrated.

The Agency electronically delivers to the appointed evaluators the received documentation for the programme's external evaluation, as well as other pertinent information and reports from its own database.

The external evaluation's coordinator draws up an *observation note* on the evaluated aspects, within 30 days from the receipt of the whole documentation referring to the study programme.

The date proposed for the visit is established by the evaluation's coordinator, after consulting with the other evaluators, and is communicated to the Agency. The later communicates to the TSTD / university the date of visit and the names of the external evaluators.

The date of the preliminary visit is usually established within at most two months since the self-evaluation documentation is accepted by the Agency (at most one month since the evaluators receive the documentation submitted to preliminary analysis).

The Guide also comprises, in distinct appendices, the Standards and performance indicators, as well as the Structure of the self-evaluation report of the Teaching Staff Training Department, the presentation of the external evaluation documentation and the stages of the evaluation mission, the Visit record and its Appendices.

APPENDIX IV.2**A.IV.2. VISIT RECORD**

for the evaluation of the Teaching Staff Training Departments
(includes a) **COMPULSORY NORMATIVE REQUIREMENTS**, b) **STANDARDS AND PERFORMANCE INDICATORS** and c) **SUPPORTING APPENDICES**

Teaching Staff Training Department

.....

Institution

Date of visit.....

A.IV.2.c)
SUPPORTING
APPENDICES:

- *Teaching staff*
- *Educational curriculum and study programmes*
- *Students (on academic years)*
- *Teaching practice*

The data comprised in the VISIT RECORD and the SUPPORTING APPENDICES are 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. | | Coordinator | | |
| 2. | | <i>Member</i> | | |
| 3. | | <i>Member</i> | | |

Representatives of the visited institution

| No. crt. | Surname and first name | Quality | Signature | Observations |
|----------|------------------------|----------------|-----------|--------------|
| 1. | | Contact person | | |
| 2. | | | | |
| 3. | | | | |

(stamp of the visited unit)

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The observations from the VISIT RECORD and 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.IV.2.a) COMPULSORY REQUIREMENTS *for the* Evaluation of the Teaching Staff Training Departments

Teaching Staff Training Department

.....

Institution

Date of visit

Signatures:

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

| I. NORMATIVE REQUIREMENTS OF THE TSTD EVALUATION | |
|---|---------------|
| COMPULSORY NORMATIVE REQUIREMENTS | OBSERVATIONS* |
| 1. TSTD proves that it has its own legal status, established by the constitutive document (M.E.R.O.). | |
| 2. TSTD has a well-defined didactic and scientific research mission. | |
| 3. TSTD mission has clear and workable objectives, in compliance with the legal provisions, and consists of providing training programmes for the didactic career. | |
| * In the „Observations” column facts shall be registered, without making any assessments. | |
| 4. In order to fulfil its mission, the TSTD ensures the professional training (psycho-pedagogic and methodical) and cooperates with profile faculties for the teaching staff speciality training. | |

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| <p>5. TSTD carries out the following specific functions:</p> <ul style="list-style-type: none"> - initial professional training for the didactic career; - continuous, psycho-pedagogic, methodical and continuous speciality training for pre-university education teaching staff; - development of master of science programmes in the field of special didactics and teaching staff training; - organisation of educational programmes for adults, at the request of the interested persons / institutions; - professional conversion at university and post-university level; - preparing, organising and carrying out the tenure and didactic degree examinations for the specialisations which were assigned by the Ministry of Education and Research; - psycho-pedagogic and methodical counselling with regard to the professional development and evolution in the didactic career, as well as the coordination of the supervision activities in schools; - starting and developing fundamental and applicative scientific research activities in the field; - supporting the scientific-professional development of the university teaching staff. | |
| <p>6. TSTD carries out the activity on the basis of its own rules, elaborated according to the provisions of the present Methodology and approved by the higher education institution's Senate.</p> | |
| II. TEACHING STAFF | |
| COMPULSORY NORMATIVE REQUIREMENTS | OBSERVATIONS * |
| <p>1. The teaching staff must comply with the legal requirements concerning the occupation of teaching loads.</p> | |
| <p>2. The TSTD teaching staff and academic community consist of specialists in: pedagogy, special psycho-pedagogy, psychology, sociology, special didactics and other specialisations determined by comparison to the institutional mission.</p> | |
| <p>3. The university teachers tenured in the higher education institution where they hold their basic teaching load are taken into consideration at the evaluation for a single teaching load created according to the law.</p> | |
| <p>4. In order to ensure the quality of the teaching activities, 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.</p> | |

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| 5. | <i>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.</i> | |
| 6. | <i>TSTD must have 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.</i> | |
| 7. | <i>The number of professors legally tenured in higher education, taken into consideration for the TSTD evaluation, is the one resulted taking into account the full-time teaching loads from the teaching loads record and the teaching load fractions they cover.</i> | |
| 8. | <i>The associated teaching staff, not tenured in higher education, may hold a vacant position in the teaching loads record of the unit submitted to evaluation, only if they comply with the legal requirements for occupying the respective position.</i> | |
| 9. | <i>The discipline tenured university teachers must hold the scientific title of doctor or be Ph.D. students in the disciplines' field of the occupied teaching load; the other university teachers must have the initial training and abilities in the field of the discipline they teach.</i> | |
| 10. | <i>The tenured university teachers of psycho-pedagogic disciplines have the speciality and scientific title of doctor in Pedagogy/Educational Sciences and respectively Psychology.</i> | |
| 11. | <i>The tenured university teachers of the disciplines Speciality Didactics and Curricular area didactics have one of the specialities from the students' training field and are doctors or Ph.D. students in speciality or educational sciences or, at least, have a master of science in Educational Sciences. The applicative activities may be covered by associated teaching staff, with the 1st didactic degree in the respective specialisation/specialisations.</i> | |
| 12. | <i>The associated university teachers have the obligation, by written statement, to notify the manager of the institution where they hold their basic teaching load, as well as of the institution they are associated at, the number of academic hours carried out by association.</i> | |
| 13. | <i>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> | |
| 14. | <i>The TSTD's manager is a university teacher tenured as professor or associate professor and holds the basic teaching load in the university.</i> | |

| III. EDUCATIONAL PROCESS CONTENT | |
|---|---------------|
| COMPULSORY NORMATIVE REQUIREMENTS | OBSERVATIONS* |
| 1. <i>The initial and continuous training provided by TSTD is carried out according to distinct educational curricula and syllabuses.</i> | |
| 2. <i>Preparing the students for the didactic career, in compliance with the legislation in force, is carried out by means of optional/elective didactic activities, the educational curriculum for initial psycho-pedagogic training established at national level being integrated, as a unitary module, in the educational curriculum of the respective specialisation/faculty.</i> | |
| 3. <i>The elaboration of the initial and continuous training curriculum considers and corroborates several determinations: the roles and competences specific to the teaching profession, the developments in the field of educational sciences and related sciences, the professional training methodology for the didactic career established by the M.E.R. documents, the labour market needs.</i> | |
| 4. <i>The study programmes for the initial and continuous training represent an integrated and coherent system, ensuring the continuity and specific differentiations; each programme defines its record, expected intentions/results and consequences for the following training stages.</i> | |
| 5. <i>The conception of organising study programmes is flexible, integrating two components:</i> <ul style="list-style-type: none"> - <i>a compulsory nucleus curriculum, defined by the M.E.R. documents;</i> - <i>an optional curriculum, established by TSTD on the basis of the needs and existing resources analysis.</i> | |
| 6. <i>The initial training programme for the didactic career is structured on two modules:</i> <ul style="list-style-type: none"> - <i>Module I (30 credits) regularly carried out during the academic degree cycle semesters;</i> - <i>Module II (30 credits) carried out after obtaining the academic degree diploma and before taking the tenure examination. Module II may be attended by the students who register for master studies, as well as by the students who, after obtaining the academic degree diploma, do not continue their studies to master studies.</i> | |
| 7. <i>TSTD organises postgraduate courses at the request of the persons who did not attend modules I and II during the academic and master of science studies.</i> | |

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| 8. <i>The psycho-pedagogic and methodical training, by means of the two modules, is carried out according to the educational curricula established by M.E.R.</i> | |
| 9. <i>For each module, the educational curriculum comprises the compulsory disciplines provided for by the M.E.R. documents and optional disciplines at the TSTD's decision.</i> | |
| 10. <i>The disciplines Speciality didactics and Pedagogical Practice shall be preceded by the graduation of the disciplines Educational psychology and Pedagogy. Optional disciplines may be attended in any of the years of academic degree studies.</i> | |
| 11. <i>TSTD provides continuous training programmes for the tenure examination, 2nd didactic degree and 1st didactic degree and also participates in the competition of obtaining grants for the teaching staff's periodical improvement.</i> | |
| 12. <i>The disciplines of study within the educational curricula are provided for in a logical succession and aim at the fulfilment of the following requirements:</i> <ul style="list-style-type: none"> - <i>the defining and precise determination of the general and speciality competences according to the educational sciences field, related to the competences corresponding to the master of science university studies;</i> - <i>compatibility with the national framework of qualifications;</i> - <i>compatibility with plans and study programmes similar to those in the European Union countries and other countries of the world, the disciplines' shares being expressed in ECTS study credits.</i> | |
| 13. <i>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.</i> | |
| 14. <i>The types of education such as "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.</i> | |
| 15. <i>The projection, organisation and development of the practice stages are carried out in compliance with the provisions of the legislation in force.</i> | |
| 16. <i>For the practice stages, TSTD have 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 training unit etc.</i> | |
| 17. <i>Examinations represent at least 50% of the verification types of the disciplines of study provided for in the educational curriculum.</i> | |

| IV. STUDENTS | |
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| COMPULSORY NORMATIVE REQUIREMENTS | OBSERVATIONS* |
| 1. <i>The following may be beneficiaries of the programmes offered by TSTD: students of the respective university, teaching staff and management of the pre-university and higher education, and graduates of higher, post-highschool and highschool education.</i> | |
| 2. <i>The admission of the students or other categories of beneficiaries to the didactic career programme is carried out on an interview basis.</i> | |
| 3. <i>The study groups (series, groups, subgroups) are dimensioned so as to ensure an efficient performance of the educational process.</i> | |
| 4. <i>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> | |
| 5. <i>The students' promotion rate for every year of study must be at least 40% of the total number of students within the respective series.</i> | |
| 6. <i>The results obtained by the student during the educational programme are certified by the diploma supplement.</i> | |
| 7. <i>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 study condensation procedure.</i> | |
| 8. <i>The granting of certificates complies with the legislation in force.</i> | |
| V. SCIENTIFIC RESEARCH | |
| COMPULSORY NORMATIVE REQUIREMENTS | OBSERVATIONS* |
| 1. <i>TSTD 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.</i> | |
| 2. <i>The research themes comprised in the plan belong to the scientific area of the field of educational sciences, psychology, sociology, integrated / inter-discipline studies.</i> | |
| 3. <i>The teaching staff develops scientific research activities in the disciplines field comprised in their teaching load.</i> | |

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| <p>4. <i>The teaching staff perform scientific research activities valorised by publications in speciality magazines or publishing houses inside the country, recognised by NURC 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></p> | |
| <p>5. <i>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 etc.</i></p> | |
| <p>6. <i>TSTD periodically organises with the teaching staff, researchers and graduates, scientific sessions, symposiums, conferences, round tables, while the reports are published in ISBN or ISSN scientific reports or in magazines dedicated to the organised activity.</i></p> | |

| VI. MATERIAL BASIS | |
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| COMPULSORY NORMATIVE REQUIREMENTS | OBSERVATIONS * |
| 1. <i>The material basis of TSTD must comply with the standards ensuring the performance of a quality educational process.</i> | |
| 2. <i>The higher education institution organising teaching staff training programmes must prove by adequate documents (property deeds, lease contracts, inventories, invoices etc.) that it possesses the following:</i> <ul style="list-style-type: none"> - <i>owned or rented spaces which are adequate for the educational process;</i> - <i>collaboration agreements, contracts or other documents concluded with the practical training units – schools / application institutions;</i> - <i>adequate software for the disciplines of study included in the educational curriculum, with utilisation licence;</i> - <i>library equipped with its own reading room and book stock.</i> | |
| 3. <i>The educational spaces' capacity for the study programme submitted to evaluation is:</i> <ul style="list-style-type: none"> - <i>minimum 1 sqm/seat, in the lecture rooms;</i> - <i>minimum 1,4 sqm/seat, in the seminar rooms;</i> - <i>minimum 1,5 sqm/seat, in the library reading rooms;</i> - <i>minimum 2,5 sqm/seat, in the IT laboratories and in those of speciality disciplines using the computer;</i> - <i>minimum 4 sqm/seat, in the technical, experimental, projection etc. discipline laboratories.</i> | |
| 4. <i>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> | |
| 5. <i>The applicative activities for the speciality disciplines included in the educational curricula are carried out in laboratories adequately equipped so that, at the level of a study group, there must be a computer for 2 students at most for the academic degree cycle and one computer for each student, for the master of science cycle.</i> | |

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| <p>6. <i>The educational institution's libraries must ensure:</i></p> <ul style="list-style-type: none"> - <i>a number of seats in the reading rooms corresponding to at least 10% of the total number of students;</i> - <i>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;</i> - <i>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;</i> - <i>a sufficient number of subscriptions to Romanian and foreign publications and periodicals, according to the assumed mission.</i> | |
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VISIT RECORD

A.IV.2.b) STANDARDS AND PERFORMANCE INDICATORS

for the Evaluation of the Teaching Staff Training Departments

Teaching Staff Training Departments.....

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Institution*Date of visit***Signatures:****1. Commission coordinator** _____**2. Expert** _____**3. Expert** _____

| I. INSTITUTIONAL CAPACITY | |
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| CRITERION A.1. – INSTITUTIONAL, ADMINISTRATIVE AND MANAGERIAL STRUCTURES | OBSERVATIONS* |
| Standards: Mission, objectives and academic integrity | |
| 1. <i>TSTD is established and functions in compliance with the legal requirements, by the M.E.R. order.</i> | |
| 2. <i>TSTD has its own Rules approved by the Senate whose provisions comply with the national legislation and principles of the European Space for Higher Education and are known by the academic community members.</i> | |
| 3. <i>TSTD has an ethical and academic integrity code within the educational institution 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> | |
| 4. <i>TSTD possesses internal audit / quality evaluation practices with regard to the main fields of the teaching staff initial and continuous training activities in order to ensure that the assumed liabilities are rigorously met, in conditions of public transparency.</i> | |

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| Standards: Management and administration | |
| 1. <i>TSTD 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 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.</i> | |
| 2. <i>The TSTD's manager is a university teacher tenured as professor or associate professor and holds the basic teaching load in the university.</i> | |
| 3. <i>TSTD has a strategic plan with at least four-year horizon and annual operational plans which are known by the department members and the faculty's management and are applied according to practices and mechanisms of rigorous observation.</i> | |
| 4. <i>TSTD's management 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.</i> | |
| CRITERION A.2. MATERIAL BASIS | |
| Standards: Patrimony, equipment, allocated financial resources | |
| 1. <i>By respecting the differences between the types of education (full-time and distance learning) and, respectively, the research activities' objectives, the university ensures educational and research spaces to TSTD, which correspond to its specific features, by lecture rooms, didactic laboratories and research centres, in compliance with the technical, 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.</i> | |
| 2. <i>The teaching / 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.</i> | |
| 3. <i>TSTD proves to possess sufficient financing sources and financial resources, on short term (annual) and long term, which it allocates in order to adequately fulfil the established mission and objectives. TSTD possesses an annual realistic budget and a long-term budget, as well as short and medium-term financial policies, concerning financial sustainability.</i> | |

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

| II. EDUCATIONAL EFFECTIVENESS | |
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| CRITERION B.1.: STUDY PROGRAMMES' CONTENT | OBSERVATIONS* |
| Standards: Students' admission | |
| 1. <i>TSTD 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 carried out on an interview basis and is exclusively based upon the candidate's academic abilities and applies no discriminating criteria.</i> | |
| 2. <i>The admission is carried out on an interview basis.</i> | |
| Standards: Structure and presentation of study programmes | |
| 1. <i>Study programmes within TSTD are based upon the correspondence between learning results and national standards for the teaching staff initial training. The study programme is presented as a package of documents including: general and specific objectives; the educational curriculum with the disciplines' shares expressed in ECTS study credits, as well as the successively arranged disciplines in the educational period defined in comparison with a centre curriculum enacted by M.E.R. documents; the thematic programmes or the disciplines' records included in the educational curriculum, respectively the learning results expressed as specific competences 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 didactic professional standard.</i> | |
| 2. <i>Study programmes are integrated as structure, irrespective of the type of education (full-time and distance learning), but they differentiate according to the means used within the type of education. For distance learning, the indicator differentiates accordingly.</i> | |
| 3. <i>Cognitive and professional relevance of study programmes is defined according to the rhythm of knowledge and technology development in the field and to the requirements of the labour market and of professional-didactic standards. TSTD possesses mechanisms for the annual peer review of the educational activity and for the analysis of the changes occurred in the qualifications' profiles and in their impact upon the study programme organisation.</i> | |

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| CRITERION B.2.: LEARNING RESULTS | |
| Standards: Valorisation of the acquired academic qualification | |
| 1. <i>At least 50% of the graduates had positive results at the national examinations for occupying teaching loads in pre-university education and are employed in the educational field within two years since the graduation date.</i> | |
| 2. <i>At least 20% of the last two series of graduates of TSTD are admitted to master of science studies, in the field of educational sciences.</i> | |
| 3. <i>More than 50% of the students positively assess the learning/development environment offered by TSTD and their own learning route.</i> | |
| 4. <i>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. 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 web page for subjects, bibliography, electronic format resources and dialogue with students) and auxiliary materials, such as blackboard, flipchart and video-projector.</i> | |
| 5. <i>Professors have permanence hours at the students' disposal and personalise their guidance at the students' request. There are supervising professors or academic year / series tutors or other ways of association between a teacher and a group of students.</i> | |
| CRITERION B.3.: SCIENTIFIC RESEARCH ACTIVITY | |
| Standards: Research programmes | |
| 1. <i>The long-term strategy and medium and short-term programmes on research are adopted by the Senate, the faculties' Councils and TSTD 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.</i> | |
| 2. <i>Research owns enough financial, logistic and human resources in order to achieve its objectives.</i> | |
| 3. <i>Research is valorised by: didactic publications, scientific publications, consultancy centres or other valorisation structures 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.</i> | |

| III. QUALITY MANAGEMENT | |
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| CRITERION C.1.: QUALITY ASSURANCE STRATEGIES AND PROCEDURES | |
| Standards: Quality assurance structures and policies | |
| 1. <i>Within the institution, there is a central commission and commissions on study programmes (initial training and continuous training) which function in an integrated manner.</i> | |
| 2. <i>TSTD has a policy programme focused on quality and means of achievement.</i> | |
| 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 certificates of TSTD | |
| 1. <i>Existence and enforcement of the Rules concerning the periodical initiation, approval, monitoring and evaluation of study programmes. The rules are enforced for the initial training as well as for the continuous training.</i> | |
| 2. <i>Study programmes and certificates are elaborated and issued according to the professional-didactic standards.</i> | |
| CRITERION C.3.: OBJECTIVE AND TRANSPARENT PROCEDURES OF LEARNING RESULTS EVALUATION | |
| Standards: Students' evaluation | |
| 1. <i>There are rules concerning the students' examination and marking which are rigorously and consistently applied by tenured university teachers and students. Together with the course's tenured university teacher, at least one more speciality professor participates in the examination.</i> | |
| 2. <i>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 | |
| Standards: Teaching and research staff quality | |

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| 1. According to the study programme's specific features, TSTD 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 or the department manager. | |
| CRITERION C.5.: LEARNING RESOURCES ACCESSIBILITY | |
| Standards: Learning resources and students' services | |
| 1. The faculty and TSTD ensure learning resources (manuals, handbooks, bibliographical references, readers, anthologies etc.) for each study programme in libraries, resource centres etc., in classic or electronic format and free of charge. The faculty's / department'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. | |
| 2. 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. | |
| 3. TSTD has stimulation programmes for students with high learning results and also recovery programmes for those who have learning difficulties. | |
| 4. TSTD has consultancy services in the field of teaching career, with an efficient management. | |
| CRITERION C.6.: SYSTEMATICALLY UPDATED DATA BASE, WITH REGARD TO THE QUALITY INTERNAL ASSURANCE | |
| Standards: Information systems | |
| 1. TSTD has an information system which facilitates the gathering, processing and analysis of relevant data and information for the quality institutional evaluation and assurance. | |

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| CRITERION C.7.: TRANSPARENCY OF PUBLIC INTEREST INFORMATION CONCERNING STUDY PROGRAMMES AND, IF THE CASE, THE GRANTED CERTIFICATES, DIPLOMAS AND QUALIFICATIONS | |
| Standards: Public information | |
| 1. <i>TSTD must offer quantitative and/or qualitative, actual and correct information and data, about the study programmes, diplomas and certificates, academic and research staff, facilities offered to the students and about any aspects of interest for the public, in general, and for the students, in particular.</i> | |
| CRITERION C.8.: FUNCTIONALITY OF EDUCATION QUALITY ASSURANCE STRUCTURES, ACCORDING TO THE LAW. | |
| Standards: The institutional structure of education quality assurance complies with the legal provisions and permanently carries out its activity | |
| 1. <i>The education quality evaluation procedures and activities were elaborated by the university Senate. The TSTD 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> | |