

## Guideline for periodic external evaluation of the fields of study for the Master degrees

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## **ABBREVIATIONS USED:**

ARACIS - Agenția Română de Asigurare a Calității în Învățământul Superior (Romanian Agency for Quality Assurance in Higher Education)  
NQF - National Qualifications Framework  
DSUM - Field of Study for the Master degree  
ECTS - European Credit Transfer and Accumulation System  
EQAR - European Quality Assurance Register for Higher Education  
GD - Government Decision  
IF - full time education  
IFR - part time education  
IOSUM - Institution Organizing Master Programs  
ISCED - International Standard Classification of Education  
MNE - Ministry of National Education  
PSUM - Master Program  
SNIE - National System of Education Indicators  
SNIS - National Higher Education System  
IIS– Higher Education Institutions

## 1 Introduction

The Master Programs (PSUM) are the second university education cycle, resulting in the level 7 qualification from the National Qualifications Framework (NQF) (ISCED 2013). They cover 1-2 years and correspond to a minimum number of ECTS transfer credits ranging from 60 to 120.

The entire period covered by cycle I - Bachelor studies and cycle II - Master studies should lead to acquiring at least 300 ECTS transferable credits.

The Master Programs can be:

- a) **Professional Master Programs**, focused mostly on developing and improving the professional competences acquired in the Bachelor field of study or in a related field of study, and also on complementary training for Bachelor program graduates from other fields of study;
- b) **Research Master Programs**, focused mostly on developing scientific research competences; they set the grounds for the PhD studies.
- c) **Didactic Master Programs**, focused mostly on developing didactic competences.

The diploma received when graduating from a PSUM, after covering the study program and successfully presenting the dissertation paper, certifies that the holder has acquired the competences, knowledge and skills specific to one or several occupations/qualifications corresponding to the level 7 NQF qualification.

Grouping several PSUMs under a Master study field (DSUM) allows to design and approach the teaching, learning and research activities in a multidisciplinary manner, by jointly using the human and material resources of universities, faculties, departments, research institutes, the Romanian Academy, etc., thus allowing students to undergo a flexible education and research path, with many options.

The Master Programs can be delivered as full time or part time education, except for those regulated at EU level. Didactic and research Master Programs can be organized only as full time education.

## 2 The legal framework for Master Programs

In virtue of Law no 1/2011, as subsequently amended and supplemented, the accreditation, respectively the periodic external evaluation of a field of study for the Master degree, together with setting the maximum number of students that can be enrolled in the 1st year and can receive a graduation diploma, is done through a Government Decision, following the external evaluation conducted by ARACIS or by another national or international quality assurance agency registered in the European Quality Assurance Register for Higher Education (EQAR).

The accredited fields of study for the Master degrees were created starting with the 2013-2014 university year. The fields of study for the Master degree were set in accordance with the provisions in Government Decision no 369/2013, from the PSUMs accredited by ARACIS until June 30th, 2013.

The accredited Master programs that exceeded the 5-year periodic evaluation timeframe, which were included in the accredited fields of study for Master degree, will be evaluated at the same time with the external periodic evaluation of the fields of study for Master degree they belong to. The evaluation shall be done based on the *Specific procedure for the periodic external evaluation of accredited fields of study for Master degree* approved by Order of the Minister of National Education and of the delegated Minister for higher education, scientific research and technological development no 146 from 03.25.2014 and based on the procedures presented hereunder.

In virtue of the legislation in force, every field of study for Master degree shall undergo a period external evaluation every 5 years, in view of keeping the accreditation, based on the performance of the Master programs accredited in that field.

The external evaluation of PSUMs registered under that particular field on the date when the evaluation starts shall be conducted by ARACIS, based on the *Methodology for external evaluation, standards, reference standards and list of performance indicators of ARACIS*, approved by Government Decision no 1418 from 11/10/2016.

### 3 Regulatory requirements for the periodic external evaluation of the fields of study for Master degree

Accredited Master programs that are part of an accredited DSUM, which request the periodic external evaluation, are organized and structured so that they comply with the legal requirements. The following shall be taken into consideration when analyzing them:

- a) If the mission and objectives of the Master degree field of study have been met;
- b) If the teaching, learning and evaluation processes are centered on the students' needs and if there are appropriate student support services, which would allow them to achieve the declared outcomes and develop transversal competences;
- c) If the appropriate human, material and financial resources have been provided;
- d) If the regulations on student admission, transfer, mobility, education path and graduation have been observed;
- e) If the internal quality assurance procedures were complied with;
- f) If the legislation in force has been observed.

#### 3.1 Mission of the Field of Study for the Master degree

The mission and objectives of the Master programs from the field of study subject to evaluation should reflect the requirements of the socio-economic and cultural environment, of the employers and of other market stakeholders, and have common elements that justify them being part of a common field of study for the Master degree. Consequently, the mission and objectives of the Master degree field of study will express the specific essential elements of the Master programs comprised in them.

Common learning outcomes can be defined for the Master programs in a field, which should be aligned with the declared mission and objectives. The name of the Master programs should be in line with the qualifications targeted.

The common objectives of the Master programs part of a field of study subject to evaluation should consider: the mission of the university, employment opportunities for

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graduates, potential future development in the field of study, students` possibility to continue studying at university (PhD) or post-university level and students` interests.

### **3.2 The teaching, learning and evaluation process**

The teaching, learning and evaluation activities should be integrated into a unitary didactic strategy, centered on students` needs and interests, that allow them to achieve the learning outcomes mentioned in the study programs subject to the evaluation. The teaching and learning methods should be based on theoretic models and on the adult-specific psychopedagogy and could include didactic activities such as: courses, seminars, lab activities, mentoring, individual study, projects, case studies, internships, etc. The teaching and learning process should be flexible enough as to allow different levels of student training and different learning styles.

The curriculum plan, publicly available on the website of the institution for all Master programs in that field, should be accurately drafted and include relevant information on how the stated learning outcomes are to be achieved. It should allow the student to choose a flexible path, offering optional or elective subjects or alternative pathways. The plan will also include scientific research activities and preparation of the dissertation paper.

The subject sheets of all study program subjects should include information on: subject content, learning outcomes, teaching and learning methods, credit allocation, evaluation methods, prerequisites or other conditions specific for the study programs, etc.

The learning outcome evaluation methods could include: oral examinations, written tests, portfolios, practical activities reports, essays, oral presentations, research papers, problem solving exercises, posters, art works, etc. The types of evaluation will be properly selected, as to validate that the graduating students have achieved the learning outcomes stated for the study program,

In its entire activity related to the design, implementation, evaluation and updating the PSUM contents, IOSUM will see to the implementation of a student-centered education, able to offer students high-quality learning experiences.

### **3.3 Human, material and financial resources**

The resources allocated for the Master programs from the field of study evaluated should be enough to ensure high-quality didactic and research processes, in line with the profile of the field of study under evaluation.

The labs, computer rooms and workshops should have the specific equipment needed to carry out the practical activities required by the study programs from the evaluated field. When organizing these activities it should be ensured, on one hand, safe student access and, on the other, the possibility of actually carrying out practical activities, especially those that contribute to a project, practical test, to research and research papers, art works, sports or music activities, etc.

The education infrastructure should be modern and adaptable to various contexts and teaching-learning methods (for instance, classrooms with mobile desks and chairs, "open space" rooms). At the same time, constantly updating the equipment and materials from the labs, classrooms, libraries, in accordance with the students` needs and interests, will be one of the concerns.

The number of the teaching staff should be optimal and they should be trained and have experience in the subjects taught. The university should have a continuing professional development plan that allows the teaching, technical and administrative staff to update their specialty and psychopedagogical knowledge, as well as that on using new education technologies, and also develops the competences needed to adjust to the dynamic needs of the new generation of students.

The students support services that include, without limitations, mentoring, library and other information-research resources, access to national and/or international databases, support in identifying internships, should be easy-to-access by students.

There should be an appropriately sized budget that allows for the study programs from the field under evaluation to be carried out.

### **3.4 Admission, transfer, student pathway and completing the studies**

The conditions for student admission, transfer, mobility and pathway, respectively for completing the studies, should be stated in the study programs and publicly available, and the outcomes of these processes should be monitored by the higher education institution organizing the field of study for the Master degree (IOSUM).

Universities should make sure that students are informed about the admission conditions, the regulation regarding their pathway towards completing their studies, about the student's rights and obligations, the subjects in the curriculum plan, services offered by the university, evaluation procedures, total fees, the material base of the university and faculty, information on the legally set-up student associations, how to access grants and other funding options, mobilities, as well as other incentives and subsidies given.

The student results logs offer essential information on their activity. Internal regulations on monitoring student progress should be in place, and the data gathered and analyzed is used to review and develop the study programs; especially the number of drop-out cases and their reasons should be recorded.

### **3.5 Internal quality assurance**

The Master programs from the DSUM under evaluation should be backed by efficient quality assurance policies and procedures. The managerial system implemented by IOSUM should ensure that learning outcomes are systematically achieved and that Master programs are continuously improved.

Internal quality assurance procedures should be developed and put in place at DSUM level, aligned with the quality assurance policy of the higher education institution organizing that field of study for the Master degree. There should be a clear and well documented procedure to periodically review study programs, involving students, graduates and employer representatives and using all relevant data, also including an evaluation of the student results compared to the declared objectives of the study program and in correlation with the labor market.

There should be a procedure and a standard tool to collect student feedback, for all subjects in the curriculum plan, that would allow to conduct an efficient benchmark analysis of all teaching staff teaching those subjects. IOSUM will also consider a graduates' monitoring strategy and real mechanisms to periodically collect data and feedback from them.

All the information on how the study programs will take place, including aspects related to quality assurance, should be available and published on the website of the faculty/departments organizing those programs.

The periodic evaluation of a field of study for the Master degree is based on analyzing the existence and enforcement of procedures, methodologies, curriculum plans and subjects sheets, which are common for all Master programs under that field, on randomly checking some aspects specific for each study program, which should meet the criteria and requirements in this *Guideline for the periodic evaluation of the fields of study for the Master degree*, correlated with the ARACIS provisions - *Specific standards on the external quality evaluation of Bachelor and Master programs*.

#### 4 Level of performance indicators achievement

Based on the extent in which the performance indicators presented **Annex 1** have been met, which are considered when evaluating the DSUM, the following ratings can be given:

- a. **Achieved** - given when the criterion was fully met
- b. **Partially achieved** - if the criterion was not fully met, but those aspects lagging behind can be corrected in a time frame that does not exceed half of the periodic evaluation period;
- c. **Not achieved** - given if the criterion was not met or was only partially met and the lagging behind issues cannot be remedied within a reasonable time frame.

#### 5 Verdicts given after periodic evaluation of the fields of study of Master degrees

A field of study for the Master degree keeps its accreditation if it meets the criteria, standards and performance indicators mentioned in **Annex 1**, correlated with the provisions in the *Specific standards on the external quality evaluation of Bachelor and Master programs*.

Based on the performance indicators achievement, the following verdicts will be given:

- a. **Keep the accreditation** - This is given for a field of study that received the “achieved” or “partially achieved” rating, for all performance indicators Improvement recommendations might be formulated. In this case, the accreditation is given for DSUM and all the study programs included in it, for the entire accreditation period.
- b. **Discontinue the accreditation** - used when the criteria were not met or were only partially met, and a mitigation is not possible within a reasonable time frame. The field of study for the Master degree is not accredited and all Master programs in it are not accredited.

Within one year from issuing the report concluding that the quality standards were not met by the Master programs/fields of study for Master degrees, the education provider shall request a new evaluation from the quality assurance agency that conducted the previous evaluation. Otherwise, the not accredited verdict stays final, in virtue of Art. 34, paragraph (2) of GEO 75/2005.

## 6 Methodological stages for periodic external evaluation of the fields of study for the Master degrees

This section presents the stages the DSUM evaluation should follow (based on a self-evaluation, followed by an external evaluation) and the accreditation procedures.

**6.1 The higher education institution submits a request** to ARACIS requesting for the external evaluation to start. The list will mention the fields of study for Master degree for which the external evaluation is requested, as well as the list of Master programs under each field.

**6.2** For each field of study for the Master degree **ARACIS** shall set the Master programs that will be evaluated, observing a 20% share of all Master programs in that field.

When selecting the Master programs from a field of study for which Self-evaluation Reports are to be produced, the following shall be taken into consideration:

- a) Geographic location where didactic activities are carried out;
- b) Type of education (full-time and part-time);
- c) Language of instruction;
- d) Number of enrolled students;
- e) Type of Master program (professional/research/didactic);
- f) Partnerships with universities/ institutions (national and international);
- g) Other relevant features of the Master programs;

The education institution's option.

ARACIS shall inform the higher education institution about the Master programs that will be subject to the external evaluation within 30 days as of submitting the request for evaluation.

The external evaluation of the selected Master programs shall be conducted by ARACIS in virtue of Government Decision no 1418 from 10/11/2006 *approving the Methodology for external evaluation, standards, reference standards and list of performance indicators of ARACIS*, and the *Guideline for the quality evaluation of university study programs and higher education institutions*.

**6.3** Based on the number of Master programs for which the Self-evaluation Report is submitted, **ARACIS** shall set the evaluation fee, in line with the *Government Decision no 1731/2006 approving the authorization and accreditation tariffs for the study programs of the higher education institutions and the tariffs for the external quality evaluation charged by the Romanian Agency for Quality Assurance in Higher Education*, as follows: for a Master program the fee shall be paid in full, whereas for the other programs that make up the package of the field of study under evaluation the fee is of 50% of a study program evaluation fee.

ARACIS will communicate to the higher education institution the evaluation fee for each DSUM under evaluation, at the same time with the list of Master programs subject to the external evaluation.

**6.4 The higher education institution** submits to ARACIS a *Self-evaluation report* for the periodic external evaluation of the DSUM and for setting the enrollment capacity, within 90 days as of receiving the list of Master programs that are to be fully evaluated.

*The Self-evaluation Report* will be structured according to the Guidelines hereunder and will provide documented answers to the requirements in **Annex 1**, correlated with the



provisions in the *Specific standards on the external quality evaluation of Bachelor and Master programs*. The Self-evaluation Reports for the Master programs selected for the individual evaluation are an integral part of the *Self-evaluation Report* of the field of study for Master degree to which they belong.

The Self-evaluation Report of the Master degree field will include:

- 1) An overview of the mission and the professional training and research objectives of the field of study;
- 2) Information on the type and form of education (full-time and part-time), for each Master program in that field of study;
- 3) Student enrollment, per year, in all Master programs from the DSUM under evaluation, from their accreditation or from their last evaluation;
- 4) Maximum number of student that the HEI wants to enroll in that Master degree field, complying with the enrollment capacity per study program set by law;
- 5) The curriculum plan for every Master program from the Master degree field under evaluation;
- 6) The diploma supplement for every Master program from the Master degree field under evaluation;
- 7) Information on the didactic activities, on designing and implementing the teaching methods and techniques, on student-centered learning and evaluation, and on ensuring an efficient student support and knowledge appraisal system, for every PSUM from the targeted Master degree field;
- 8) Information on the learning resources (textbooks, treaties, bibliography, database access, anthologies, etc.) for every Master program, available in libraries, resource centers, etc. on hard copy and/or in electronic format;
- 9) Information on the scientific research conducted by the higher education institution in that Master degree field, and students' involvement in this activity. Capitalizing the research conducted, through: publication for didactic purposes, scientific publications, technological transfer and dissemination through consultancy centers, scientific parks or other capitalization structures, developing new products, etc.
- 10) Description of the technical and material base, of the learning and research/creation spaces assigned for the Master degree field, including the material base from other geographic locations where Master programs are accredited;
- 11) Description of the hardware and software infrastructure that allow for the eLearning platforms to be implemented and managed;
- 12) Information on the teaching staff and on the research/creation/ training staff involved in the didactic, research and creation activities from the Master degree field, also mentioning the didactic staff's workload with didactic and research activities carried out within and outside the higher education institution evaluated;
- 13) Information on the support services available for the students enrolled in the study programs of that DSUM;
- 14) Level of occupation, with own or associated staff, of all positions in the organization charts associated to the Master programs from the field under evaluation;

- 15) Presenting the internal quality assurance procedures of the Master programs, that clearly show that quality assurance policies and practices exist and are applied, as well as their efficiency and transparency. Proof of having applied these procedures in the last 3 years will be provided, together with conclusions and mitigation measures for the issues identified.

The self-evaluation files for the Master programs selected by ARACIS will be attached. The files will be prepared in line with Government Decision no 1418 from 10/11/2006 *on approving the Methodology for external evaluation, standards, reference standards and list of performance indicators of ARACIS*.

**6.5 The ARACIS evaluation department** shall appoint a team comprised of 2-4 evaluators, experts in the Master degree field under evaluation, depending on the number of Master programs in that particular field. If that field of study also includes Master programs with part-time attendance (FR), one of the evaluators will come from the ID/FR Commission.

The president of the visiting Commission will be appointed by the members of the Permanent Experts Commission relevant for the Master degree field under evaluation.

The representatives of the student associations federations shall appoint as evaluator a student enrolled in a Master or PhD program from the field of study for Master degree under evaluation.

When appointing the team of evaluating experts, ARACIS will take into consideration a fair gender balance.

**6.6 Analysis of the self-evaluation report** - the Evaluation Commission analyzes the self-evaluation report submitted by IOSUM within 15 days and can ask for it to be supplemented by additional information Within 15 days from sending out the requests for clarification, IOSUM shall provide the information requested.

**6.7 The team of evaluators shall conduct an evaluation visit** to the higher education institution requesting the evaluation, to check the data and the findings in the self-evaluation report and any other aspects deemed as relevant. The verification outcomes will be documented by the evaluation team in the *Site visit sheet for the periodic evaluation of the Master degree field*, which will be signed by all team members and by the representatives of the higher education institution under evaluation. When drafting the *Site visit sheet*, the data presented by the HEI for each Master program selected for the evaluation will be considered.

Based on the *Site visit sheet* and on the findings of the evaluation visit, the evaluation team shall produce the *Evaluation report*, in which they propose either to **keep the accreditation** or, if applicable, **not to accredit** the field of study for Master degrees for which the evaluation was requested.

For each Master program from the evaluated field the *Evaluation Report* shall include a summary table with the main indicators defining the Master program, in accordance with **Annex 2**.

The evaluation visit shall take 3-5 days, including both the evaluation team`s meetings and the visit to the higher education institution.

The evaluation visit includes:

- a) A preliminary team meeting, before the visit per se, to identify the information that

should be received during the visit, based on the Self-evaluation report analyzed;

- b) A meeting with the management of the department/faculty/HEI;
- c) A meeting with the teaching staff conducting didactic and support activities for the Master programs from the field under evaluation;
- d) A meeting with a representative group of students enrolled in the Master programs from the field under evaluation, including students representing student organizations;
- e) Checking some aspects in the Self-evaluation report, such as relevant endowments or records of evaluations, etc.;
- f) Drafting the evaluation team`s opinion, at the end of the visit.

**6.8 The evaluation report** prepared by the team of experts that visited the requesting institution shall be submitted, **for analysis and endorsement**, to the *Commission(s) of permanent specialty experts* relevant for the field of study for Master degree under evaluation.

*The permanent specialty expert Commission of ARACIS* shall prepare a report presenting the visit outcomes and suggesting to **keep or discontinue the accreditation**, which is submitted for analysis to the Accreditation Department of the ARACIS Board and, after that, to the ARACIS Board.

**6.9** Based on the conclusions from the evaluation process and on the debates, **the ARACIS Board** shall prepare the *ARACIS Board Report* which, apart from opinions on the teaching-learning-evaluation/research/creation shall also include proposals on:

- a) **Keeping the accreditation** for the DSUM and the PSUM that were part of that field when the external evaluation was initiated, as well as *proposals on the maximum number of students that can be enrolled in the 1st year of Master* in that particular field of study.

The maximum enrollment capacity that can be proposed for the 1st year of a Master program part of a field of study for Master degree is of 75 students, according to Art. 2(2) of GD 369/2013 approving the Methodology for approving fields of study for Master degree based on the accredited Master programs;

- b) **Discontinuing the accreditation** for the DSUM and the PSUMs part of that field. Within one year from issuing the report concluding that the quality standards were not met by the field(s) of study for Master degrees, the education provider shall request a new evaluation from the quality assurance agency that conducted the previous evaluation. Otherwise, the report is final, in virtue of Art. 34, paragraph (2) of GEO 75/2005.

The ARACIS Board Report is sent to the MNE and published on the ARACIS website,

The list of accredited DSUMs and the associated PSUMs, as well as the 1st year enrollment capacity, per each field, are publicly available, being posted on the ARACIS website.

The deadline for conducting a periodic external evaluation of a DSUM is of maximum 6 months as of the date when the request for evaluation was recorded.

**6.10 ARACIS** conducts external evaluations to set or change the maximum number of students that can be enrolled in the 1st year, for each field of study for Master degree, that

can receive a graduation diploma.

If IOSUM requests to change the enrollment capacity of an accredited DSUM before the end of the five years from acquiring the accreditation or from the last periodic evaluation, changing the enrollment capacity of some Master programs included in accredited field of study for Master degree shall be done in line with the *Specific Guideline*.

### **6.11. Monitoring activities**

If the external evaluation of a Master program resulted in recommendations, higher education institutions will submit a report on their progress, within 2 years as of the evaluation.

The report will be analyzed by the Permanent Experts Commission, which will look at the recommendations progress and will issue conclusions in this sense, highlighting the measures still to be implemented, if applicable, and the deadline for submitting a new report.

## **7 The summary Report**

The ARACIS Board Report is accompanied by a Summary Report with the evaluation outcomes of a field of study for Master degree, whose content complies with **Annex 3**.

## Annex 1. Criteria, Standards and Performance Indicators for the external evaluation of fields of study for the Master degree

The performance indicators shall be correlated with the Specific standards on the external quality evaluation of Bachelor and Master programs.

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
<b>A. INSTITUTIONAL CAPACITY</b>	<b>A.1 – Institutional, administrative and managerial structures</b>  <b>ESG 1.1</b> <b>ESG 1.2</b> <b>ESG 1.3</b>	<b>1. Standard</b>  <b>a)</b> Appropriate mission and objectives, correlated with the mission of the higher education institution.  <b>b)</b> Academic culture actively and consistently promoted, through statements, institutional documents and academic behavior codes, values, norms and practices, that guide the entire institutional community.  <b>c)</b> Representatives of students, graduates, employers and relevant professional bodies are consulted when designing the content of the Master programs from the field under evaluation.  <b>d)</b> Policies on academic integrity and freedom and on academic fraud vigilance are promoted and implemented.  <b>2. Reference standard</b> <b>e)</b> Implementing international best practices on defining expected outcomes, in line	1. The mission and objectives of the Master programs are aligned with the mission of the higher education institution offering said Master program(s) in that particular field, with the education needs identified on the labor market, and they suggest innovative directions to develop educational offers needed on a dynamic labor market.  2. The stated objectives (competences, knowledge, skills and aptitudes) and the learning outcomes achieved by students throughout the learning process, for all Master programs from the field of study under evaluation, are clearly expressed and brought to the attention of the candidates and internal and external beneficiaries.  3. The institution coordinating the Master programs from the field of study under evaluation conducts periodic consultations, depending on the dynamics in that field, with representatives of the academia, the socio-economic and cultural environments and of the labor market.  4. The educational/professional requirements of the academia, employers and graduates contributed to defining the mission, objectives and expected outcomes of the Master programs from the field under evaluation. These are periodically reviewed by



FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p>with the European Qualifications Framework and the description on the ESCO portal (<a href="https://ec.europa.eu/esco/portal/home">https://ec.europa.eu/esco/portal/home</a>).</p> <p>f) When defining the mission, objectives and expected outcomes of professional/research Master programs, national researchers/specialists in this field, with whom the higher education institution is collaborating, shall be consulted.</p>	<p>consulting the internal and external beneficiaries, during meetings recorded in minutes, etc.</p> <p>5. Every study program from the Master degree field is designed and documented in accordance with the provisions in the National Qualification Framework (NQF), the National Register of Higher Education Qualifications (RNCIS) and the Specific standards for the Master degree field, developed by ARACIS. The labor market perspective is clearly defined for the Master program graduates.</p> <p>6. The name of each Master program is closely correlated with one or several qualifications and occupations existing in the Romanian Classification of Occupations (COR) and in the associated occupational standards, or with the forecasted qualifications.</p> <p>7. The Master programs set the grounds for continuing the education with the third cycle of university studies and for continuing professional development through post-university education, whereas research Master programs offer opportunities to continue the education with the PhD, recognizing some modules from the Master cycle and internships with partner universities.</p> <p>8. The higher education institution promotes and implements clear and documented policies on academic integrity, copyright and against plagiarism, fraud and any type of discrimination, in line with the legislation in force and the Ethics and Professional Code approved by the University Senate and uses</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
	<p><b>A2. Material base and use of the study and research infrastructure</b></p> <p><b>ESG 1.6</b></p>	<p><b>1. Standard</b></p> <p><b>a)</b> The higher education institution has its own or leaser premises for the didactic/applied activities/labs, with the proper equipment for all the subjects in the curriculum plan of each program from the Master degree field under evaluation, bespoken in view of implementing a student-centered education.</p> <p><b>b)</b> The higher education institution has its own or leased research spaces/labs in the field of study for Master degree under evaluation.</p> <p><b>c)</b> The higher education institution has a library with a reading room and its own book inventory, appropriate for the subjects in the curriculum plan of each program from the Master degree field under evaluation, as well as access to national and international databases.</p> <p><b>2. Reference standard</b></p> <p><b>a)</b> The higher education institution has a clear and transparent policy on financing Master programs, and on allocating, maintaining and updating the technical</p>	<p>prevention mechanisms to prevent the member of the university community from infringing upon the ethics and integrity rules.</p> <p>1. The higher education institution has proof of owning or having leased premises for the didactic/practical activities/ labs, etc.</p> <p>2. The equipment and set-up of the didactic classrooms/labs, research/artistic creation labs and/or research centers match the mission and objectives of the study programs, the type of Master course and the specific features of the curriculum plan, and allow for the implementation of innovative/creative methods, centered on student needs.</p> <p>3. The education institution subject to the evaluation should have spaces for individual or group study, with books and own journals, corresponding to the subjects in the curriculum plan of each program from the field of study for Master degree under evaluation. The book inventory from the Romanian and foreign specialty literature should have a number of copies that is sufficient to fully cover the subjects in the curriculum plan, and at least 50% of them should be specialty books or courses for the field under evaluation, published during the past 10 years by a nationally or internationally acknowledged publishing house. The students and teaching staff have constant access to the e-libraries and international scientific databases, that they can access from the institution but also remotely, from their mobiles.</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p>and material resources for each Master degree field.</p> <p><b>b)</b> The research labs/ centers/institutes of the higher education institution are accredited by specific bodies and collaborate with other centers from the targeted field.</p>	<p>4. Research internships can be conducted in the faculty`s/university`s research labs and/or centers, provided there is the proper equipment.</p> <p>5. The equipment of the research labs meets the demands of the topics tackled in the Master programs and allows to conduct researches with high-impact at national and even international level.</p> <p>6. The ICT services/network (Information and Communication Technology) are constantly updated, based on a strategic plan, and students have access to them either individually or in organized groups, depending on the study program-specific demands.</p> <p>7. For the study programs taught in foreign languages there are resources designed in those languages.</p>
	<p>A3. Human resources and the institution`s capacity to attract human resources from outside the institution</p> <p>ESG 1.5</p>	<p>1. Standard</p> <p><b>a)</b> The higher education institution provides qualified teaching staff, experienced in the Master degree field under evaluation, that can ensure a transfer of competences through the Master programs.</p> <p><b>b)</b> The teaching staff is employed in accordance with the legislation and regulations in force and with the regulatory requirements specific for the subjects from that field of study.</p> <p><b>c)</b> The field of study for the Master</p>	<p>1. The teaching staff is hired according to the recruitment criteria set at institutional level, in line with the legal provisions.</p> <p>2. The coordinator of the Master field shall ensure that the study programs in that field are compatible.</p> <p>3. The teaching staff is comprised of university professors, associate professors, lecturers or renowned specialists (maximum 20% of the teaching staff involved in a program); tenure teachers of complementary subjects should hold a PhD in the field to which those subjects belong.</p> <p>4. In order to receive accreditation for a field of study and Master programs it is necessary to be involved in the didactic activities associated to each Master program</p>





FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p>degree is coordinated by a member of the teaching staff with didactic and research/artistic experience, who also has administrative-managerial competences.</p> <p>2. Reference standard</p> <p><b>d)</b> The higher education institution has evaluation procedures in place to award an appropriate professional title to renowned specialists from the field of study under evaluation, in their capacity as associated teaching staff.</p> <p><b>e)</b> The higher education institution has clear criteria on attracting nationally/internationally renowned specialists as guiding teachers of research papers and for completing the education.</p> <p><b>f)</b> The higher education institution offers continuing training and development opportunities to the teaching and research staff involved in the implementation of Master programs.</p> <p><b>g)</b> The teaching and research/creation/training staff is involved in national and international research grants/contracts/ applied</p>	<p>at least a University Professor and an Associate Professor, tenured in the organizing university, with the initial training, PhD, PhD coordination and/or renowned and relevant scientific results in the scientific area to which the field of study for Master degree belongs.</p> <p>5. The higher education institution has specialized centers and policies on further development and career progress of the didactic and research staff performing the teaching, guidance and mentoring activities.</p> <p>6. At least 50% of the teaching staff performing fully assisted didactic activities should be tenured in the institution organizing the Master degree field under evaluation.</p> <p>7. At least 50% of the fully assisted subjects in the curriculum plan, that have a load associated, have University professors or Associate Professors as tenured staff.</p> <p>8. The auxiliary teaching staff ensuring the technical support in the didactic and or research/artistic creation labs are properly trained as to ensure that the practical activities in the curriculum plan are carried out.</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		research contracts for the economic, social and cultural environment, in research teams, exchanges of best practices, international mobilities.	
<b>B. EDUCATION EFFECTIVENESS</b>	<b>B.1 – Study programs content</b>  <b>ESG 1.4</b>	<p><b>Admiterea studenților</b></p> <p><b>1. Standard</b></p> <p><b>a)</b> The admission criteria are correct, transparent, non-discriminatory and ensure equal opportunities.</p> <p><b>b)</b> Admission is organized only for study programs that operate in accordance with the regulations in force.</p> <p><b>2. Reference standard</b></p> <p><b>a)</b> The admission criteria address learning opportunities for a wide variety of students with a Bachelor's degree or equivalent both in the country and abroad.</p> <p><b>b)</b> The higher education institution organizes the admission based on examination or aptitude tests in specially organized sessions, according to the structure of the academic year approved by the Senate of the university.</p>	<ol style="list-style-type: none"> <li>1. The institution enforces a transparent policy of student recruitment, admission, transfer and mobility to the Master's degree study cycle, according to the laws in force.</li> <li>2. The admission is based solely on the professional competencies of the candidate and does not apply any discriminatory criteria.</li> <li>3. At the university/faculty level, there is a methodology for admission to the Master's degree study cycle, as a distinct document or as part of an admission regulation for all university study cycles.</li> <li>4. The admission criteria ensure a correct selection of candidates, according to the mission undertaken through the Master program and according to the type of Master degree (professional, research or <b>didactic</b> Master degree).</li> <li>5. It is recommended that students from the professional Master programs are graduates of Bachelor programs in the same field of science as the Master program.</li> <li>6. It is recommended that students from the research Master programs are graduates of the Bachelor programs in the same fundamental field as the Master program.</li> <li>7. The results of the students' assessment and their</li> </ol>



FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
			<p><i>opinions derived from the consultations with students, after the first year of study, confirm the suitability of the admission policies.</i></p> <p>8. The admission/transfer of students is done within the limits of the university's capacity approved by ARACIS and published in the GD of the current calendar year.</p> <p>9. The enrolled students have concluded a study Contract with the institution, complying with the laws in force, setting out the rights and obligations of the parties.</p>
	<p><b>ESG 1.2</b> <b>ESG 1.3</b></p>	<p><b>Study programs structure and presentation</b>  <b>1. Standard</b>  <b>a)</b> The Master programs in the field under evaluation are designed in terms of structure and contents, in accordance with CNC, by reference to the European Qualifications Framework (EQF), and ensure that the beneficiaries reach the declared objectives and results.  <b>b)</b> The higher education institution has defined procedures whereby the structure and contents of the Master programs are periodically designed, reviewed and assessed through the involvement of the academic environment, research institutions, employers, graduates and students.  <b>c)</b> Through its structure and contents, the</p>	<p>1. The design of the curriculum plan of the study program was carried out by consulting the academia, research institutions, employers, students and graduates and by consulting the <i>Standards specific to the Master degree</i>, developed by ARACIS, for all Master programs in the field of study under evaluation. Supporting documents of the consultations held, shall be provided.</p> <p>2. The curriculum plans for the study programs for each class are approved at institutional level.</p> <p>3. The structure and contents of study programs, the organization of teaching, learning and appraisal processes as well as those of research supervision are focused on competence development and contribute through their suitability to the achievement of declared objectives and expected outcomes.</p> <p>4. The curriculum plans explicitly include practical activities (laboratories, projects, creative and performance activities, internships, etc.) and a final dissertation paper that shows that each student has</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p>curriculum ensures students an appropriate path, which leads to the acquisition of competences corresponding to the declared learning outcomes.</p> <p><b>d)</b> The curriculum plan reflects the student-centred teaching, learning and assessment process, by encouraging flexible learning paths.</p> <p><b>2. Reference standard</b></p> <p><b>e)</b> For each Master program, the curriculum is updated, rigorously documented, coherent and organized by explicitly reporting to the national/international dimension of the field of study.</p> <p><b>f)</b> The study programs are designed to allow students to progress continuously throughout their studies and define the expected workload of students through ECTS.</p> <p><b>g)</b> The structure and contents of the study programs are permanently improved on the basis of a needs analysis involving teachers, employers, graduates and students.</p>	<p>acquired the expected competencies.</p> <p>5. The design of the curriculum reflects the student-centred learning and teaching process, allowing one to choose flexible learning paths, through optional and elective subjects and thus encouraging students to play an active role in the learning process.</p> <p>6. The organization of the teaching and learning process and the pedagogical methods used are periodically evaluated.</p> <p>7. The structure of the study programs encourages an interdisciplinary approach, through activities that contribute to the professional and career development of students and are tailored to the educational requirements of employers and graduates.</p> <p>8. The contents of the research Master programs are an effective basis for doctoral studies in the field under evaluation.</p> <p>9. The subject sheets reflect the student-centred learning-teaching-appraisal process, include didactic and individual study specific activities, as well as their weight in the final appraisal process.</p> <p>10. The course syllabus for scientific research Master programs is designed to provide students with practical/research skills that enable them to carry out/conduct research papers/projects.</p>
	<p><b>ESG 1.3</b></p>	<p><b>Organization and coordination of the teaching and research process</b></p> <p><b>1. Standard</b></p>	<p>1. For all programs of the Master degree field under evaluation, the didactic process is organized in such a way as to allow the students to develop the competences expressed as expected outcomes of the</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p><b>a)</b> The teaching process is organized and coordinated so as to ensure the achievement of the mission, objectives and of the outcomes declared at the level of each Master program.</p> <p><b>b)</b> The effectiveness of the teaching processes at the level of the Master degree field is periodically reviewed and internally evaluated by involving an external consultant.</p> <p><b>c)</b> The methods and criteria for assessing students in relation to the competences developed are adequate and allow the verification of the actual acquisition of declared knowledge and skills.</p> <p><b>1. Reference standard</b></p> <p><b>a)</b> The higher education institution organizes Doctoral studies in those fields where it provides accredited research Master programs, with sufficient experience in approaching the scientific research in the field.</p> <p><b>b)</b> The higher education institution provides postgraduate studies in those fields where it offers professional Master programs.</p> <p><b>c)</b> The academic path of students at risk is monitored, with support programs aimed at preventing university dropout.</p>	<p>study program during the legal period provided for the completion of studies.</p> <p>2. The allocated time and teaching and learning methods are appropriate to the subjects' contents, are based on the principles of adult psycho-pedagogy, centred on student needs, ensure the development of declared competences and balance the face to face and the individual study activities.</p> <p>3. The didactic process is organized in such a way as to develop individual study skills and continuous vocational development.</p> <p>4. The results of the analyses on the quality of teaching, learning and student appraisal confirm the suitability of the teaching and assessment methods used.</p> <p>5. The methods and criteria for assessing the competences (knowledge and skills) acquired by students are explicitly included in the course syllabus and match the subject contents and expected outcomes. The mechanisms for appealing the skills and competences appraisal are public and provide students with assurance of an objective reappraisal.</p> <p>6. The appraisal of the practice/artistic creation/scientific research activity takes into account the appraisals of the practice/scientific tutor of the entity/organization where the activity was carried out.</p> <p>7. The subjects for the preparation of the dissertation paper may contain topics proposed and/or formulated in collaboration with the scientific environment, the socio-economic and cultural environment.</p> <p>8. The effectiveness of the knowledge/skills appraisal and the link with the training declared outcomes are</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
			<p>periodically monitored and assessed.</p> <p>9. There are incentive and recovery programs for students with learning difficulties, non-traditional students or those at risk.</p> <p>10. An additional number of credits may be assigned for extracurricular activities of students, provided that there is a mechanism for academic evaluation and recognition of the skills and aptitudes acquired.</p>
	<p><b>B2. Education sources accessibility</b></p> <p><b>ESG 1.6</b></p>	<p><b>Learning resources and support services for students</b></p> <p><b>1. Standard</b></p> <p><b>a)</b> Master programs have up-to-date teaching and learning resources that provide educational support to all students for the entire period of study.</p> <p><b>b)</b> Student support is provided through educational, artistic creation and research resources relevant for the Master degree field of study for Master under evaluation.</p> <p><b>c)</b> Research Master programs provide high-quality fundamental and applicative research internships in own laboratories or in collaboration with employers or research institutes.</p> <p><b>d)</b> To support students, IOSUM offers adequate dorms and cafeteria facilities.</p> <p><b>2. Reference standard</b></p> <p><b>a)</b> The learning, artistic creation and research activities also include study or</p>	<p>1. The education institution under evaluation has a library with up-to-date book inventories and relevant newsletters in the field of study for Master degree.</p> <p>2. The subjects in the curriculum plan are covered by the necessary bibliography (treaties, textbooks, tutorials, course notes, course materials) available for students in electronic format and in sufficient number of printed copies.</p> <p>3. The university/faculty providing Master programs offers students electronic access to international databases specific for the field of study for Master degree.</p> <p>4. Practice/research/creation internships are based on collaboration agreements with socio-economic agents, institutions, non-profit organizations with production, design, research and cultural-artistic creation activities, as the case may be, relevant to the field of study for Master degree.</p> <p>5. For Master programs in foreign languages, the university/faculty shall offer students study resources and relevant materials in language of instruction.</p> <p>6. The higher education institution provides students with relevant support for the learning process: study</p>



FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		research internships with partner institutions in the country or abroad, facilitating the mobility of students and teachers.	guidance, career counselling, psychological and educational counselling and assistance, social assistance, mentoring, etc. 7. There are digital educational resources and on-line support activities implemented on e-Learning platforms.
	<b>B3. Learning outcomes</b>  <b>ESG 1.3</b>	<p><b>Capitalizing the university qualification obtained</b></p> <p><b>1. Standard</b></p> <p><b>a)</b> The outcomes of studies and researches of Master students are capitalized by publication at symposiums, conferences and magazines relevant to the field.</p> <p><b>b)</b> Graduates may be employed in the field of competence of the university qualification for occupations existing in the COR, according to the National Register of Qualifications in Higher Education.</p> <p><b>c)</b> Graduates may be employed in fields other than the field of competence of the university qualification, based on the transversal competences acquired within the Master program.</p> <p><b>d)</b> Graduates can capitalize on learning outcomes by continuing their university studies in the country or abroad.</p> <p><b>2. Reference standard</b></p> <p><b>a)</b> The higher education institution has defined minimum and excellence quality</p>	<p>1. The scientific knowledge generated in the Master programs in the last 5 years shall be evaluated considering, as appropriate:</p> <p>a) student publications in relevant journals;</p> <p>b) scientific communications, artistic or sports performances at national and international events;</p> <p>c) other results of relevant field studies (patent proposals, case studies, patents, products and services, optimization studies, cultural products, artistic products, sports competitions, etc.);</p> <p>d) contributions to integrated research in national or international research networks;</p> <p>e) scientific communications of students, created/published together with teachers or researchers.</p> <p>2. The number of graduates of the Master programs from the field under evaluation, employed in the academic or socio-economic, cultural-artistic and sports environment of the field of study, one year after graduation, in relation to the number of students unemployed at the beginning of Master studies in the field.</p> <p>3. The number of graduates of the Master programs in</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		standards for the preparation of the dissertation paper, which are periodically made operational and made available to the public.	<p>the field under evaluation, employed in the academic or socio-economic, cultural, artistic and sports environment in fields other than the field of study, one year after graduation, in relation to the number of students unemployed at the beginning of the Master studies.</p> <p>4. Gradual creation of a database of dissertation papers presented in recent years. In-extenso papers will be kept in the database for at least 5 years.</p> <p>5. The number of graduates of Master programs continuing their PhD programs, compared to the number of Master graduates of the last 5 classes, irrespective of Doctoral school (own or external).</p>
	<b>B4. Scientific research activity (criteria applicable to research Master programs)</b>	<p><b>1. Standard</b></p> <p><b>a)</b> The scientific research carried out in the research Master programs of in the field of study for the Master degree is capitalized by publications relevant to the field of studies, presentations at congresses and symposiums or in relevant scientific manifestations.</p> <p><b>b)</b> The activities carried out within the Master programs contribute to guidance for students` employment and are in the spirit of the dissemination of the scientific results.</p> <p><b>2. Reference standard</b></p> <p><b>a)</b> The higher education institution has the</p>	<p>1. The faculty/ departments coordinating the Master programs in the field of study for the Master degree under evaluation have research plans that include research topics relevant for the field of study for Master degree.</p> <p>2. In the field of study for Master degree subject to evaluation, scientific sessions, symposiums, conferences, etc. are periodically organized by the institution, with the participation of students, and their contributions are disseminated in relevant publications.</p> <p>3. The higher education institution proves that there are real partnerships with the economic, social and cultural environment in the field of study for Master degree under evaluation, as well as with national and international education institutions, which provide the</p>



FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p>capacity to carry out fundamental and applicative research activities.</p>	<p>framework for development and carrying out of fundamental or applicative researches.</p> <p>4. Students are informed about the legal implications of the research activity and of the codes of professional ethics in research.</p>
	<p><b>B5. Financial activity of the organization</b></p>	<p><b>Budget and accounting</b></p> <p><b>1. Standard</b></p> <p>a) The University ensures financial sustainability and proves that it has sufficient sources of funding and financial resources, that it allots in order to adequately achieve the declared mission and objectives.</p> <p><b>2. Reference standard</b></p> <p>a) Scientific research activities within the research Master programs have sufficient financial resources to achieve the envisaged objectives.</p>	<p>1. The financial resources available are adequate and ensure that the objectives of the Master programs can be achieved.</p> <p>2. The university/faculty/department provides the appropriate financial support for the research development stated in the curriculum of the research Master programs from the field of study under evaluation.</p>
<p><b>C. QUALITY MANAGEMENT</b></p>	<p><b>C1. Strategies and procedures for quality assurance</b></p> <p><b>ESG 1.1</b></p>	<p><b>Structures and policies/processes for internal quality assurance</b></p> <p><b>1. Standard</b></p> <p>a) The higher education institution has an efficient management and decision-making system for internal quality assurance, in order to maintain the objectives and expected outcomes of the Master programs.</p> <p>b) Procedures for assessing and improving the activity of the teaching and auxiliary staff involved in the Master programs.</p>	<p>1. The higher education institution shall apply its quality assurance policy and shall prove that the quality assurance structures and mechanisms work.</p> <p>2. The Master programs are periodically evaluated based on the following aspects: needs and objectives identified on the labour market, teaching-learning-evaluation processes, material and human resources, consistency between the declared learning outcomes and their assessment methods, graduates' progress and success rate, graduates' employability field of study, the existence of a quality management system in order to ensure continuity and relevance.</p>



FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
		<p>c) Effective and transparent procedures for evaluating the expected outcomes of learning, research and social involvement.</p> <p>d) Effective and relevant procedures for collecting and integrating student feedback on the contents and the manner of carrying out the learning and research process.</p> <p><b>2. Reference standard</b></p> <p>a) There are internal evaluation mechanisms to ensure that the education quality assurance mechanisms are working, in virtue of the law.</p> <p>b) Study programs are periodically monitored, reviewed and updated as part of quality management activities.</p>	<p>3. The process of student opinion monitoring is appropriate in terms of relevance of collected information, response rate as well as of improvement measures (identified and implemented).</p> <p>4. The results of monitoring the graduates' opinion on the learning process during the university studies are used in the continuous improvement of the Master programs.</p> <p>5. The results of monitoring the employers' opinion on the training of graduates are used in the process of improving the study programs.</p> <p>6. Monitoring the student's opinion on the teaching process confirms the effectiveness of this process and of the support services.</p> <p>7. Higher education institutions/faculties organizing Master programs provide comprehensive, up-to-date and easily accessible public information on the objectives of the study program and curriculum, the envisaged qualifications and occupations, the teaching-learning and evaluation policies, the existing study resources, the results obtained by graduates as well as on the quality management system.</p> <p>8. The results of monitoring graduates' insertion on the labour market, monitoring the opinion of employed graduates and employers on the training during</p>

FIELDS	CRITERIA	STANDARDS	PERFORMANCE INDICATORS
			university studies confirm the value of the qualification obtained, the adequacy of the objectives and the expected outcomes of the study program in relation to the labour market needs.

## Annex 2 Summary table of the indicators on the organization of the education process in each Master program

Indicator	Description
1. Title of the Master program (professional/research/didactic)	
2. Length of studies in Master programs (semesters)	
3. Total number of mandatory credits (ECTS)	
4. Length of one semester regarding the didactic activity *(weeks)	
5. Minimum number of teaching activity hours per week (fully assisted)	
6. Number of teaching activities in the curriculum plan for the entire study cycle (no. of hours)	
7. Number of teaching subject (except for practice) in one semester (min./max.)	
8. Number of credits per subject (min./max.)	
9. Length of practice (traineeship/research) (no. of hours)	
10. Length of practice for preparing the dissertation paper (no. of hours)	
11. Number of credits for passing the Master graduation exam (ECTS)	
12. Ratio between the number of hours for practice and number of hours for classes	
13. Weight of total number of exams in the total number of final appraisals (%)	
14. Number of weeks for semester exam sessions	
15. Number of weeks for retake sessions	
16. Maximum number of students per series	
17. Number of students in a group/subgroup	



18. Ratio between the number of students and the number of teaching staff	
19. Graduation rate in the last 3 classes	

\* These also include the traineeships and preparation of the dissertation papers

### Annex 3 Summary presentation of the ARACIS evaluation results

	Name/Indicators	Observations
1.	Higher education institution (name in Romanian and English)	
2.	Master degree field evaluated (name in Romanian and English)	
3.	List of Master programs (name in Romanian and English)	1. 2. 3. ....
4.	Number of student enrolled in the fields of study for Master degree	1. 2. 3. ...
5.	Number of teaching staff, teaching the fields of study for Master degree, out of which tenure teachers	1. 2. 3. ...
6.	Issued diploma	
7.	Qualification level according to CNC	
8.	Common objectives of the Master programs from that field of study	
9.	Length of education and training (expressed in number of semesters)	1. 2. 3. ...



10.	Total number of ECTS credits	1. 2. 3.
11.	Short description of qualifications per field	
12.	Decision - Maintaining the accreditation / non-accreditation (in Romanian and English)	
13.	Required amendments in order to reanalyse the document	
14.	Accredited by ARACIS on.....	
15.	ARACIS team of evaluators:	
16.	Period of the evaluation visit	

### Summarizing table of deadlines for periodical evaluation of Master degree fields

No.	Phase	Deadline	Cumulated deadline (days)
1.	The higher education institution submits an application to ARACIS requesting the initiation of the external evaluation procedures	-	0
2.	ARACIS informs the higher education institution about the Master programs that will be subject to external evaluation. ARACIS informs the higher education institution about the evaluation fee for each DSUM under evaluation.	15 days after submitting the evaluation application	15
3.	The higher education institution submits to ARACIS a <i>Self-evaluation report</i> for the periodic external	90 days after communicating the list with Master programs to be entirely evaluated.	105



	evaluation of DSUM and for setting the enrolment capacity		
4.	The accreditation department of ARACIS appoints a team of 2-4 evaluators, experts in the field of study for Master degree, according to the number of Master programs in that field.	15 days after submitting the self-evaluation report	<b>120</b>
5.	The evaluation commission analyses the self-evaluation report submitted by IOSUM and may request for it to be supplemented by additional information.	15 days after appointing the team	<b>135</b>
6.	IOSUM provides the required information.	15 days after sending the application for filling in the report	<b>150 zile</b>
7.	The team of evaluators performs an evaluation visit to the higher education institution.	15 days after receiving the information	<b>165 zile</b>
8.	Analysis in the specialty commission, the accreditation department and the Board	15 days after submitting the visit report	<b>180 zile</b>
	The timeline for carrying out the procedure for the periodic external evaluation of a DSUM is of maximum 6 months as of the date of registration of the application for evaluation.		