

*Annex 1*

**Standards and indicators for the external quality evaluation of master study domains for the purpose of obtaining a provisional authorisation to operate**

<b>Domain A. Institutional capacity</b>
<b>Criterion A.1. Managerial and administrative institutional structures and processes, involving students and other stakeholders</b>
Standard S.A.1.1. <u>Organisational components and institutional processes</u> The HEI has in its structure organizational components that function on the basis of appropriate competences, attributions, processes and application procedures, through which an effective management system is ensured.
Indicator I.P.A.1.1.1 In order to carry out the university program/study domain, the HEI has adequate organisational components and a management system, whose functioning is based on methodologies, regulations and procedures periodically reviewed, under the law.
Standard S.A.1.2. <u>Stakeholder involvement</u> The HEI shall demonstrate that it involves relevant stakeholders in the development of methodologies and regulations, as well as application procedures.
Indicator I.P.A.1.2.1 The opinions of the members of the faculty and the department, respectively of the branch or extension and other interested parties are taken into account in the process of adopting and revising the methodologies, regulations and procedures of application.
<b>Criterion A.2. Material base and optimization of its use</b>
Standard S.A.2.1. <u>Material base</u> The HEI has immovable and movable property suitable for the development of the higher education program/study domain.
Indicator I.P.A.2.1.1 The HEI holds, under the law, spaces dedicated to the appropriate educational, research and administrative processes, as well as for services for students, doctoral students and trainees, which ensure a favourable environment for life and study, including for those with disabilities. Optimal spaces are also provided for the activities of the staff. They are adequately equipped.
Standard S.A.2.2. <u>Material base management</u> The organizational components optimally and sustainably manage the immovable and movable assets they use for the evaluated higher education program/study domain.
Indicator I.P.A.2.2.1 The immovable and movable property shall be adequately maintained, so as to ensure optimal conditions for study, research and life, as well as for work.
<b>Criterion A.3. Adequate human resources and transparent personnel recruitment procedures, developed in accordance with the law</b>
Standard S.A.3.1. <u>Human resources</u> The HEI has the necessary human resources for the organization and development of the evaluated higher education program/study domain.
Indicator I.P.A.3.1.1 The human resources of the organizational component are adequate for carrying out the activities related to the program/domain of higher education studies evaluated. The teaching staff has the necessary qualifications and professional competences to teach the subjects that correspond to them in the job list.

<b>Criterion A.4. Digitalisation of institutional processes</b>
<p>Standard S.A.4.1. <u>Digital transformation</u> The digital transformation process at the level of the organizational component takes into account administrative simplification and increasing the quality of services offered to the members of its own community and to third parties.</p>
<p>Indicator I.P.A.4.1.1 The organizational component uses IT tools within its own procedures in order to improve access and ensure quality services for the members of its community and the indirect beneficiaries of education.</p>
<b>DOMAIN B. Educational effectiveness</b>
<b>Criterion B.1. Content and relevance of study programmes</b>
<p>Standard S.B.1.1. <u>Content of study programme/s<sup>1</sup></u> The study programme is based on a curriculum that aims to ensure that students obtain the expected learning outcome.</p>
<p>Indicator I.P.B.1.1.1 The higher education study programme is developed and structured in relation to the expected learning outcomes and is organized on the basis of transferable study credits. It encompasses the totality of learning, teaching, practical training, research and assessment experiences that together lead to a higher education qualification.</p>
<b>Criterion B.2. Alignment of the curriculum with the qualification</b>
<p>Standard S.B.2.1. <u>Alignment with the qualification level and the intended competences</u> In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.</p>
<p>Indicator I.P.B.2.1.1 The learning outcomes are aligned with the qualification level.</p>
<p>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).</p>
<b>Criterion B.3. Student-centred learning, teaching and evaluation</b>
<p><u>S.B.3.1 Principles</u> The organisational component implements the principles of student-centred learning.</p>
<p>I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.</p>
<b>Criterion B.4. Accessibility and efficiency of the resources and support services, adequate for learning</b>
<p>Standard S.B.4.1. <u>Access to resources and services</u> The organisational component provides access to adequate resources and support services, according to the needs of the students.</p>
<p>Indicator I.P.B.4.1.1 The organisational component 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.</p>
<b>Criterion B.5. Learning outcomes</b>
<p>Standard S.B.5.1. <u>Definition and evaluation</u></p>

<sup>1</sup> The term “programmes” refers to the external evaluation of the quality for the study programs included in a master's/doctoral domain. The term “programme” shall be used hereinafter.

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.
<b>Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification</b>
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 component 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 component carries out actions supporting the students' academic journey.
Indicator I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.
<b>DOMAIN C. Quality management</b>
<b>Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, according to the law</b>
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 component.
<b>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</b>
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 component 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.
<b>Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff</b>
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 component analyses the results of the students' biannual evaluation of teachers.
<b>Criterion C.8. Participation in external evaluation processes, according to the law</b>
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.