

Standards and indicators for the external quality evaluation of Bachelor study programmes for provisional authorisation to operate

Domain A. Institutional capacity
Criterion A.1. Managerial and administrative structures and processes involving students and other stakeholders
<p>Standard S.A.1.1. <u>Organisational components and institutional processes</u> The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.</p>
<p>Indicator I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.</p>
<p>Standard S.A.1.2. <u>Stakeholder engagement</u> The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.</p>
<p>Indicator I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.</p>
Criterion A.2. The material resources and optimisation of the use of the material resources
<p>Standard S.A.2.1. <u>Material resources</u> The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.</p>
<p>Indicator I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.</p>
<p>Standard S.A.2.2. <u>Management of material resources</u> The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.</p>
<p>Indicator I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.</p>
Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed according to the law
<p>Standard S.A.3.1. <u>Human resources</u> The HEI has the required human resources to organise and deliver the evaluated study programme/domain.</p>
<p>Indicator I.P.A.3.1.1 The human resources of the organisational unit are adequate for the performance of the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.</p>
Criterion A.4. Digitalisation of institutional processes
<p>Standard S.A.4.1. <u>Digital transformation</u> The digital transformation process in the organisational unit seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.</p>

Indicator I.P.A.4.1.1 The organisational unit uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s¹

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

Criterion B.2. Alignment of the curriculum with the qualification

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational unit seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.1 The learning outcomes are aligned with the qualification level.

Indicator I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

Criterion B.3. Student-centred learning, teaching and evaluation

S.B.3.1 Principles

The organisational unit implements the principles of student-centred learning.

I.P.B.3.1.1 The organisational unit ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

Criterion B.4. Accessibility and efficiency of the resources and support services, adequate for learning

Standard S.B.4.1. Access to resources and services

The organisational unit provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1 The organisational unit provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

Indicator I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.

¹ The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification
Standard S.B.7.1. <u>Admission</u> The admission procedures and principles ensure access to higher education.
Indicator I.P.B.7.1.1 The organisational unit applies the admission procedures.
Indicator I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
Standard S.B.7.2. <u>Academic journey of students</u> The organisational units carries out actions supporting the students' academic journey.
Indicator I.P.B.7.2.1 The organisational unit applies the regulations concerning the students' professional activity.
DOMAIN C. Quality management
Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, according to the law
Standard S.C.2.1. <u>Structures</u> The HEI has organisational quality assurance structures established according to the law.
Indicator I.P.C.2.1.1 The CEAC is set up within the organisational structure of the HEI. Such structures can also exist at the level of organisational units.
Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmes and domains and of the performed activities, involving students, employers and other stakeholders
Standard S.C.3.1. <u>Procedures and implementation of procedures</u> The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.
Indicator I.P.C.3.1.1 The organisational unit consistently applies the procedures, and proves their impact on quality assurance.
Indicator I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.
Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff
Standard S.C.4.1. <u>Procedures</u> Applying the methodologies and procedures contributes to improving the quality of the staff's activities.
Indicator I.P.C.4.1.1 The organisational unit analyses the results of the students' biannual evaluation of teachers.
Criterion C.8. Participation in external evaluation processes, according to the law
Standard S.C.8.1. <u>Compliance with the external evaluation obligation</u> The HEI undergoes external quality evaluation as required by the law.
Indicator I.P.C.8.1.1 The organisational unit carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.