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QAFIN

METODOLOGIE DE EVALUARE A UNIVERSITĂȚILOR ÎN SCOPUL CLASIFICĂRII INSTITUȚIONALE ȘI AL IERARHIZĂRII PROGRAMELOR DE STUDII

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METHODOLOGY AND GUIDELINES ON EXTERNAL QUALITY EVALUATION IN HIGHER EDUCATION IN ROMANIA

Part I

EXTERNAL EVALUATION METHODOLOGY, STANDARDS, BENCHMARKS AND LIST OF PERFORMANCE INDICATORS OF THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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PART I

EXTERNAL EVALUATION METHODOLOGY, STANDARDS, BENCHMARKS AND LIST OF PERFORMANCE INDICATORS OF THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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List of Acronyms

A	Accreditation
NAQ	National Authority for Qualifications
PA	Provisional operating authorisation
ARACIP	Romanian Agency for Quality Assurance in Pre-University Education
ARACIS	Romanian Agency for Quality Assurance in Higher Education
QA	Quality assurance
IQA	Internal quality assurance
QAAC	Quality Assessment and Assurance Committee
EQF	European Qualifications Framework for lifelong learning
EEP	Expert Evaluation Panel
NQF	National Qualifications Framework
ECTS	European Credit Transfer and Accumulation System
PE	Periodic evaluation
EQAR	European Register of Quality Assurance Agencies in Higher Education
EQF	European Qualifications Framework
ESG	Standards and Guidelines for Quality Assurance in Higher Education
PAA	Periodic institutional audit assessment
HEP	Higher education provider
C	Confidence
DL	Distance learning
PTL	Part-time learning
HEI	Higher education institution
IODS	Institution organising doctoral studies
PI	Performance indicator
HR	High confidence
HE	Higher education
MoE	Ministry of Education
LC	Lack of confidence
PTPCC	Psycho-pedagogical training programme for the certification of competences for the teaching profession
ASP	Academic studies programme
IASP	Integrated academic studies programme
IER	Internal evaluation report
NRQHE	National Register of Qualifications in Higher Education
NRA	ARACIS National Register of Assessors
S	Standard
EHEA	European Higher Education Area
IQAS	Internal quality assurance system

1. Foreword

The external evaluation methodology, standards, benchmarks and list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education, hereinafter referred to as the **Methodology**, implements the provisions of Government Emergency Ordinance No. 75/2005 on quality assurance in education, approved with amendments by Law No. 87/2006, as amended and supplemented, and the National Education Law No. 1/2011, as amended.

The **methodology** applies to the external evaluation of the quality of education and consists of a multi-criteria examination of the extent to which an organisation providing education and its study programmes meet quality standards. In accordance with the legal provisions, education provider organisations, their fields and university study programmes are subject to external evaluations for provisional operating authorisation, accreditation and periodic evaluation.

In this Methodology, the generic term *higher education institution* (HEI) refers to any organisation providing higher education authorised to operate provisionally or accredited that requests ARACIS to initiate the external evaluation procedure.

According to Law 1/2011, the organisation interested in providing education services, referred to in the Methodology as the "*organisation*", is a legal entity that includes educational activities in its statute and undergoes the authorisation process to become an education provider.

Based on the accreditation reports, the Ministry of Education draws up regulations for the establishment of **higher education structures**, referred to in the legislation and in the Methodology by this generic term, with their specification, where appropriate.

The **methodology** sets out the following **objectives** of the external evaluation of the quality of education and regulates the corresponding evaluation processes:

a) *provisional operating authorisation* (**PA**), as the first stage of accreditation, for new bachelor's degree programmes and doctoral studies;
b) *accreditation* (**A**) of higher education institutions (**HEIs**), bachelor's degree programmes, master's degree programmes and doctoral studies;
c) *periodic evaluation* (**PE**) of accredited higher education institutions, accredited degree programmes, accredited master and doctoral degree programmes;
d) *the accreditation* and *periodic evaluation* of degree programmes offered jointly by at least two accredited higher education institutions/accredited doctoral schools, referred to as integrated degree programmes.

The methodology provides the conceptual framework and describes the main strategies and activities foreseen in the processes of provisional licensing/accreditation/periodic evaluation and internal and external evaluation of quality in higher education.

The operational and instrumental aspects are detailed in the guidelines developed by ARACIS, in consultation with higher education institutions and other stakeholders, such as partners and other beneficiaries of higher education in a broad sense.

The guidelines are approved by the ARACIS Board. The ARACIS Board may approve amendments and additions to the guidelines in the light of changing quality assurance requirements in higher education. There are two categories of guidelines: ***ARACIS Guidelines for External Evaluation*** and ***Supporting Guidelines***, such as *Guidelines for ARACIS Evaluators*, *Guidelines for Internal Quality Assurance in Higher Education Institutions*, *Guidelines for the Evaluation of Specific University Structures for the Award of International Quality Education Certifications* through Cooperation with Partners in the European Higher Education Area (EHEA) or other areas, etc.

*The **ARACIS Guidelines for External Evaluation**,* hereinafter referred to as *the **ARACIS Guidelines*** or *the **Guidelines***, comprises parts (sections) corresponding to each higher education structure evaluated externally.

ARACIS is a body empowered by law to issue and propose to the Ministry of Education opinions and recommendations based on its own external evaluations of higher education institutions, which concretise knowledge/expertise in the field. The ARACIS Guidelines and its annexes are recognised in Romania as normative documents with specific reference regulations in the field of quality assurance in higher education. The ARACIS Methodology and Guidelines are in line with the Standards and Guidelines for Quality Assurance in Higher Education, hereafter referred to as ESG. ESG were endorsed in 2015 at the Yerevan conference by ministers responsible for higher education in the European Higher Education Area and clearly define quality assurance policies, processes and activities.

ARACIS may carry out external evaluations of the quality of education on a contractual basis with beneficiaries in the European Higher Education Area or in countries outside the EHEA, within the framework of international cooperation or partnerships. For the evaluation of the quality of education offered by education providers operating in other countries, the ARACIS Methodology and Guidelines may be adapted to specific local conditions, with the approval of the ARACIS Board, in order to comply with the national legal provisions of these countries, while maintaining the standards set by the ESG 2015 for EHEA as a reference in the external evaluation process.

The **methodology** is the reference document, of a regulatory nature, both for the external evaluation activities carried out by ARACIS and for: representatives of higher education providers and higher education institutions in Romania, members of the university communities made up of students, teaching staff, scientific researchers and administrative staff, committees and departments directly responsible for quality management in HEI, respectively for all those whose activities shape and develop academic quality in the internal quality assurance system (IQAS).

The methodology uses the terminology and concepts established by the Government Emergency Ordinance No 75/2005 on quality assurance in education, as amended and supplemented, and may be revised and developed periodically, at the proposal of ARACIS, in accordance with the legal provisions, in order to strengthen its applicability and to better serve the beneficiaries according to the activities carried out in the HEI and their specific requirements. To this end, ARACIS cooperates closely with all interested HEIs, the Ministry of Education, as well as with representatives of students and other stakeholders such as trade unions, employers, researchers, graduates, teachers and students in pre-university education, the Romanian Agency for Quality Assurance in Pre-University Education (ARACIP), representatives of society in general.

2. Principles of quality assurance in higher education and their application in the Methodology

In accordance with the legislation in force, the achievement and evaluation of the quality of education have an *internal* and an *external* dimension, which develop and support each other. Thus, Romania, as part of the European Higher Education Area, has revised in 2005 and is constantly improving the legislative framework and regulations related to quality assurance in education, seen as a whole. For higher education, the promotion of the Standards and Guidelines for Quality Assurance (GSS) takes the form of regulations to put them into practice, constantly adapted to wider European and international developments.

Since the endorsement of the GSS by the ministers responsible for higher education in the EHEA in 2005 and their reformulation and completion in 2015, the quality assurance principles have been the essential elements for ensuring quality tertiary education for the widest possible range of graduates.

Quality assurance in higher education is based on the following ***fundamental principles***, common to both the ***internal*** and ***external*** dimensions.

European reference. The higher education system and institutions in Romania belong to the European Higher Education Area and ensure quality levels in line with the requirements of this area, competitive at European and international level. According to the Communiqué adopted in 2015 at the Yerevan Conference by the Ministers responsible for higher education of the signatory countries of the Council of Europe's European Cultural Convention, which are partners in the European Higher Education Area, the Standards and Guidelines for Quality Assurance (ESG) apply to all higher education in the EHEA, regardless of how or where it is offered. ESG focus on quality assurance in teaching and learning in higher education, including the learning environment and relevant links with research and innovation. Higher education institutions also have policies and processes to improve their own activities, such as scientific research or institutional governance.

Internal quality assurance (IQA) is entirely the responsibility of each institution organising higher education study programmes, hereinafter referred to as ***academic studies programme (ASP)***. The internal dimension of academic quality is built on the basis of the legislation in force and according to the specificity of each HEI, the tradition and cultural heritage of higher education in Romania. Quality assurance becomes a process adapted to the existing institutional specifics that aims at continuous improvement of academic outcomes and performance. Linking quality management of education with institutional strategy and its incorporation into all institutional processes, teaching, learning and student assessment, research, innovation and internationalisation policies is supported by ARACIS, which proposes a QA model adaptable to the strategy and organisation of each HEI in Romania, contained in the *Guidelines for Internal Quality Assurance in Higher Education Institutions*. The development of an advanced IQA system will enable the HEI to strengthen its autonomy, streamline the use of resources and reduce bureaucratic shortcomings.

The external dimension of quality assurance, as part of the "Bologna Process", is based on a policy document ("Bologna Declaration", 1999), adopted by all ministers responsible for higher education in the member countries, as well as subsequent communications signed by education ministers from the European Higher Education Area. The rigorous application of the set of provisions established at European level requires the listing of national quality assurance agencies, and therefore ARACIS, in the European Quality Assurance Register for Higher Education (EQAR). At the same time, the positioning of our country's HEIs in the EHEA ensures confidence in the quality of education and implicit academic and/or, where appropriate, professional recognition of Romanian diplomas.

The ***quality culture*** is built so that it is owned by teaching staff, students and other stakeholders, so that they realise the benefits of their personal contributions in enhancing the reputation of their HEI.

Continuous improvement of the quality of education. Both dimensions of the quality assurance system, internal and external, must be designed to encourage continuous improvement in the quality of education. The external evaluation reports will include recommendations and monitoring plans jointly agreed by ARACIS and the HEI, based on which follow-up actions can be organised.

Focusing on outcomes and their short term ("outputs") and long term ("outcomes") effects are essential for quality assurance of the teaching process, learning outcomes, student assessment and ensuring the university's performance in research. Learning outcomes and research performance can be achieved through various educational and administrative practices, methods or processes, designed and implemented by each individual HEI according to its own choices.

The **methodology** considers the influence of internal quality assurance processes on the outcomes and performance of HEIs, subject areas and degree programmes.

Recognising and encouraging diversity in higher education (HE). Within the framework of external evaluations, ARACIS pays special attention to each HEI/organisation, taking into account their diversity and the current developments and challenges of the development of the higher education system in Romania.

Transparency. Transparency of information of public interest, including information on degree programmes and, where applicable, certificates, diplomas and qualifications offered under the National Register of Qualifications in Higher Education (NRQHE), will be ensured so that the public can follow the development of the quality assurance system in higher education in Romania as part of the European Higher Education Area. The results of all external evaluations take the form of reports, which are public documents as part of the public accountability of ARACIS and the HEI. After any complaints or appeals have been resolved, the findings of the external evaluation include observations, recommendations and decisions, which are published. ARACIS decisions, in the form of opinions, are communicated to the Ministry of Education.

Compliance with the legal framework corresponding to the areas of quality assurance. The three fundamental areas, which are mandatory for the organisation and operation of an education provider wishing to become or is already a higher education institution, are laid down by law. Criteria, standards and performance indicators are formulated in such a way that the focus is not only on an organisation's compliance with a predefined set of quantitative and qualitative requirements for quality assurance, but also on the deliberate, voluntary and proactive commitment of the institution to achieve certain demonstrable performance through actual results. The role of the external evaluation agency, i.e. ARACIS, is to take note of and evaluate the managerial and educational capacity of the institution, so that, on this basis, it can be in a position to ascertain and then validate or invalidate the functioning of the educational structure evaluated externally by ARACIS in a documented and public manner.

The areas of quality assurance, as set out in Article *(10) are as follows:*

A. Institutional capacity, defined by criteria relating to internal organisation, available infrastructure and human resources.

B. Educational effectiveness, which involves the mobilisation of resources in order to achieve the expected learning outcomes, is expressed in terms of criteria relating to the content of curricula, learning outcomes, employability and financial activity of the organisation.

C. Quality management, which takes the form of criteria centred on strategies, structures, techniques and activities by which the institution demonstrates that it evaluates its performance in ensuring and improving the quality of education and has information systems in place that highlight the results achieved in education and research. The importance of this area is, on the one hand, to focus on how the institution manages the quality assurance of all its

activities and, on the other hand, to make public information and data that demonstrate a certain level of quality.

The three areas are complementary and their use, according to legal provisions, is mandatory. To this end, any higher education institution is required, according to the provisions of the internal quality assurance system, to have at its disposal at all times the means and information structured according to the three areas, taking into account its specific profile and its mission and objectives. The Head of the higher education institution, through the HEI Quality Assurance and Assessment Committee (QAAC), is responsible for the development and implementation of the quality strategies structured around the three areas.

Flexibility and adaptability of external evaluation procedures. The complementarity of the three areas of quality assurance is also reflected in the external evaluation procedures. Given the interlinkages between the material and human resources of the HEI, i.e. learning resources and facilities, which are linked to the financial activity of the organisation, the **Methodology** provides for their assessment through Criteria, Standards and Performance Indicators together with Field A. *Institutional capacity* in the external evaluation and reporting of results by linking to Field B. *Educational effectiveness*, as required by law.

*The **Methodology*** and ***Guidelines*** take into account the effort required of institutions in ensuring the quality of education, aim to support institutions in improving quality, allow and require HEIs to demonstrate these improvements, and lead to clear and transparent information on the results of external quality assessment and monitoring activities on the implementation of recommendations. The costs involved for the institutions are subject to separate regulations by the national authorities and are approved by Government Decision.

3. Quality assurance and accreditation in higher education

3.1 Quality assurance and accreditation

The central objective of ARACIS activities is to ensure, evaluate and improve the quality of higher education.

At the institutional level, accreditation is that process of academic quality assurance and enhancement whereby an education-providing organisation is first authorised to operate provisionally as a higher education institution, acquiring the right to conduct the education process and to organise admission to studies, and is then accredited and legally recognised as part of the national higher education system, acquiring the right to organise degree completion examinations at all levels of study and to issue degrees, certificates and other nationally recognised academic qualifications, as appropriate. After the accreditation process, the HEI enters the process of periodic external evaluation. The accreditation process also refers, by law, to the educational structures of the HEI, such as the bachelor's degree programmes and the master's and doctoral degree fields, but uses processes specific to the structure being assessed.

Through accreditation, ARACIS aims to:

a) assure the academic community, the beneficiaries and the general public that the accredited educational structure meets the quality standards of the higher education system;
b) promote the institution's commitment to the continuous growth of academic quality affirmed by results in education and research;
c) institutionally enshrine standards for quality management and culture and demonstrate through relevant evidence and documentation their status;
d) support and encourage the higher education institution to evaluate itself internally (self-evaluation) and to cooperate in its external evaluation for quality assurance and improvement;
e) cooperate with higher education institutions for monitoring and comparing academic quality, with the National Authority for Qualifications (NAQ), with ARACIP and with other stakeholders - employers, graduates, etc..;
f) to approve only educational structures that meet academic quality standards.

In ensuring the quality of education, the three fundamental areas of organisation and operation of educational structures, laid down by GEO No. 75/2005 as amended and supplemented, together with their criteria, are taken into account.

Standards and performance indicators are applied for both accreditation and periodic evaluation, with specific differences in their level of achievement depending on the objective of the external evaluation.

The level of achievement of performance indicators is taken as the basis for provisional operating authorisation, accreditation and periodic evaluation. In

quality assurance, benchmarks can reach institutional optimal levels above the minimum level.

3.2 Areas, criteria, standards, benchmarks and performance indicators

The areas for ensuring the quality of education are those laid down by GEO 75/2005, as amended and supplemented. Each field has corresponding criteria, standards, benchmarks and performance indicators for each type of educational structure.

Criteria, standards and performance indicators are used by HEIs/organisations and ARACIS as follows:

a) is the reference basis for quality management in higher education institutions;
b) provides the framework for the development of databases and information, which institutions can use for internal quality monitoring and assurance as well as for external evaluation of institutional status in academic quality assurance;
c) are used by ARACIS in the external evaluation and quality assurance process to develop a quality culture.

The correspondence and hierarchical relationships between fields, criteria, standards and performance indicators are shown in Figure 2.1.

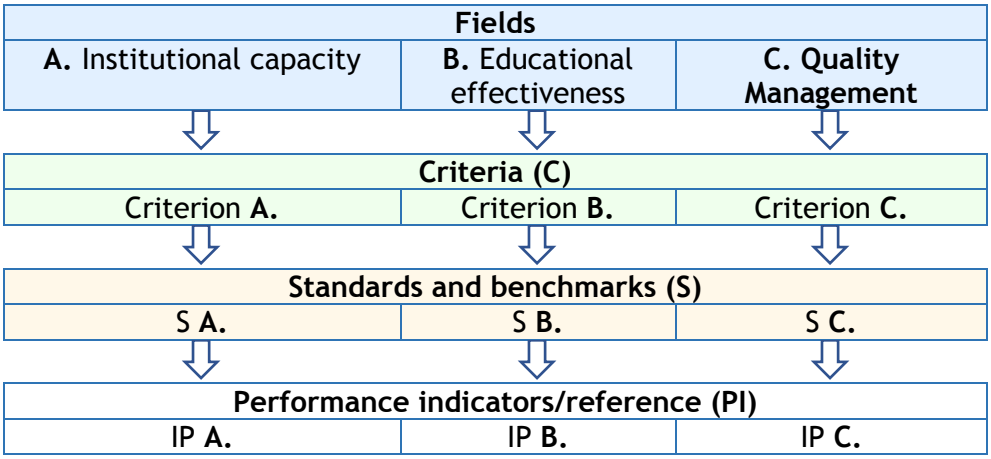


Figure.2.1 Hierarchical relationships between fields, criteria, standards and performance/reference indicators

The **criteria** relate to each of the three areas set out in GEO 75/2005, as amended and supplemented, and represent the fundamental aspects of the organisation and functioning of an organisation providing education. A set of standards corresponds to each criterion.

The **standards** define the mandatory minimum level of achievement in education, based on their corresponding performance indicators. The role of standards is to:

a) guide institutions in internal quality assessment;
b) provide a framework for the preparation of Internal Evaluation Reports (IERs);
c) provide the basis for external evaluations;
d) establish a common reference framework for quality assurance and accreditation.

Benchmarks define an optimal level of performance of an activity by an organisation providing education, based on national, European or global best practice. Benchmarks are specific to each educational structure, are optional, are above the minimum level and are assessed by benchmarks.

The **performance indicators** of a standard represent the mandatory, acceptable level of quality assurance. **Benchmarks** are adopted independently by the HEI, including on the basis of comparison with similar institutions in the country, the European Higher Education Area and other countries. An indicative list of **benchmarks** is given in the ARACIS Guidelines.

Compliance with quality standards and performance indicators corresponds to the conditions for granting provisional operating authorisation or accreditation status. The achievement of the performance indicators and benchmarks is demonstrated with supporting documentation related to the educational structure being assessed.
The criteria, standards and performance indicators are appropriate to the educational structures evaluated and the objectives of the evaluation. The differences relate to the performance indicators to be achieved for provisional operating authorisation, accreditation and periodic evaluation of educational structures. Other specific standards are also used for the external evaluation of Master's and Doctoral degree courses.
The specific standards by fields and university study programmes are detailed by each committee of permanent specialist experts appointed by the ARACIS Board, in relation to the specific specialisation and form of education, with the teaching language, and are approved by the ARACIS Board. Specific standards are developed with the participation of all stakeholders, i.e. employers, graduates, students and other professional representatives as appropriate.
The full list of areas, criteria, standards and performance indicators is presented in Table 2.1.

Table 2.1. Areas, criteria, standards and performance indicators for external quality assessment

Areas, criteria, standards and performance indicators	
AREA A. Institutional capacity	
Criterion A.1. Institutional, administrative and managerial structures	
S.A.1.1. HEI mission, objectives, vision and strategy	
IP.A.1.1.1	*Mission statement, objectives and strategic vision*. The mission and objectives of the HEI are public, respond to society's needs and ensure sustainable institutional development. The HEI has documents on its establishment, structure and functioning.
IP.A.1.1.2	*University Charter*. HEI has an approved University Charter, the provisions of which are public, consistent with national legislation and the principles of the European Higher Education Area, known to the members of the university community.
IP.A.1.1.3	*Strategic objectives of the HEI*. The objectives of the HEI are clear and individualise it in the National Higher Education System.
IP.A.1.1.4	*Strategic vision*. The HEI proves that it has regulations in place to implement the strategic plan and operational plans. The strategic plan and operational plans are public, known and applied by members of the university community. HEI strategy and policies are in line with the stated mission.
IP.A.1.1.5	*Consistency of the national objectives of the HEI with its internationalisation objectives*. The activities mentioned in the strategic plan are in line with the national and international objectives of the HEI.
IP.A.1.1.6	*Implementation of the strategic plan and achievement of objectives*. The HEI has mechanisms in place to ensure that objectives are achieved through the implementation of the strategic plan.
S.A.1.2. Stakeholder involvement in the development and implementation of the HIA/organisation strategy	
IP.A.1.2.1	Internal stakeholders (teaching staff, research staff, students, administrative staff) are consulted and involved in the development of the institutional strategy. HEI takes into account the views of students in areas where they have a direct interest.
IP.A.1.2.2	External stakeholders (employers, experts, authorities, etc.) are consulted and involved in the development of the institutional strategy with reference to academic training, research involvement, graduate employability, etc.
IP.A.1.2.3	The mission and objectives of the degree programmes are in line with the mission of the higher education institution and the educational requirements identified in the labour market.

Areas, criteria, standards and performance indicators	
IP.A.1.2.4	HEI/organisation encourages creativity, innovation and institutional accountability for both staff and students.
IP.A.1.2.5	The professional Master's degree programmes create the prerequisites for continuing studies in the third cycle of academic studies and continuous professional career development through postgraduate studies, and the research programmes offer opportunities for continuing studies in the doctoral cycle, through the recognition of study modules in the Master's cycle and internships at partner universities.
S.A.1.3. Community involvement, contribution of the HEI/organisation to social, economic and cultural development at local, regional and national level, in line with its mission	
IP.A.1.3.1	The HEI/organisation has a good reputation in the social, economic and cultural environment and is actively involved in the development of local, regional and national projects in cooperation with other universities, professional associations or other stakeholders.
S.A.1.4. Implementation of the collaboration and partnership strategy at regional, national, European and international level	
IP.A.1.4.1	The HEI develops and implements action plans for internationalisation strategies, setting cooperation policy priorities with stakeholders.
IP.A.1.4.2	The strategy and objectives that HEI has set for its teaching, learning, research, internationalisation and societal activities correspond to its mission and to the regional, national and international context.
IP.A.1.4.3	HEI initiatives for the internationalisation of higher education have led to agreements with other universities for training, research or joint projects at national and/or international level.
S.A.1.5. Management and administration	
IP.A.1.5.1	The HEI has internal rules of operation, approved in accordance with the regulations in force. There is a clear and transparent division of responsibilities, tasks and authority for each of the management structures.
IP.A.1.5.2.	The management system uses information and communication systems, such as Internet and Intranet, involving members of the university community, i.e. teaching staff, auxiliary teaching staff, administrative staff, students and other beneficiaries and partners of the HEI.
IP.A.1.5.3	Students are also part of the governing structures of the HEI and their number respects the legal provisions.
IP.A.1.5.4	The mechanism for electing student representatives to senate, councils and other structures is clearly described in the University Charter and internal regulations, is democratic and transparent, non-discriminatory and does not limit the right of students to represent and be represented. The process of establishing and electing management structures and functions at university, faculty and department level shall respect the principle of representativeness by faculty, department, section/teaching line, degree programme, as appropriate.

Areas, criteria, standards and performance indicators	
IP.A.1.5.5	Teaching staff, teaching assistants, administrative staff and students have the opportunity to participate in decision-making processes regarding planning of activities, allocation of resources, evaluation of results, curriculum design, etc.
IP.A.1.5.6	Legally constituted student organisations express opinions and make proposals on all matters of general interest to the HEI (development prospects, educational plans, research programmes, social and cultural issues, internal regulations, etc.).
IP.A.1.5.7	HEI supports student initiatives and funds their activities within the legal framework.
IP.A.1.5.8	HEI has a strategic plan, with a horizon of at least four years, which can be updated according to the evolution and context of higher education.
IP.A.1.5.9	Annual operational plans are subsequent to the strategic plan and are rigorously implemented.
IP.A.1.5.10	The HEI has administrative structures that comply with the legal regulations on the number and qualifications of its staff.
IP.A.1.5.11	The HEI has governing structures and bodies at all levels, each with its own authority and powers.
IP.A.1.5.12	Administrative structures have mechanisms to continuously improve their performance.
IP.A.1.5.13	Within the HEI, there are regulations on the system for dealing with student complaints, appeals and requests.
S.A.1.6. Academic ethics and integrity, code of ethics, academic freedom and academic autonomy	
IP.A.1.6.1	The HEI/organisation has a Code of Ethics and Professional Conduct, upholding the values of academic freedom, academic autonomy and ethical integrity, approved by the University Senate.
IP.A.1.6.2.	The Code of Ethics and Professional Conduct provides for active measures to prevent and eliminate all forms of plagiarism and to promote the principles of ethics and integrity among all members of the academic community.
IP.A.1.6.3	The Code of Ethics and Professional Conduct provides mechanisms and measures to ensure equal opportunities and protection against intolerance and discrimination of any kind.
IP.A.1.6.4	The curricula of the degree programmes provide for separate ethics and integrity courses.
IP.A.1.6.5	Professionalism and ethical behaviour of human resources are expected, expected, monitored and evaluated systematically at the level of each study programme, ensuring the successful implementation of the provisions of the Code of Ethics and Professional Conduct.
IP.A.1.6.6	The HEI/organisation ensures compliance with ethical rules in research.
IP.A.1.6.7	The Code of Ethics and Professional Conduct provides mechanisms for the operational handling of complaints of breaches of ethics and professional integrity, which are also mentioned in the Rector's annual report.

Areas, criteria, standards and performance indicators	
IP.A.1.6.8	The HEI/organisation demonstrates that the consistent application of active prevention measures and the promotion of ethics and integrity principles in all the processes it manages - management, education, research - has led to improved performance.
IP.A.1.6.9	The HEI/organisation has a policy based on prevention of possible breaches of the Code of Ethics and Academic Integrity, demonstrating this through public statements, studies, analyses or measures.
S.A.1.7. Public accountability and responsibility	
IP.A.1.7.1	The HEI/organisation assumes the responsibility to take all measures to ensure the quality of its educational offer according to the legitimate expectations of society and its continuous improvement in line with its stated mission.
IP.A.1.7.2.	HEI has internal audit practices in place in relation to the main areas of academic activity. An annual academic audit report is published, debated in the Senate, and a plan of action is drawn up to improve activity.
IP.A.1.7.3	Internal audit is carried out effectively, regularly and on an internally regulated basis at the level of the HEI and the departments.
IP.A.1.7.4	Stakeholders are consulted and involved in the design and implementation of policies and actions on public accountability and responsibility.
IP.A.1.7.5	The internal audit concerns administrative, financial/accounting, academic integrity, teaching, student assessment, research and student services issues. An annual academic audit report is published, debated in the Senate and an improvement plan is drawn up.
IP.A.1.7.6	HEI demonstrates the implementation of the measures set out in the improvement plan, reports annually and makes public the status of the implementation of the improvement measures and the results achieved.
Criterion A.2. Material basis	
S.A.2.1. Assets, endowment, financial resources allocated, support for students	
IP.A.2.1.1	The HEI/organisation has appropriate teaching, research and other facilities, either its own (at least 70% for accreditation) or rented, which it makes available to all students and teaching staff.
IP.A.2.1.2	HEI provides teaching and research facilities that comply with the technical, safety and hygiene and sanitary standards in force. The indicator also refers to accommodation and other facilities provided to students for social, cultural or sporting activities.
IP.A.2.1.3	The number of seats in lecture, seminar, laboratory and project rooms is correlated to the size of the study groups - series, groups, sub-groups, etc., according to the regulations in force.
IP.A.2.1.4	The HEI has infrastructure development plans, dependent on projected revenues.

Areas, criteria, standards and performance indicators	
IP.A.2.1.5	Spaces for teaching, research, accommodation, dining and other student support and extra-curricular activities, including medical offices, are accessible to disabled people.
IP.A.2.1.6	The classrooms are equipped with technical equipment and software products suitable for teaching, learning and communication, which facilitate the work of the teacher and the receptiveness of each student. The number of seats in lecture, seminar, laboratory and project rooms is correlated to the size of the study groups - series, groups, sub-groups, etc., according to the regulations in force.
IP.A.2.1.7	The own or rented research premises/laboratories have the equipment and technical means appropriate to the requirements of the topics addressed.
IP.A.2.1.8	The IT infrastructure is efficiently managed, maintained in good working order and updated in line with the latest developments in IT and media technologies.
IP.A.2.1.9	The HEI/faculty organising the Master's degree programmes provides students with electronic access to international databases specific to the Master's degree programme.
IP.A.2.1.10	Communication systems and access to public information are available to all members of the university community.
IP.A.2.1.11	The study programmes benefit from e-learning platforms where course materials and other teaching materials are posted.
IP.A.2.1.12	The HEI shall demonstrate that it has sufficient financial resources to support its specific activities on the basis of an annual budget.
IP.A.2.1.13	Planning and budgeting for learning resources and student support services takes into account the requirements of a diverse student population (mature students, those in PTL or DL forms of education, employed students or international students, students with disabilities), the paradigm shift towards student-centred learning and flexible modes of teaching and learning. Students are informed about the existence of these resources.
IP.A.2.1.14	HEI has a regulation for the awarding of scholarships and other forms of material support to students, which it applies consistently, in compliance with the legal provisions in force. Scholarships are awarded from State budget allocations and own resources.
IP.A.2.1.15	The HEI/organisation provides material support to students for participation in research programmes, scientific events, student competitions, publication editing, cultural events, etc.
IP.A.2.1.16	The administrative staff's working hours with students are posted on the HEI/organisation's website and adapted to the needs of the various categories of students.
IP.A.2.1.17	HEI analyses data on the adequacy of resources and material services, including student support services, and uses them to develop these services.

Areas, criteria, standards and performance indicators	
Criterion A.3. Human resources and the institution's capacity to attract human resources from outside the institution and from outside the country, in accordance with the law	
S.A.3.1. The HEI/organisation has mechanisms in place to ensure that the recruitment, management and professional development of teachers is carried out in accordance with the requirements of their duties.	
IP.A.3.1.1	The staff employed is adequate to ensure that all teaching, research and administrative activities of the HEI/organisation are carried out.
IP.A.3.1.2	The teaching staff consists of university professors, university lecturers, heads of studies (university lecturers) or renowned specialists (maximum 20% of the total teaching staff involved in a programme). The auxiliary teaching staff who provide technical support in the teaching and research/artistic creation laboratories are adequately trained to carry out the practical activities set out in the curriculum.
IP.A.3.1.3	The teaching activities related to each master's degree programme shall involve at least one professor and one university lecturer, tenured in the organising university, with initial training, doctorate, habilitation, doctoral supervision and/or recognised and relevant scientific results in the branch of science in which the master's degree programme is evaluated.
IP.A.3.1.4	At least 50% of the staff providing fully-assisted teaching activities must have tenure in the institution organising the master's degree programme assessed.
IP.A.3.1.5	At least 50% of the subjects in the fully-assisted curriculum, regulated in the State of functions according to the form of education, have as their holders teachers with the title of university professor or university lecturer.
IP.A.3.1.6	The HEI/organisation applies a transparent mechanism for the recruitment of staff in accordance with the legal provisions. The duties and responsibilities of the staff correspond to the qualifications and requirements of the posts.
IP.A.3.1.7	The higher education institution shall ensure that the teaching staff, both in terms of numbers and training/education, covers the activities foreseen for the subjects in the curriculum for the entire cycle of the study programme.
IP.A.3.1.8	At least 70% of the total number of jobs in the study programme are filled by tenured teachers in the higher education institution, according to legal provisions - either full-time or reserved jobs, and of these at least 25% are filled by university professors and university lecturers.
IP.A.3.1.9	The holders of the subjects have the scientific title of doctor and meet at least one of the following conditions: they have a bachelor's degree in the field of the subjects taught; they are doctoral supervisors in the field of the subjects taught; they have a doctoral thesis in the field of the subjects taught. The other teachers must have initial training and competence in the subject area taught.

Areas, criteria, standards and performance indicators	
IP.A.3.1.10	The subject holders have developed lectures and other work necessary for the teaching process, which fully cover the subject matter of the respective subject, corresponding to the subject sheet.
IP.A.3.1.11	Administrative staff are skilled in student support activities and have opportunities to develop their skills.
IP.A.3.1.12	The HEI has a staff training plan, established according to the priorities defined in the institutional development project.
IP.A.3.1.13	The HEI/organisation invites academics from home and abroad for debates, research and exchange of academic experience.
FIELD B. Educational effectiveness	
Criterion B.1. Content of study programmes	
S.B.1.1. Admission of students. Principles and conditions for admission and the assessment methods are clear and publicly available	
IP.B.1.1.1	The principles of the admission policy for all academic studies programmes offered by the HEI/organisation are established and communicated to candidates in advance (at least six months before application), in accordance with the regulations in force.
IP.B.1.1.2	Admission to a cycle of university studies is only on the basis of the graduation diploma from the previous cycle of studies, according to the law.
IP.B.1.1.3	HEI informs candidates with disabilities about the facilities available to them during admission and throughout their schooling.
IP.B.1.1.4	Admission is based solely on the applicant's academic skills and no discriminatory criteria are applied.
IP.B.1.1.5	Admission/transfer of students is made within the limits of the tuition capacity approved by ARACIS and published in the GD.
IP.B.1.1.6	The admission procedure is approved by the University Senate and does not change for the academic year for which admission is organised.
IP.B.1.1.7	Enrolled students have concluded a Study Contract with the institution, which complies with the legislation in force, in which the rights and obligations of the parties are stipulated.
IP.B.1.1.8	In order to promote the educational offer, the HEI provides real and accurate information in line with the approved enrolment capacities and the potential of the existing human and material resources.

Areas, criteria, standards and performance indicators	
IP.B.1.1.9	HEI demonstrates that it ensures the inclusion of all admitted students by using procedures to integrate and adapt students to the requirements and specificities of the academic environment.
IP.B.1.1.10	The results of the student evaluation and the opinions drawn from consultations with students after the first year of study confirm the appropriateness of the admission policies.
S.B.1.2. Structure and coherence of study programmes/specialisations	
IP.B.1.2.1	The structure of the educational offer is approved by the University Senate and presented to the public. The specifics, content and activities of the study programmes are communicated to students before the start of the academic year.
IP.B.1.2.2	The name of each bachelor/master degree programme is closely related to one or more occupations listed in the Romanian Classification of Occupations (COR) or ISCO-08 and their related occupational standards.
IP.B.1.2.3	Each study programme/specialisation is based on the correspondence between the expected outcomes of the teaching process and the university qualification and is closely related to one or more existing occupations in the Romanian Classification of Occupations (COR) or ISCO-08 and their related occupational standards.
IP.B.1.2.4	The curriculum is so designed that the stated learning outcomes for all subjects, taken together, ensure the achievement of the final learning outcomes for the whole programme of study.
IP.B.1.2.5	The structure of the study programme can only change from the first year of the following academic year. The structure of the study programme remains unchanged for a class of students.
IP.B.1.2.6	The implementation of study programmes is done at university level through cooperation between faculties.
IP.B.1.2.7	HEI has procedures that allow for student mobility within the university, based on the transferable credit system.
IP.B.1.2.8	The share of teaching activity hours corresponding to optional subjects in the total hours accumulated at the end of the study programme by a student complies with the specific ARACIS standards.
IP.B.1.2.9	A study programme comprises: general and specific objectives; expected learning outcomes; the curriculum with subject weights expressed in ECTS credits and with subjects sequentially ordered over the period of study, flexible learning pathways; subject descriptions, including examination and assessment procedures for each subject, taking into account the expected learning outcomes; the forms of the final examination, as a summative examination certifying the assimilation of the cognitive and professional skills corresponding to the university qualification.
IP.B.1.2.10	The curriculum comprises core, subject, specialist and complementary subjects, grouped in turn into compulsory, optional and elective subjects, in accordance with the normative requirements established at national level and the specific ARACIS standards. The curriculum is structured in such a way as to allow graduation within the time normally allocated to the programme's study cycle.

Areas, criteria, standards and performance indicators	
IP.B.1.2.11	The ratio between the hours of lectures and those of applied didactic activities - seminars, laboratories, projects, internships, etc., must be in accordance with the specific standards of the bachelor's fields / study programmes, developed by ARACIS. At least 50% of the forms of verification of the study subjects set out in the curriculum are examinations.
IP.B.1.2.12	The subjects in the curriculum have subject sheets which specify the objectives, the expected learning outcomes, the basic thematic content, the distribution of the number of hours of lectures, seminars and other applied activities per subject, the minimum bibliography, the examination and assessment methods taking into account the planned learning outcomes.
IP.B.1.2.13	The subject sheets reflect the student-centredness of the teaching-learning-assessment process, including the provision of specific individual study activities (homework, individual or team projects, etc.) and their inclusion in the assessment process.
IP.B.1.2.14	Study programmes are designed to facilitate national and international student mobility and recognition of ECTS credits.
IP.B.1.2.15	Degree programmes are designed so that graduates benefit from learning outcomes to the highest degree, including the acquisition of interdisciplinary knowledge.
IP.B.1.2.16	The curricula include, where appropriate, themes leading to the acquisition of transversal competences, such as the affirmation of the student's personality in society, communication, foreign languages, teamwork, training students in the spirit of European values, addressing issues related to the sustainable development of society, the promotion of democracy, intercultural dialogue, respect for the law, responsibility in the exercise of the profession, etc., which can influence their personal development and be applied in their future careers.
IP.B.1.2.17	The study programme includes well-structured internship or placement opportunities as appropriate. The placement may include internships, practice activities or other parts of the study programme that do not take place in the HEI, but which allow the student to gain experience in the field of study. Internships are in line with the objectives of the study programme. The HEI is obliged to provide a minimum of 30% of the required traineeships, of which at least 50% must be outside the institution.
IP.B.1.2.18	The HEI/organisation ensures the coherence of the study programmes, reviews the content of the subjects to avoid overlap of subjects covered as well as to update them and reflects the student-centredness of the teaching-learning process.
IP.B.1.2.19	The study programmes are uniform in structure, regardless of the form of education (full-time, part-time or distance learning), but differ in their implementation according to the means used to ensure students' progress during their studies.

Areas, criteria, standards and performance indicators	
IP.B.1.2.20	The HEI/organisation regularly monitors and evaluates the objectives, content and learning outcomes related to the study programme and their impact on the learning process. The curriculum is regularly reviewed on the basis of peer reviews, with students, alumni and employer representatives, thus benefiting from external expertise.
IP.B.1.2.21	The HEI/organisation ensures the quality of the teaching-learning-assessment process, regardless of where it takes place (the institution's headquarters or the premises of legally established university extensions).
IP.B.1.2.22	The content of the Master's research degree programmes forms an effective basis for doctoral studies in the field under evaluation.
IP.B.1.2.23	The development, implementation, evaluation and monitoring of the educational offer follows national regulations and the HEI/organisation strategy.
S.B.1.3. Ability to run study programmes efficiently in terms of human resources and learning environment	
IP.B.1.3.1	The qualifications and competences of the teaching staff correspond to the academic requirements of the degree programmes.
IP.B.1.3.2	The professionalism and ethical behaviour of human resources are systematically monitored and evaluated.
IP.B.1.3.3	Teaching staff set teaching, learning and assessment objectives for each subject/programme of study and these are communicated to students and stakeholders.
IP.B.1.3.4	The ratio between the number of teaching staff and the number of students, corresponding to the enrolment capacity of the study programme evaluated, complies with the provisions of the standards specific to the field of study, promoted by ARACIS.
IP.B.1.3.5	The subject sheets clearly present specific and general competences, learning outcomes, ensuring the correlation of the university study programme with the National Qualifications Framework, as recorded in the National Register of Higher Education Qualifications (NRQHE).
IP.B.1.3.6	HEI ensures the quality of exchange programmes and international mobility of students, teaching and administrative staff and promotes mobility at all levels.
IP.B.1.3.7	HEI meets the quality criteria specific to integrated degree programmes if it offers such degree programmes.
S.B.1.4. Relevance of university degree programmes	
IP.B.1.4.1	HEI has implemented procedures for annual peer review of how knowledge is transmitted and assimilated by students.
IP.B.1.4.2	The study programme is designed with the involvement of representatives of the academic environment, including students, of the socio-economic and cultural-artistic environment and of the labour market.

Areas, criteria, standards and performance indicators	
IP.B.1.4.3	Study programmes are designed and regularly reviewed on the basis of peer reviews with students, alumni and employer representatives, and benefit from external expertise.
S.B.1.5. Extending the reach of university degree programmes	
IP.B.1.5.1	University study programmes are also organised to meet the needs of different categories of students, such as students enrolled in part-time study programmes, students with disabilities, students who are already employed, mature students who wish to study for professional purposes, personal development, etc.
Criterion B.2. Learning outcomes	
S.B.2.1. Learner-centred teaching, learning and assessment methods	
IP.B.2.1.1	Student-centredness of teaching, learning and assessment methods is the responsibility of the HEI/organisation and each teacher, through the appropriate design of teaching methods and learning environments. The student - teacher relationship is based on partnership, with each taking responsibility for achieving the learning outcomes. Learning outcomes are explained and discussed with students in terms of their relevance to their professional and personal development.
IP.B.2.1.2	Teachers use the resources of new ICT technologies, which facilitate a permanent dialogue with students, as well as auxiliary materials, which allow the creation of a supportive teaching/learning environment oriented to the students' needs. Teachers flexibly use a variety of pedagogical methods and educational technologies to encourage debate, exchange of views and teamwork.
IP.B.2.1.3	The teaching and learning process involves both direct teaching activities and individual study.
IP.B.2.1.4	Teachers receive pedagogical training in teaching at university level. In addition to training/teaching skills, they– also have skills in advising, monitoring and facilitating learning processes.
IP.B.2.1.5	There is ongoing work in HEI to identify, develop, test, implement and evaluate new techniques for effective learning, including new applications of information and communication technology.
IP.B.2.1.6	The teaching/learning strategy also takes into account the needs of students with disabilities, the particularities of students with special needs, considers and uses different methods of organising the learning and teaching process where appropriate. Students with permanent or temporary disabilities benefit from alternative methods of examination and assessment.
IP.B.2.1.7	The assessment of students is objective and is done on the basis of criteria and methods clearly established at the beginning of the semester, as well as on the basis of scales made known to the students by means of subject sheets. The procedures for challenging the assessment of competences and skills are public and provide students with guarantees of an objective reassessment.

Areas, criteria, standards and performance indicators	
IP.B.2.1.8	HEI has procedures for the recognition and completion of periods of study for student mobility cases.
IP.B.2.1.9	HEI provides opportunities for students' educational and professional needs to complete, discontinue or terminate and continue their studies in the degree programs to which they have been admitted.
IP.B.2.1.10	The HEI policy on assessment of learning outcomes is fair, equitable, understood by students and in line with the HEI pedagogical approach.
IP.B.2.1.11	The diversity and relevance of assessment forms allow students to demonstrate the extent to which the expected learning outcomes have been achieved. For each subject the evaluations are in line with the expected learning outcomes.
IP.B.2.1.12	Learning outcomes are subject to a continuous process of updating to labour market requirements and monitoring their relevance.
IP.B.2.1.13	HEI supports the development of innovative and pedagogically excellent projects with the aim of improving the integration of graduates in the field for which they have been trained and contributing to the development of study materials in modern formats appropriate to the achievement of learning outcomes.
IP.B.2.1.14	HEI regularly monitors and evaluates the implementation of innovative projects to ensure that they achieve their objectives and meet the needs of students.
IP.B.2.1.15	The students' level of prior learning is taken into account when designing study materials. They facilitate individual study and enable the development of collaborative learning and project-solving techniques. The study materials provide a high level of interactivity and promote critical thinking.
IP.B.2.1.16	The HEI regularly monitors and evaluates, through meetings with students, the implementation of the study programmes to ensure that they meet the proposed objectives and respond to students' training needs.
IP.B.2.1.17	HEI systematically collects data from the socio-economic environment on the quality and relevance of degree programmes, including studies on the labour market integration of graduates.
IP.B.2.1.18	The study groups (teaching series, groups and sub-groups) are sized in such a way as to ensure the efficient running of the educational process and the assimilation of practical skills.
IP.B.2.1.19	Teachers have office hours available to students and customise tutoring at the student's request. There are tutors or year tutors or other forms of association between a teacher and a group of students.
IP.B.2.1.20	In the evaluation process of the internship/artistic creation/scientific research activity, the assessment of the internship tutor/scientific supervisor of the entity/organisation where the activity took place is taken into account.
IP.B.2.1.21	An additional number of credits may be allocated to students' extra-curricular activities, provided that there is a mechanism in place for the academic assessment and recognition of acquired skills and abilities.

Areas, criteria, standards and performance indicators	
S.B.2.2. Making use of university qualifications obtained through further studies	
IP.B.2.2.1	[**]). Continuation of studies: at least 20% of the graduates of the last two years of bachelor's studies are admitted to master's studies, regardless of the field. [**]) For regulated professions in the fields of medicine, dentistry and pharmacy, specialised indicators apply, taking into account training through residency.
S.B.2.3. Valorisation through employability	
IP.B.2.3.1	HEI continuously monitors the career of its graduates through its own system and provides a detailed annual report for all degree programmes. At least 50% of the total number of graduates in each series passed the final exam.
IP.B.2.3.2	At least 50% of graduates are employed within two years of graduation at the level of university qualification obtained.
IP.B.2.3.3	HEI has and implements regulations on regular survey of alumni opinion on their satisfaction with the educational process, student services and infrastructure offered by the university.
IP.B.2.3.4	More than 50% of graduates rate the learning environment offered by the university positively in relation to labour market requirements.
IP.B.2.3.5	The number of graduates of the evaluated Master's degree programmes in the field employed in the academic or socio-economic, cultural-artistic and sports environment in the field of study, one year after graduation, in relation to the number of non-employed students at the beginning of the Master's degree in the field is monitored by the HEI as a basis for the development of the Master's degree programme.
S.B.2.4. Career guidance for students	
IP.B.2.4.1	Teachers have office hours available to students and customise tutoring at the student's request, according to an announced schedule. There are tutors or year tutors, who are in constant contact with students.
IP.B.2.4.2	There is a guidance centre type structure for guiding students in their choice of courses and careers at HEI and/or individual faculty level. The centre is adequately resourced to carry out its activities and publishes an annual activity report.
Criterion B.3. Scientific research activity	
S.B.3.1. Research programmes	
IP.B.3.1.1	The HEI/organisation promotes a culture of research and ensures that there is a common understanding of the nature, role and objectives of this activity. Research activities are based on a research plan.
IP.B.3.1.2	The long-term strategy and the medium- and short-term research programmes are adopted by the Senate and Faculty Councils respectively.

Areas, criteria, standards and performance indicators	
IP.B.3.1.3	The HEI has sufficient financial, logistical and human resources to achieve the proposed research objectives.
IP.B.3.1.4	HEI supports student participation in research projects, including allocating financial resources to this end. Students are encouraged to participate in research programmes and have access to the university's research infrastructure.
IP.B.3.1.5	HEI ensures that research projects have achieved their objectives.
IP.B.3.1.6	The HEI has human, material and financial potential and exploits the opportunities offered by the regional, national and international scientific research environment.
IP.B.3.1.7	The HEI organises research structures on the basis of criteria that take into account priorities, scientific skills of staff, infrastructure, etc.
IP.B.3.1.8	The HEI/organisation has a code of ethics and academic integrity according to which research is carried out in accordance with the rules of professional ethics to ensure constant vigilance against possible fraud or misconduct in research activities, including active measures to prevent and eliminate any form of plagiarism.
IP.B.3.1.9	There are documents showing certification of the fulfilment of quality or excellence standards in scientific research, in terms of organisation, follow-up of research projects, internal approval of results and elimination of unethical practices.
S.B.3.2. Transfer of scientific research results into the education process	
IP.B.3.2.1	The HEI/organisation promotes scientific research in the teaching-learning process of the study programmes and demonstrates that the results of research activities are integrated into the educational process.
IP.B.3.2.2	The HEI/organisation supports the creation of research groups that include students.
IP.B.3.2.3	The value of research is reflected in the content of the study programmes, which is constantly renewed by introducing new knowledge resulting from scientific research, including our own.
IP.B.3.2.4	The number of graduates of Master's degree programmes who continue their studies through PhD programmes, in relation to the number of graduates in the Master's field in the last five graduating classes, regardless of the doctoral school (own or external) is monitored by the HEI.
S.B.3.3. Developing and exploiting research at national and international level	
IP.B.3.3.1	The HEI has a procedure for monitoring and evaluating research activities.
IP.B.3.3.2	Research is exploited through: publications for teaching purposes, scientific publications, technology transfer through consultancy centres, science parks or other exploitation structures, the production of new products, etc. In higher education in *arts,* creative activity is evaluated by specific means. In fields such as *Medical Sciences, Agricultural Sciences, Technical Sciences, Architecture, Urban Planning*, etc., where research results are also exploited through

Areas, criteria, standards and performance indicators	
	projects on the basis of which new products are developed, infrastructure development or environmental protection works are carried out, etc. These results will also be taken into account.
IP.B.3.3.3	HEI regularly organises scientific sessions , symposia, conferences, round tables, and the works are published in scientific volumes with ISBN/ISSNor in volumes dedicated to the organised activity.
IP.B.3.3.4	Research results are appreciated nationally (awards, citations, etc.) and publications, patents, major papers, etc. are listed in international databases.
IP.B.3.3.5	The HEI supports and rewards research groups in various ways, in accordance with the law, including material support for participation in national and international scientific events, etc.
Criterion B.4. Financial activity of the institution	
S.B.4.1. The own budget and accounting system are adequate to ensure financial resources for education and research activities.	
IP.B.4.1.1	The HEI/organisation has an annual income and expenditure budget, approved and implemented in accordance with the law.
IP.B.4.1.2	The financial resources approved and allocated to each degree programme take account of contingencies at a level that ensures that any variation between planned and actual financial performance will not compromise academic standards and student interests. They will have to be protected even in situations where the number of students enrolled is lower than originally planned.
IP.B.4.1.3	Student tuition fees are calculated in relation to the average tuition costs per academic year.
IP.B.4.1.4	High-performing students and those from disadvantaged socio-economic backgrounds are materially supported in their educational and extra-curricular activities.
IP.B.4.1.5	Students are informed about the financial assistance possibilities offered by HEI and how to use the tuition fees.
IP.B.4.1.6	The HIA shall provide proof of the organisation and operation of its accounts by means of the inventory register, the balance sheet, the budget outturn account and the management report, which shall show that the expenditure incurred is in accordance with the legislation in force, the revenue received and its destination, and the non-profit nature of the HEI.
IP.B.4.1.7	The accounting activity is computerised and the aim is to adapt the software used to the legal provisions.
IP.B.4.1.8	Audit, public accountability and transparency are in accordance with legal requirements and the HEI demonstrates internal and external audit of its financial activity. The balance sheet, the budget outturn account and the results of the external audit of the financial statements are made public following the Senate's review.

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IP.B.4.1.9	The HEI/Faculty/Department provides adequate financial support for the development of the research foreseen in the curriculum of the research Master's degree programmes in the assessed Master's field.
AREA C. Quality management	
Criterion C.1. Strategies and procedures for quality assurance	
S.C.1.1. Structures and policies for quality assurance	
IP.C.1.1.1	HEI has a central Quality Assessment and Assurance Committee and faculty committees working in an integrated way. The Commission for Quality Assessment and Assurance is established and has the composition established according to the legislation in force and coordinates the application of procedures and the conduct of internal evaluation activities at institutional, subject and programme level.
IP.C.1.1.2	A culture of quality is actively promoted at all levels in the HEI/organisation, actions are taken to promote mutual respect in the student-teacher relationship, and the HEI/organisation has procedures in place to address student grievances.
IP.C.1.1.3	Students are involved in all quality assurance processes and structures at all institutional levels.
IP.C.1.1.4	For quality assessment and monitoring, the central committee sets qualitative and quantitative *benchmarks* against other HEIs in the country.
IP.C.1.1.5	The HEI/organisation has strategies and policies focused on quality assurance and has the means to achieve it. These are known in each organisational structure of the HEI and stimulate the participation of every member of the teaching and research staff, students and other staff in internal quality assurance.
IP.C.1.1.6	The HEI/organisation has quality procedures and standards for its core processes in areas such as teaching, evaluation, scientific research, internationalisation, cooperation and services for the benefit of society.
IP.C.1.1.7	Corrective actions are systematically implemented when dysfunctions or non-conformities highlighted in internal and external evaluations and/or following complaints are identified.
IP.C.1.1.8	The HEI reports annually on how it is achieving the programme's provisions on quality assurance: academic performance, research results, institution image, material base, student support and evidence of the application of quality policies. That report is public.
Criterion C.2. Procedures for the initiation, monitoring and periodic review of quality assurance programmes and activities	
S.C.2.1. Approval, monitoring and periodic evaluation of study programmes and degree completion documents	

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IP.C.2.1.1	Regulations on the approval, monitoring and periodic evaluation of study programmes and degree completion documents exist, apply and provide for the involvement of all stakeholders, i.e. students, graduates and employers in the processes of designing and reviewing university study programmes.
IP.C.2.1.2	The HEI updates university study programmes taking into account: identified labour market perspectives; methodological innovation in teaching-learning-assessment processes; the potential of material, financial and human resources; student results at the end of an academic year and study period; employability rate of graduates in the field of study; dropout rate; study programme relevance.
IP.C.2.1.3	The Regulation provides for periodic, usually annual, quality evaluations per study programme and per institution.
IP.C.2.1.4	Diplomas are issued in accordance with the requirements of the university qualification, based on expected learning outcomes.
IP.C.2.1.5	Graduates receive a free Diploma Supplement containing all the information required by the regulations in force.
IP.C.2.1.6	At the level of the faculty/department coordinating the study programme there is a committee for quality assessment and assurance, which ensures the conduct of activities and the application of quality assessment and assurance procedures.
IP.C.2.1.7	University degree programmes are regularly evaluated on the following aspects: identified labour market needs and objectives, teaching-learning-assessment processes, material and human resources, concordance between stated learning outcomes and their assessment methods, results on progress and success rate of graduates, employability rate of graduates in the field of study, existence of a quality management system to ensure continuity and relevance.
IP.C.2.1.8	The HEI shall draw up an annual report on the implementation of the internal quality assurance programme and make it public.
Criterion C.3. Objective and transparent procedures for assessing learning outcomes	
S.C.3.1. Test results assessment	
IP.C.3.1.1	The HEI/organisation has a set of rules and regulations for the assessment and marking of students, which is rigorously and consistently applied.
IP.C.3.1.2	According to the regulations, at least one other specialist teacher participates in the examination, in addition to the course holder.
IP.C.3.1.3	There is a procedure for students to challenge the assessment and for the resolution of appeals, which is made known to them.

Areas, criteria, standards and performance indicators	
IP.C.3.1.4	The assessment is based on the forms mentioned in the subject sheets and are made known to the students. The forms of assessment are diverse and encourage critical thinking, creativity, teamwork, etc.
IP.C.3.1.5	Student assessment procedures are focused on learning outcomes and announced to students. Students are given information after the assessment (feedback).
IP.C.3.1.6	Formative assessment ensures continuity and consistency in learning and is carried out during each semester.
IP.C.3.1.7	The number and distribution of examination forms in a semester are organised in such a way as to ensure the necessary time for both student preparation and the assessment process.
IP.C.3.1.8	Student appeals on evaluations are dealt with in accordance with the appeals procedure.
IP.C.3.1.9	Completion of university studies involves the production of a bachelor's thesis/diploma/dissertation/doctoral thesis that demonstrates the student's ability to complete a given task independently and to the required standard.
Criterion C.4. Procedures for regular evaluation of the quality of teaching staff	
S.C.4.1. Quality of teaching and research staff	
IP.C.4.1.1	The HEI/organisation shall ensure the competence of its teaching and research staff and implement transparent processes for recruitment, integration and development of staff, in accordance with the national regulations in force.
IP.C.4.1.2	The qualifications and competences of the teaching staff correspond to the academic requirements of the study programmes.
IP.C.4.1.3	Teachers receive pedagogical training in teaching at university level. In addition to training/teaching skills, they also have the skills to advise, monitor and facilitate learning processes.
IP.C.4.1.4	Depending on the specificities of the study programme, the HEI determines the optimal ratio between the total number of students corresponding to the approved tuition capacity and the number of full time, full time and associate teachers, respecting the specific standards set by ARACIS, in comparison with international good practice or with the training requirements for regulated professions in the European Union. In the quality assessment a teacher is considered to be tenured in one university.
IP.C.4.1.5	The HEI/organisation promotes and provides continuous professional development for teachers, based on annual/multi-annual programmes.
IP.C.4.1.6	HEI supports the participation of teaching and teaching assistants in national and international mobility programmes for education and research.
S.C.4.2. The HEI/organisation has transparent mechanisms and procedures in place for the regular appraisal of teaching, research, support and administrative staff	

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IP.C.4.2.1	Peer review is organised annually and is based on clear and public procedures.
IP.C.4.2.2	For each department there is a committee for the annual evaluation of the teaching and research performance of each teacher/researcher. This committee draws up an annual report on the quality of teaching and research staff.
IP.C.4.2.3	Teaching staff evaluation by students is compulsory and is performed every semester, exclusively in the absence of any external factor and with the guarantee of confidentiality of the evaluator. The evaluation results are confidential, accessible only to the department director, the dean, the rector and the person evaluated.
IP.C.4.2.4	The results of teaching staff evaluation by students are reported individually, statistically processed by departments, faculties and HEIs, and analysed in order to take measures to improve the quality of teaching.
IP.C.4.2.5	Teaching staff is self-evaluated and evaluated annually by the department director. The annual evaluation is multi-criteria.
IP.C.4.2.6	The HEI/organisation has transparent and effective procedures for evaluating the performance of teaching and administrative staff, including students.
Criterion C.5. Accessibility of appropriate learning resources	
S.C.5.1. Learning resources and student services	
IP.C.5.1.1	The HEI/organisation provides learning resources - textbooks, treatises, bibliographical references, anthologies, etc. - for each study programme in libraries, resource centres, etc., in classical or electronic format and free of charge. In addition to electronic access, the university library/resource centre has an appropriate number of national and international printed volumes and subscriptions to major national and international journals. Each library/resource centre has a programme tailored to the needs of students.
IP.C.5.1.2	Teaching materials are designed based on modern pedagogical principles using digital technologies and experiential teaching methods.
IP.C.5.1.3	Study programmes taught in languages other than Romanian have study resources in the libraries in the teaching language, of adequate quality and in sufficient numbers.
IP.C.5.1.4	The ratio of available learning resources to the number of students is such that each student has free access to any resource, according to the objectives and requirements of the study programmes.
IP.C.5.1.5	The HEI/organisation ensures appropriate access to learning resources for students with special needs or disabilities.
IP.C.5.1.6	HEI/organisation provides modern teaching and learning resources (e-learning platforms, databases, virtual libraries, simulators, etc.) for all forms of education: full-time learning, part-time learning (PTL) and distance learning (ID).

Areas, criteria, standards and performance indicators	
IP.C.5.1.7	The HEI/organisation applies policies to support students from disadvantaged social groups and students with learning difficulties.
IP.C.5.1.8	Internal quality assurance structures monitor the teaching process so that each teacher applies up-to-date student-centred teaching, learning and assessment strategies for each subject.
IP.C.5.1.9	HEI has programmes to encourage high achievers and to help students with learning difficulties to catch up or adapt to the academic environment in order to reduce drop-out.
IP.C.5.1.10	The HEI/organisation ensures that students receive adequate support from teachers (mentoring and tutoring activities, etc.) to progress in their learning.
IP.C.5.1.11	The HEI/organisation has dedicated structures and procedures to facilitate internal and external student mobility.
IP.C.5.1.12	HEI carries out community engagement activities for the benefit of students to strengthen their democratic values and civic responsibility.
IP.C.5.1.13	HEI has social, cultural and sports services for students (accommodation, sports facilities, various counselling services, etc.). Students are informed about the existence of these services.
IP.C.5.1.14	The HEI strategic plan provides for the diversification and improvement of student services, which are regularly monitored and evaluated, including by surveying student perceptions of their quality.
IP.C.5.1.15	HEI provides students with the necessary infrastructure and resources to carry out their own extra-curricular activities and those of student organisations.
IP.C.5.1.16	HEI provides social services and dormitory accommodation for students living outside the locality, in comfortable and well-equipped conditions.
Criterion C.6. Internal quality assurance database	
S.C.6.1. Information systems	
IP.C.6.1.1	The HEI/organisation has an IT system that facilitates the collection, processing and analysis of data and information relevant to institutional quality assessment and assurance. The strategic objectives and operational decisions of the HEI are based on the information collected and analysed.
IP.C.6.1.2	HEI records the results of students ' academic activity in accordance with the legislation in force using catalogues, registers, single register (RMU), summary documents, school reports , diplomas, diplomasupplements , etc., in physical and electronic format.
S.C.6.2. HEI database on internal quality assurance	
IP.C.6.2.1	The HEI quality assurance database is continuously updated with all relevant information.

Areas, criteria, standards and performance indicators	
Criterion C.7. Transparency of information of public interest on study programmes and, where appropriate, certificates, diplomas and qualifications offered	
S.C.7.1. Public information on the mission and work of the HEI/organisation	
IP.C.7.1.1	The HEI/organisation and all its faculties provide information and data, quantitative and qualitative, current and accurate, on qualifications, degree programmes, diplomas, teaching and research staff, facilities offered to students, and on any issues of interest to the public in general and students in particular.
IP.C.7.1.2	Students are provided with a student guide, updated annually, with all relevant information about their academic career, extra-curricular activities and support services available, their rights and the opportunities offered by the HEI/organisation.
S.C.7.2. Response of the HEI/organisation to the request for public information on the mission and work of the institution from stakeholders	
IP.C.7.2.1	The HEI/organisation responds to requests for public information, as required by law, through a dedicated internal structure staffed by qualified personnel.
Criterion C.8. Functioning of education quality assurance structures according to law	
S.C.8.1. Institutional structure for quality assurance in education	
IP.C.8.1.1	The internal structures for quality assurance of education are in compliance with the legal provisions and are continuously operating. The application of procedures and the implementation of evaluation and quality assurance activities are coordinated at the level of the HEI/organisation.
IP.C.8.1.2	The evaluation procedures on the quality of education have been approved by the University Senate.
IP.C.8.1.3	The annual internal quality assessment report is approved by the University Senate, disseminated through publication, including in electronic format, and makes proposals for improving the quality of education.
IP.C.8.1.4	Internal education quality assurance structures are staffed with qualified personnel who support HEI staff in documenting and monitoring measures to increase the quality of education, research and social and support services offered to students.
Criterion C.9. Regular external quality assurance	
S.C.9.1. HEIs undergo regular external quality assurance assessment procedures in accordance with the ESG and national regulations	
IP.C.9.1.1	Accredited HEIs and their educational structures (study programmes, master's fields, doctoral studies) are subject to external quality assessment on a cyclical basis, according to the legislative provisions in force.

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IP.C.9.1.2	The HEI implements the recommendations made by members of the external quality assessment committees, partners and beneficiaries.
Criterion C.10. Accuracy of reporting required by the legislation in force	
S.C.10.1. Preparation, drafting and submission of reports required by law by the competent institutions	
IP.C.10.1.1	The HEI/organisation is obliged to draw up and submit the reports required by law by the competent institutions, ensuring the accuracy of the data and compliance with deadlines.

The applicability of the standards and performance indicators for the educational structures evaluated, according to the objective of the evaluation, is presented in Annex 2.1.

Annex 2.1 Applicability of standards and performance indicators for the educational structures evaluated, according to the objective of the evaluation

Higher Education Institution (HEI) is the organisation providing higher education education authorised to operate provisionally or accredited that requests ARACIS to initiate the external evaluation procedure.
The organisation interested in providing education services, referred to in the Methodology as "the organisation", is a legal entity that includes educational activities in its statutes and undergoes the authorisation process to become an education provider.

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
AREA A. Institutional capacity								
Criterion A.1. Institutional, administrative and managerial structures	**X**			**X**			**X**	
S.A.1.1. HEI mission, objectives, vision and strategy	**X**			**X*)**			**X*)**	
IP.A.1.1.1. *Mission statement, objectives and strategic vision.* The mission and objectives of the HEI are public, respond to society's needs and ensure sustainable institutional development. The HEI has documents on its establishment, structure and functioning.	X	X	X	-	-	-	-	-
IP.A.1.1.2. *University Charter.* HEI has an approved University Charter, the provisions of which are public, consistent with national legislation and the principles of the European Higher Education Area, known to the members of the university community.	X	X	X	-	-	-	-	-
IP.A.1.1.3. *Strategic objectives of the HEI.* The objectives of the HEI are clear and individualise it in the National Higher Education System.	X	X	X	-	-	-	-	-
IP.A.1.1.4. *Strategic vision.* The HEI proves that it has regulations in place to implement the strategic plan and operational plans. The strategic plan and operational plans are public, known and applied by members of the university community. HEI strategy and policies are in line with the stated mission.	X	X	X	-	-	-	-	-
IP.A.1.1.5. *Consistency of the national objectives of the HEI with its internationalisation objectives.* The activities mentioned in the strategic plan are in line with the national and international objectives of the HEI.	X	X	X	-	-	-	-	-
IP.A.1.1.6. *Implementation of the strategic plan and achievement of objectives.* The HEI has mechanisms in place to ensure that objectives are achieved through the implementation of the strategic plan.	X	X	X	-	-	-	-	-
S.A.1.2. Stakeholder involvement in the development and implementation of the HIA/organisation strategy	**X**			**X**			**X**	
IP.A.1.2.1. Internal stakeholders (teaching staff, research staff, students, administrative staff) are consulted and involved in the development of the institutional strategy. HEI takes into account the views of students in areas where they have a direct interest.	X	X	X	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.1.2.2. External stakeholders (employers, experts, authorities, etc.) are consulted and involved in the development of the institutional strategy with reference to academic training, research involvement, graduate employability, etc.	X	X	X	-	-	-	-	-
IP.A.1.2.3. The mission and objectives of the degree programmes are in line with the mission of the higher education institution and the educational requirements identified in the labour market.	X	X	X	X	X	X	X	X
IP.A.1.2.4. HEI/organisation encourages creativity, innovation and institutional accountability for both staff and students.	X	X	X	X	X	X	X	X
IP.A.1.2.5. The professional Master's degree programmes create the prerequisites for continuing studies in the third cycle of academic studies and continuous professional career development through postgraduate studies, and the research programmes offer opportunities for continuing studies in the doctoral cycle, through the recognition of study modules in the Master's cycle and internships at partner universities.	-	-	-	-	-	-	X	X
S.A.1.3. Community involvement, contribution of the HEI/organisation to social, economic and cultural development at local, regional and national level, in line with its mission	**X**			**X**			**X**	
IP.A.1.3.1. The HEI/organisation has a good reputation in the social, economic and cultural environment and is actively involved in the development of local, regional and national projects in cooperation with other universities, professional associations or other stakeholders.	X	X	X	X	X	X	X	X
IP.A.1.3.1. Ref. 1: HEI has structures responsible for the policies and objectives of community involvement and social outreach actions. HEI organises social activities and promotes social dialogue. Staff participate in collaborative initiatives with external stakeholders/partners.	X	X	X	-	-	-	-	-
IP.A.1.3.1. Ref. 2: HEI carries out consultancy, artistic creation and community development projects, including community outreach. HEI allocates logistical, human, material and financial resources to the implementation of these projects.	X	X	X	-	-	-	-	-
IP.A.1.3.1. Ref. 3: Community service, development or social work projects are disseminated to the academic community. Students are involved in projects with local, regional and national impact.	X	X	X	-	-	-	-	-
IP.A.1.3.1. Ref. 4: HEI contributes to the social, economic and cultural development of the development region and nationally. HEI collaborates with all relevant national structures and institutions and makes a proactive contribution to improving policy and quality in the national IS system.	X	X	X	-	-	-	-	-
S.A.1.4. Implementation of the collaboration and partnership strategy at regional, national, European and international level	**X**			**-**	**-**	**-**	**-**	**-**

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.1.4.1. The HEI develops and implements action plans for internationalisation strategies, setting cooperation policy priorities with stakeholders.	X	X	X	-	-	-	-	-
IP.A.1.4.2. The strategy and objectives that HEI has set for its teaching, learning, research, internationalisation and societal activities correspond to its mission and to the regional, national and international context.	X	X	X	-	-	-	-	-
IP.A.1.4.3. HEI initiatives for the internationalisation of higher education have led to agreements with other universities for training, research or joint projects at national and/or international level.	X	X	X	-	-	-	-	-
IP.A.1.4.3. Ref. 1: HEI is part of international consortia of European universities.	X	X	X	-	-	-	-	-
S.A.1.5. Management and administration		**X**		-	-	-	-	-
IP.A.1.5.1. HEI has internal rules of operation, approved in accordance with the regulations in force. There is a clear and transparent division of responsibilities, tasks and authority for each of the management structures.	X	X	X	-	-	-	-	-
IP.A.1.5.2. The management system uses information and communication systems, such as Internet and Intranet, involving members of the university community, i.e. teaching staff, auxiliary teaching staff, administrative staff, students and other beneficiaries and partners of the HEI.	X	X	X	-	-	-	-	-
IP.A.1.5.2. Ref.1: Representatives of the economic and social environment, education trade unions, other beneficiaries and partners of the HEI are involved in the management structures.	X	X	X	-	-	-	-	-
IP.A.1.5.3. Students are also part of the governing structures of the HEI and their number respects the legal provisions.	X	X	X	-	-	-	-	-
IP.A.1.5.4. The mechanism for electing student representatives to senate, councils and other structures is clearly described in the University Charter and internal regulations, is democratic and transparent, non-discriminatory and does not limit the right of students to represent and be represented. The process of establishing and electing management structures and functions at university, faculty and department level shall respect the principle of representativeness by faculty, department, section/teaching line, degree programme, as appropriate.	X	X	X	-	-	-	-	-
IP.A.1.5.5. Teaching staff, teaching assistants, administrative staff and students have the opportunity to participate in decision-making processes regarding planning of activities, allocation of resources, evaluation of results, curriculum design, etc.	X	X	X	-	-	-	-	-
IP.A.1.5.6. Legally constituted student organisations express opinions and make proposals on all matters of general interest to the HEI (development prospects, educational plans, research programmes, social and cultural issues, internal regulations, etc.).	X	X	X	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.1.5.7. HEI supports student initiatives and funds their activities within the legal framework.	X	X	X	-	-	-	-	-
IP.A.1.5.8. HEI has a strategic plan, with a horizon of at least four years, which can be updated according to the evolution and context of higher education.	X	X	X	-	-	-	-	-
IP.A.1.5.9. Annual operational plans are subsequent to the strategic plan and are rigorously implemented.	X	X	X	-	-	-	-	-
IP.A.1.5.9. Ref. 1: HEI demonstrates that it involves its economic and social partners in updating and implementing the strategic plan, including by tracking the career development of its own graduates.	X	X	X	-	-	-	-	-
IP.A.1.5.10. The HEI has administrative structures that comply with the legal regulations on the number and qualifications of its staff.	X	X	X	-	-	-	-	-
IP.A.1.5.11. The HEI has governing structures and bodies at all levels, each with its own authority and powers.	X	X	X	-	-	-	-	-
IP.A.1.5.12. Administrative structures have mechanisms to continuously improve their performance.	X	X	X	-	-	-	-	-
IP.A.1.5.12. Ref. 1: The level of computerisation of administrative structures is regularly upgraded to keep up with international best practice.	X	X	X	-	-	-	-	-
IP.A.1.5.13. Within the HEI, there are regulations on the system for dealing with student complaints, appeals and requests.	X	X	X	-	-	-	-	-
S.A.1.6. Academic ethics and integrity, code of ethics, academic freedom and academic autonomy	**X**			**X**			**X**	
IP.A.1.6.1. The HEI/organisation has a Code of Ethics and Professional Conduct, upholding the values of academic freedom, academic autonomy and ethical integrity, approved by the University Senate.	X	X	X	X	X	X	X	X
IP.A.1.6.2. The Code of Ethics and Professional Conduct provides for active measures to prevent and eliminate all forms of plagiarism and to promote the principles of ethics and integrity among all members of the academic community.	X	X	X	X	X	X	X	X
IP.A.1.6.3. The Code of Ethics and Professional Conduct provides mechanisms and measures to ensure equal opportunities and protection against intolerance and discrimination of any kind.	X	X	X	X	X	X	X	X
IP.A.1.6.4. The curricula of the degree programmes provide for separate ethics and integrity courses.	X	X	X	X	X	X	X	X
IP.A.1.6.5. Professionalism and ethical behaviour of human resources are expected, expected, monitored and evaluated systematically at the level of each study programme, ensuring the successful implementation of the provisions of the Code of Ethics and Professional Conduct.	X	X	X	-	-	-	X	X
IP.A.1.6.6. The HEI/organisation ensures compliance with ethical rules in research.	X	X	X	X	X	X	X	X
IP.A.1.6.7. The Code of Ethics and Professional Conduct provides mechanisms for the operational handling of complaints of breaches of ethics and professional integrity, which are also mentioned in the Rector's annual report.	X	X	X	X	X	X	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.1.6.8. The HEI/organisation demonstrates that the consistent application of active prevention measures and the promotion of ethics and integrity principles in all the processes it manages - management, education, research - has led to improved performance.	X	X	X	-	-	-	X	X
IP.A.1.6.9. The HEI/organisation has a policy based on prevention of possible breaches of the Code of Ethics and Academic Integrity, demonstrating this through public statements, studies, analyses or measures.	X	X	X	X	X	X	-	-
S.A.1.7. Public accountability and responsibility		**X**			**X**			**X**
IP.A.1.7.1. The HEI/organisation assumes the responsibility to take all measures to ensure the quality of its educational offer according to the legitimate expectations of society and its continuous improvement in line with its stated mission.	X	X	X	X	X	X	X	X
IP.A.1.7.2. HEI has internal audit practices in place in relation to the main areas of academic activity. An annual academic audit report is published, debated in the Senate, and a plan of action is drawn up to improve activity.	X	X	X	-	-	-	-	-
IP.A.1.7.3. Internal audit is carried out effectively, regularly and on an internally regulated basis at the level of the HEI and the departments.	X	X	X	-	-	-	-	-
IP.A.1.7.4 Stakeholders are consulted and involved in the design and implementation of policies and actions on public accountability and responsibility.	X	X	X	-	-	-	-	-
IP.A.1.7.5. The internal audit concerns administrative, financial/accounting, academic integrity, teaching, student assessment, research and student services issues. An annual academic audit report is published, debated in the Senate and an improvement plan is drawn up.	X	X	X	-	-	-	-	-
IP.A.1.7.6. HEI demonstrates the implementation of the measures set out in the improvement plan, reports annually and makes public the status of the implementation of the improvement measures and the results achieved.	X	X	X	-	-	-	-	-
Criterion A.2. Material basis		**X**			**X**			**X**
S.A.2.1. Assets, endowment, financial resources allocated, support for students		**X**			**X**			**X**
IP.A.2.1.1. The HEI/organisation has appropriate teaching, research and other facilities, either its own (at least 70% for accreditation) or rented, which it makes available to all students and teaching staff.	X	X	X	X	X	X	X	X
IP.A.2.1.2. HEI provides teaching and research facilities that comply with the technical, safety and hygiene and sanitary standards in force. The indicator also refers to accommodation and other facilities provided to students for social, cultural or sporting activities.	X	X	#	X	X	X	X	X
IP.A.2.1.3. The number of seats in lecture, seminar, laboratory and project rooms is correlated to the size of the study groups - series, groups, sub-groups, etc., according to the regulations in force.	-	-	-	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.2.1.4. The HEI has infrastructure development plans, dependent on projected revenues.	X	X	X	-	-	-	-	-
IP.A.2.1.5. Spaces for teaching, research, accommodation, dining and other student support and extra-curricular activities, including medical offices, are accessible to disabled people.	X	X	#	-	-	-	-	-
IP.A.2.1.6. The classrooms are equipped with technical equipment and software products suitable for teaching, learning and communication, which facilitate the work of the teacher and the receptiveness of each student. The number of seats in lecture, seminar, laboratory and project rooms is correlated to the size of the study groups - series, groups, sub-groups, etc., according to the regulations in force.	X	X	X	X	X	X	X	X
IP.A.2.1.7. The own or rented research premises/laboratories have the equipment and technical means appropriate to the requirements of the topics addressed.	X	X	X	X	X	X	X	X
IP.A.2.1.7. Ref. 1: The equipment of the teaching and research laboratories is comparable to that of prestigious international HEIs.	X	X	X	-	-	-	-	-
IP.A.2.1.8. The IT infrastructure is efficiently managed, maintained in good working order and updated in line with the latest developments in IT and media technologies.	X	X	X	X	X	X	X	X
IP.A.2.1.9. The HEI/faculty organising the Master's degree programmes provides students with electronic access to international databases specific to the Master's degree programme.	-	-	-	-	-	-	X	X
IP.A.2.1.10. Communication systems and access to public information are available to all members of the university community.	X	X	X	-	-	-	-	-
IP.A.2.1.11. The study programmes benefit from e-learning platforms where course materials and other teaching materials are posted.	X	X	X	X	X	X	X	X
IP.A.2.1.12. The HEI shall demonstrate that it has sufficient financial resources to support its specific activities on the basis of an annual budget.	X	X	X	-	-	-	-	-
IP.A.2.1.12. Ref.1: The HEI demonstrates that it has forward-looking financial resources, a three/four year budget projection and short and medium term financial policies to ensure financial sustainability.	X	X	X	-	-	-	-	-
IP.A.2.1.12. Ref. 2: The HEI has substantial financial reserves, diversified sources of funding and demonstrates rigour in planning and defining investment and financial management policies.	X	X	X	-	-	-	-	-
IP.A.2.1.13. Planning and budgeting for learning resources and student support services takes into account the requirements of a diverse student population (mature students, those in PTL or DL forms of education, employed students or international students, students with disabilities), the paradigm shift towards student-centred learning and flexible modes of teaching and learning. Students are informed about the existence of these resources.	X	X	X	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.2.1.14. HEI has a regulation for the awarding of scholarships and other forms of material support to students, which it applies consistently, in compliance with the legal provisions in force. Scholarships are awarded from State budget allocations and own resources.	X	X	X	-	-	-	-	-
IP.A.2.1.14. Ref. 1: The proportion of the HEI's own resources in the scholarship fund shall be at least 10%.	X	X	X	-	-	-	-	-
IP.A.2.1.14. Ref. 2: The proportion of the HEI's own resources in the scholarship fund shall be at least 20%.	X	X	X	-	-	-	-	-
IP.A.2.1.15. The HEI/organisation provides material support to students for participation in research programmes, scientific events, student competitions, publication editing, cultural events, etc.	X	X	X	X	X	X	X	X
IP.A.2.1.16. The administrative staff's working hours with students are posted on the HEI/organisation's website and adapted to the needs of the various categories of students.	X	X	X	X	X	X	X	X
IP.A.2.1.17. HEI analyses data on the adequacy of resources and material services, including student support services, and uses them to develop these services.	X	X	X	-	-	-	-	-
Criterion A.3. Human resources and the institution's capacity to attract human resources from outside the institution and from outside the country, in accordance with the law	**X**			**X**			**X**	
S.A.3.1. The HEI/organisation has mechanisms in place to ensure that the recruitment, management and professional development of teachers is carried out in accordance with the requirements of their duties.	**X**			**X**			**X**	
IP.A.3.1.1. The staff employed is adequate to ensure that all teaching, research and administrative activities of the HEI/organisation are carried out.	X	X	X	X	X	X	X	X
IP.A.3.1.2. The teaching staff consists of university professors, university lecturers, heads of studies (university lecturers) or renowned specialists (maximum 20% of the total teaching staff involved in a programme). The auxiliary teaching staff who provide technical support in the teaching and research/artistic creation laboratories are adequately trained to carry out the practical activities set out in the curriculum.	-	-	-	-	-	-	X	X
IP.A.3.1.3. The teaching activities related to each master's degree programme shall involve at least one professor and one university lecturer, tenured in the organising university, with initial training, doctorate, habilitation, doctoral supervision and/or recognised and relevant scientific results in the branch of science in which the master's degree programme is evaluated.	-	-	-	-	-	-	X	X
IP.A.3.1.4. At least 50% of the staff providing fully-assisted teaching activities must have tenure in the institution organising the master's degree programme assessed.	-	-	-	-	-	-	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.A.3.1.5. At least 50% of the subjects in the fully-assisted curriculum, regulated in the State of functions according to the form of education, have as their holders teachers with the title of university professor or university lecturer.	-	-	-	-	-	-	X	X
IP.A.3.1.6. The HEI/organisation applies a transparent mechanism for the recruitment of staff in accordance with the legal provisions. The duties and responsibilities of the staff correspond to the qualifications and requirements of the posts.	X	X	X	X	X	X	X	X
IP.A.3.1.7. The higher education institution shall ensure that the teaching staff, both in terms of numbers and training/education, covers the activities foreseen for the subjects in the curriculum for the entire cycle of the study programme.	-	-	-	X	X	X	-	-
IP.A.3.1.8. At least 70% of the total number of jobs in the study programme are filled by tenured teachers in the higher education institution, according to legal provisions - either full-time or reserved jobs, and of these at least 25% are filled by university professors and university lecturers.	-	-	-	X	X	X	-	-
IP.A.3.1.9. The holders of the subjects have the scientific title of doctor and meet at least one of the following conditions: they have a bachelor's degree in the field of the subjects taught; they are doctoral supervisors in the field of the subjects taught; they have a doctoral thesis in the field of the subjects taught. The other teachers must have initial training and competence in the subject area taught.	-	-	-	X	X	X	-	-
IP.A.3.1.10. The subject holders have developed lectures and other work necessary for the teaching process, which fully cover the subject matter of the respective subject, corresponding to the subject sheet.	-	-	-	X	X	X	X	X
IP.A.3.1.11. Administrative staff are skilled in student support activities and have opportunities to develop their skills.	X	X	X	-	-	-	-	-
IP.A.3.1.12. The HEI has a staff training plan, established according to the priorities defined in the institutional development project.	X	X	X	-	-	-	-	-
IP.A.3.1.12. Ref.1: Within the framework of partnership agreements, the HEI ensures the participation in the educational and research processes of teachers and researchers from prestigious HEI in the country and abroad.	X	X	X	-	-	-	-	-
IP.A.3.1.12. Ref. 2: *The professional development of teachers and other staff is also achieved by supporting their participation in training courses, conferences, seminars, workshops organised at national or international level in the framework of projects or bilateral cooperation relations.*	X	X	X	-	-	-	-	-
IP.A.3.1.13. The HEI/organisation invites academics from home and abroad for debates, research and exchange of academic experience.	X	X	X	X	X	X	X	X
FIELD B. Educational effectiveness								

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
Criterion B.1. Content of study programmes		**X**			**X**			**X**
S.B.1.1. Admission of students. Principles and conditions for admission and the assessment methods are clear and publicly available		**X**			**X**			**X**
IP.B.1.1.1. The principles of the admission policy for all academic studies programmes offered by the HEI/organisation are established and communicated to candidates in advance (at least six months before application), in accordance with the regulations in force.	X	X	X	X	X	X	X	X
IP.B.1.1.2. Admission to a cycle of university studies is only on the basis of the graduation diploma from the previous cycle of studies, according to the law.	X	X	X	X	X	X	X	X
IP.B.1.1.3. HEI informs candidates with disabilities about the facilities available to them during admission and throughout their schooling.	X	X	X	X	X	X	X	X
IP.B.1.1.4. Admission is based solely on the applicant's academic skills and no discriminatory criteria are applied.	X	X	X	X	X	X	X	X
IP.B.1.1.5. Admission/transfer of students is made within the limits of the tuition capacity approved by ARACIS and published in the GD.	X	X	X	X	X	X	X	X
IP.B.1.1.6. The admission procedure is approved by the University Senate and does not change for the academic year for which admission is organised.	X	X	X	X	X	X	X	X
IP.B.1.1.7. Enrolled students have concluded a Study Contract with the institution, which complies with the legislation in force, in which the rights and obligations of the parties are stipulated.	X	X	X	X	X	X	X	X
IP.B.1.1.8. In order to promote the educational offer, the HEI provides real and accurate information in line with the approved enrolment capacities and the potential of the existing human and material resources.	X	X	X	X	X	X	X	X
IP.B.1.1.9. HEI demonstrates that it ensures the inclusion of all admitted students by using procedures to integrate and adapt students to the requirements and specificities of the academic environment.	X	X	X	X	X	X	X	X
IP.B.1.1.10. The results of the student evaluation and the opinions drawn from consultations with students after the first year of study confirm the appropriateness of the admission policies.	-	-	-	-	-	-	X	X
S.B.1.2. Structure and coherence of study programmes/specialisations		**X**			**X**			**X**
IP.B.1.2.1. The structure of the educational offer is approved by the University Senate and presented to the public. The specifics, content and activities of the study programmes are communicated to students before the start of the academic year.	X	X	#	X	X	X	X	X
IP.B.1.2.2. The name of each bachelor/master degree programme is closely related to one or more occupations listed in the Romanian Classification of Occupations (COR) or ISCO-08 and their related occupational standards.	-	-	-	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.1.2.3. Each study programme/specialisation is based on the correspondence between the expected outcomes of the teaching process and the university qualification and is closely related to one or more existing occupations in the Romanian Classification of Occupations (COR) or ISCO-08 and their related occupational standards.	X	X	X	-	-	-	-	-
IP.B.1.2.4. The curriculum is so designed that the stated learning outcomes for all subjects, taken together, ensure the achievement of the final learning outcomes for the whole programme of study.	-	-	-	X	X	X	X	X
IP.B.1.2.5. The structure of the study programme can only change from the first year of the following academic year. The structure of the study programme remains unchanged for a class of students.	X	X	#	X	X	X	X	X
IP.B.1.2.6. The implementation of study programmes is done at university level through cooperation between faculties.	X	X	#	X	X	X	X	X
IP.B.1.2.7. HEI has procedures that allow for student mobility within the university, based on the transferable credit system.	X	X	#	X	X	X	X	X
IP.B.1.2.8. The share of teaching activity hours corresponding to optional subjects in the total hours accumulated at the end of the study programme by a student complies with the specific ARACIS standards.	X	X	-	X	X	X	X	X
IP.B.1.2.8.Ref.1 The structure of study programmes takes into account the diversity of students and their educational requirements, is flexible and allows each student to choose their own learning pathway, according to their skills and interests, without affecting the objectives of the study programme and the expected learning outcomes at the end of their studies.	X	X	-	-	-	-	-	-
IP.B.1.2.9. A study programme comprises: general and specific objectives; expected learning outcomes; the curriculum with subject weights expressed in ECTS credits and with subjects sequentially ordered over the period of study, flexible learning pathways; subject descriptions, including examination and assessment procedures for each subject, taking into account the expected learning outcomes; the forms of the final examination, as a summative examination certifying the assimilation of the cognitive and professional skills corresponding to the university qualification.	-	-	-	X	X	X	X	X
IP.B.1.2.10. The curriculum comprises core, subject, specialist and complementary subjects, grouped in turn into compulsory, optional and elective subjects, in accordance with the normative requirements established at national level and the specific ARACIS standards. The curriculum is structured in such a way as to allow graduation within the time normally allocated to the programme's study cycle.	-	-	-	X	X	X	-	-
IP.B.1.2.11. The ratio between the hours of lectures and those of applied didactic activities - seminars, laboratories, projects, internships, etc., must be in accordance with the specific standards of the bachelor's	-	-	-	X	X	X	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
fields / study programmes, developed by ARACIS. At least 50% of the forms of verification of the study subjects set out in the curriculum are examinations.								
IP.B.1.2.12. The subjects in the curriculum have subject sheets which specify the objectives, the expected learning outcomes, the basic thematic content, the distribution of the number of hours of lectures, seminars and other applied activities per subject, the minimum bibliography, the examination and assessment methods taking into account the planned learning outcomes.	-	-	-	X	X	X	X	X
IP.B.1.2.13. The subject sheets reflect the student-centredness of the teaching-learning-assessment process, including the provision of specific individual study activities (homework, individual or team projects, etc.) and their inclusion in the assessment process.	-	-	-	X	X	X	X	X
IP.B.1.2.14. Study programmes are designed to facilitate national and international student mobility and recognition of ECTS credits.	X	X	X	X	X	X	X	X
IP.B.1.2.15. Degree programmes are designed so that graduates benefit from learning outcomes to the highest degree, including the acquisition of interdisciplinary knowledge.	X	X	#	X	X	X	X	X
IP.B.1.2.16. The curricula include, where appropriate, themes leading to the acquisition of transversal competences, such as the affirmation of the student's personality in society, communication, foreign languages, teamwork, training students in the spirit of European values, addressing issues related to the sustainable development of society, the promotion of democracy, intercultural dialogue, respect for the law, responsibility in the exercise of the profession, etc., which can influence their personal development and be applied in their future careers.	-	-	-	X	X	X	X	X
IP.B.1.2.17. The study programme includes well-structured internship or placement opportunities as appropriate. The placement may include internships, practice activities or other parts of the study programme that do not take place in the HEI, but which allow the student to gain experience in the field of study. Internships are in line with the objectives of the study programme. The HEI is obliged to provide a minimum of 30% of the required traineeships, of which at least 50% must be outside the institution.	X	X	#	X	X	X	X	X
IP.B.1.2.18. The HEI/organisation ensures the coherence of the study programmes, reviews the content of the subjects to avoid overlap of subjects covered as well as to update them and reflects the student-centredness of the teaching-learning process.	X	X	#	X	X	X	X	X
IP.B.1.2.19. The study programmes are uniform in structure, regardless of the form of education (full-time, part-time or distance learning), but differ in their implementation according to the means used to ensure students' progress during their studies.	-	-	-	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.1.2.20. The HEI/organisation regularly monitors and evaluates the objectives, content and learning outcomes related to the study programme and their impact on the learning process. The curriculum is regularly reviewed on the basis of peer reviews, with students, alumni and employer representatives, thus benefiting from external expertise.	X	X	#	X	X	X	X	X
IP.B.1.2.21. The HEI/organisation ensures the quality of the teaching-learning-assessment process, regardless of where it takes place (the institution's headquarters or the premises of legally established university extensions).	X	X	#	X	X	X	X	X
IP.B.1.2.22. The content of the Master's research degree programmes forms an effective basis for doctoral studies in the field under evaluation.	-	-	-	-	-	-	X	X
IP.B.1.2.23. The development, implementation, evaluation and monitoring of the educational offer follows national regulations and the HEI/organisation strategy.	X	X	#	-	-	-	-	-
IP.B.1.2.23. Ref. 1: The implementation of study programmes, depending on the form of education, is monitored and supported by specialised internal structures such as a "pedagogical analysis and development centre" where innovative and effective pedagogical technologies are developed.	X	X	#	-	-	-	-	-
IP.B.1.2.23. Ref. 2: HEI monitors the actual time taken by students to complete their degree programmes.	X	X	#	-	-	-	-	-
S.B.1.3. Ability to run study programmes efficiently in terms of human resources and learning environment	**X**			**X**			**X**	
IP.B.1.3.1. The qualifications and competences of the teaching staff correspond to the academic requirements of the degree programmes.	X	X	X	-	-	-	-	-
IP.B.1.3.2. The professionalism and ethical behaviour of human resources are systematically monitored and evaluated.	X	X	X	-	-	-	-	-
IP.B.1.3.3. Teaching staff set teaching, learning and assessment objectives for each subject/programme of study and these are communicated to students and stakeholders.	X	X	X	X	X	X	X	X
IP.B.1.3.4. The ratio between the number of teaching staff and the number of students, corresponding to the enrolment capacity of the study programme evaluated, complies with the provisions of the standards specific to the field of study, promoted by ARACIS.	X	X	#	X	X	X	X	X
IP.B.1.3.5. The subject sheets clearly present specific and general competences, learning outcomes, ensuring the correlation of the university study programme with the National Qualifications Framework, as recorded in the National Register of Higher Education Qualifications (NRQHE).	-	-	-	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.1.3.6. HEI ensures the quality of exchange programmes and international mobility of students, teaching and administrative staff and promotes mobility at all levels.	X	X	#	X	X	X	X	X
IP.B.1.3.6. Ref. 1: Study programmes provide communication skills in two languages, at least one of which is an international language.	X	X	#	-	-	-	-	-
IP.B.1.3.7. HEI meets the quality criteria specific to integrated degree programmes if it offers such degree programmes.	X	X	#	-	-	-	-	-
IP.B.1.3.7. Ref.1: HEI enters into partnerships with institutions abroad and establishes agreements on the terms and conditions applicable to the integrated degree programme.	X	X	#	-	-	-	-	-
S.B.1.4. Relevance of university degree programmes		**X**			**X**			**X**
IP.B.1.4.1. HEI has implemented procedures for annual peer review of how knowledge is transmitted and assimilated by students.	X	X	X	-	-	-	-	-
IP.B.1.4.2. The study programme is designed with the involvement of representatives of the academic environment, including students, of the socio-economic and cultural-artistic environment and of the labour market.	X	X	X	X	X	X	X	X
IP.B.1.4.3. Study programmes are designed and regularly reviewed on the basis of peer reviews with students, alumni and employer representatives, and benefit from external expertise.	X	X	#	X	X	X	X	X
IP.B.1.4.3. Ref. 1: HEI uses mechanisms to ensure that learning outcomes, graduate employability and the satisfaction of various stakeholders can be measured, analysed and leveraged to improve the quality of study programmes.	X	X	#	-	-	-	-	-
IP.B.1.4.3. Ref. 2: Expected learning outcomes at curriculum level are in line with regional, national or international socio-economic perspectives.	X	X	#	-	-	-	-	-
S.B.1.5. Extending the reach of university degree programmes		**X**			**X**			**X**
IP.B.1.5.1. University study programmes are also organised to meet the needs of different categories of students, such as students enrolled in part-time study programmes, students with disabilities, students who are already employed, mature students who wish to study for professional purposes, personal development, etc.	X	X	#	X	X	X	X	X
IP.B.1.5.1. Ref. 1: Foreign students study at the HEI, enrolled also following inter-institutional agreements.	X	X	#	-	-	-	-	-
Criterion B.2. Learning outcomes		**X**			**X**			**X**
S.B.2.1. Learner-centred teaching, learning and assessment methods		**X**			**X**			**X**

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.2.1.1. Student-centredness of teaching, learning and assessment methods is the responsibility of the HEI/organisation and each teacher, through the appropriate design of teaching methods and learning environments. The student - teacher relationship is based on partnership, with each taking responsibility for achieving the learning outcomes. Learning outcomes are explained and discussed with students in terms of their relevance to their professional and personal development.	X	X	X	X	X	X	X	X
IP.B.2.1.2. Teachers use the resources of new ICT technologies, which facilitate a permanent dialogue with students, as well as auxiliary materials, which allow the creation of a supportive teaching/learning environment oriented to the students' needs. Teachers flexibly use a variety of pedagogical methods and educational technologies to encourage debate, exchange of views and teamwork.	-	-	-	X	X	X	X	X
IP.B.2.1.3. The teaching and learning process involves both direct teaching activities and individual study.	-	-	-	X	X	X	X	X
IP.B.2.1.4. Teachers receive pedagogical training in teaching at university level. In addition to training/teaching skills, they also have the skills to advise, monitor and facilitate learning processes.	X	X	#	-	-	-	-	-
IP.B.2.1.5. There is ongoing work in HEI to identify, develop, test, implement and evaluate new techniques for effective learning, including new applications of information and communication technology.	X	X	#	-	-	-	-	-
IP.B.2.1.6. The teaching/learning strategy also takes into account the needs of students with disabilities, the particularities of students with special needs, considers and uses different methods of organising the learning and teaching process where appropriate. Students with permanent or temporary disabilities benefit from alternative methods of examination and assessment.	X	X	#	X	X	X	X	X
IP.B.2.1.6. Ref. 1: HEI creates learning environments and experiences that lead students to discover and create knowledge themselves. The teacher guides the student's intellectual development by giving it a strategic dimension.	X	X	#	-	-	-	-	-
IP.B.2.1.7. The assessment of students is objective and is done on the basis of criteria and methods clearly established at the beginning of the semester, as well as on the basis of scales made known to the students by means of subject sheets. The procedures for challenging the assessment of competences and skills are public and provide students with guarantees of an objective reassessment.	X	X	X	X	X	X	X	X
IP.B.2.1.8. HEI has procedures for the recognition and completion of periods of study for student mobility cases.	X	X	#	-	-	-	-	-
IP.B.2.1.8. Ref. 1: HEI has a regulation on the recognition of higher education qualifications, periods of study undertaken at another HEI and prior learning, and recognition procedures are in line with good practice and/or international regulations to which Romania is a party, such as the Lisbon Convention, EU directives on training for regulated professions, etc.	X	X	#	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.2.1.9. HEI provides opportunities for students' educational and professional needs to complete, discontinue or terminate and continue their studies in the degree programs to which they have been admitted.	X	X	X	-	-	-	-	-
IP.B.2.1.10. The HEI policy on assessment of learning outcomes is fair, equitable, understood by students and in line with the HEI pedagogical approach.	X	X	X	-	-	-	-	-
IP.B.2.1.11. The diversity and relevance of assessment forms allow students to demonstrate the extent to which the expected learning outcomes have been achieved. For each subject the evaluations are in line with the expected learning outcomes.	-	-	-	X	X	X	X	X
IP.B.2.1.12. Learning outcomes are subject to a continuous process of updating to labour market requirements and monitoring their relevance.	X	X	X	X	X	X	X	X
IP.B.2.1.13. HEI supports the development of innovative and pedagogically excellent projects with the aim of improving the integration of graduates in the field for which they have been trained and contributing to the development of study materials in modern formats appropriate to the achievement of learning outcomes.	X	X	X	-	-	-	-	-
IP.B.2.1.14. HEI regularly monitors and evaluates the implementation of innovative projects to ensure that they achieve their objectives and meet the needs of students.	X	X	X	-	-	-	-	-
IP.B.2.1.15. The students' level of prior learning is taken into account when designing study materials. They facilitate individual study and enable the development of collaborative learning and project-solving techniques. The study materials provide a high level of interactivity and promote critical thinking.	-	-	-	X	X	X	X	X
IP.B.2.1.16. The HEI regularly monitors and evaluates, through meetings with students, the implementation of the study programmes to ensure that they meet the proposed objectives and respond to students' training needs.	X	X	X	-	-	-	-	-
IP.B.2.1.17. HEI systematically collects data from the socio-economic environment on the quality and relevance of degree programmes, including studies on the labour market integration of graduates.	X	X	X	X	X	X	X	X
IP.B.2.1.18. The study groups (teaching series, groups and sub-groups) are sized in such a way as to ensure the efficient running of the educational process and the assimilation of practical skills.	X	X	X	X	X	X	X	X
IP.B.2.1.18. Ref.1. At least 50% of all graduates in each graduating class have passed the final exam.	X	X	X	-	-	-	-	-
IP.B.2.1.19. Teachers have office hours available to students and customise tutoring at the student's request. There are tutors or year tutors or other forms of association between a teacher and a group of students.	-	-	-	X	X	X	X	X
IP.B.2.1.20. In the evaluation process of the internship/artistic creation/scientific research activity, the assessment of the internship tutor/scientific supervisor of the entity/organisation where the activity took place is taken into account.	-	-	-	-	-	-	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.2.1.21. An additional number of credits may be allocated to students' extra-curricular activities, provided that there is a mechanism in place for the academic assessment and recognition of acquired skills and abilities.	-	-	-	X	X	X	X	X
S.B.2.2. Making use of university qualifications obtained through further studies		**X**			**X**			**X**
IP.B.2.2.1**). Continuation of studies: at least 20% of the graduates of the last two years of bachelor's studies are admitted to master's studies, regardless of the field. **) For regulated professions in the fields of medicine, dentistry and pharmacy, specialised indicators apply, taking into account training through residency.	X	X	X	X	X	X	-	-
*IP.B.2.2.1. Ref. 1***): At least 50% of the graduates of the last two graduating classes are admitted to a Master's degree in any field.* ****) For regulated professions in the fields of medicine, dentistry and pharmacy, specialised indicators shall be applied, taking into account training through residency.*	X	X	X	-	-	-	-	-
S.B.2.3. Valorisation through employability		**X**			**X*)**			**X*)**
IP.B.2.3.1. HEI continuously monitors the career of its graduates through its own system and provides a detailed annual report for all degree programmes. At least 50% of the total number of graduates in each series passed the final exam.	X	X	X	-	-	-	-	-
IP.B.2.3.2. At least 50% of graduates are employed within two years of graduation at the level of university qualification obtained.	X	X	X	X	X	X	-	-
IP.B.2.3.2. Ref. 1: More than 70% of graduates are employed within two years of graduation at the level of university qualification obtained.	X	X	X	-	-	-	-	-
IP.B.2.3.3. HEI has and implements regulations on regular survey of alumni opinion on their satisfaction with the educational process, student services and infrastructure offered by the university.	X	X	X	-	-	-	-	-
IP.B.2.3.4. More than 50% of graduates rate the learning environment offered by the university positively in relation to labour market requirements.	X	X	X	X	X	X	X	X
IP.B.2.3.4. Ref. 1: More than 75% of graduates rate the learning environment offered by the university positively.	X	X	X	-	-	-	-	-
IP.B.2.3.4. Ref. 2: More than 50% of graduates rate positively the ease of choosing their own learning pathway.	X	X	X	-	-	-	-	-
IP.B.2.3.5. The number of graduates of the evaluated Master's degree programmes in the field employed in the academic or socio-economic, cultural-artistic and sports environment in the field of study, one year	-	-	-	-	-	-	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
after graduation, in relation to the number of non-employed students at the beginning of the Master's degree in the field is monitored by the HEI as a basis for the development of the Master's degree programme.								
S.B.2.4. Career guidance for students		**X**			**X**			**X**
IP.B.2.4.1. Teachers have office hours available to students and customise tutoring at the student's request, according to an announced schedule. There are tutors or year tutors, who are in constant contact with students.	X	X	#	X	X	X	X	X
IP.B.2.4.2. There is a guidance centre type structure for guiding students in their choice of courses and careers at HEI and/or individual faculty level. The centre is adequately resourced to carry out its activities and publishes an annual activity report.	X	X	#	X	X	X	X	X
IP.B.2.4.2. Ref. 1: The Career Guidance and Counselling Centre is staffed with a sufficient number of competent personnel, established in accordance with the number of HEI students.	X	X	#	-	-	-	-	-
IP.B.2.4.2. Ref. 2: The Career Counselling and Guidance Centre liaises with employers and graduates of the university to streamline the transition from schooling to actual employment.	X	X	#	-	-	-	-	-
Criterion B.3. Scientific research activity		**X**			**X**			**X**
S.B.3.1. Research programmes		**X**			**X**			**X**
IP.B.3.1.1. The HEI/organisation promotes a culture of research and ensures that there is a common understanding of the nature, role and objectives of this activity. Research activities are based on a research plan.	X	X	X	X	X	X	X	X
IP.B.3.1.2. The long-term strategy and the medium- and short-term research programmes are adopted by the Senate and Faculty Councils respectively.	X	X	X	-	-	-	-	-
IP.B.3.1.3. The HEI has sufficient financial, logistical and human resources to achieve the proposed research objectives.	X	X	#	-	-	-	-	-
IP.B.3.1.4. HEI supports student participation in research projects, including allocating financial resources to this end. Students are encouraged to participate in research programmes and have access to the university's research infrastructure.	X	X	#	X	X	X	X	X
IP.B.3.1.5. HEI ensures that research projects have achieved their objectives.	X	X	#	-	-	-	-	-
IP.B.3.1.5. Ref. 1: Research programming takes into account the objectives set and is carried out within the national framework in terms of competitiveness and exploitation.	X	X	#	-	-	-	-	-
IP.B.3.1.5. Ref. 2: The research programming is related to the objectives and relevant to the European and global framework.	X	X	#	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.3.1.6. The HEI has human, material and financial potential and exploits the opportunities offered by the regional, national and international scientific research environment.	X	X	#	-	-	-	-	-
IP.B.3.1.7. The HEI organises research structures on the basis of criteria that take into account priorities, scientific skills of staff, infrastructure, etc.	X	X	#	-	-	-	-	-
IP.B.3.1.7. Ref. 1: HEI supports academic staff to participate in international research programmes. HEI has entered into partnerships in which it has carried out research in areas of national or European interest.	X	X	#	-	-	-	-	-
IP.B.3.1.7. Ref. 2: There is a strong research-focused academic culture, evidenced by the number of research grants, publications and knowledge and technology transfer through consultancy, science parks, etc.	X	X	#	-	-	-	-	-
IP.B.3.1.8. The HEI/organisation has a code of ethics and academic integrity according to which research is carried out in accordance with the rules of professional ethics to ensure constant vigilance against possible fraud or misconduct in research activities, including active measures to prevent and eliminate any form of plagiarism.	X	X	#	X	X	X	X	X
IP.B.3.1.9. There are documents showing certification of the fulfilment of quality or excellence standards in scientific research, in terms of organisation, follow-up of research projects, internal approval of results and elimination of unethical practices.	X	X	#	X	X	X	X	X
S.B.3.2. Transfer of scientific research results into the education process	**X**			**X**			**X**	
IP.B.3.2.1. The HEI/organisation promotes scientific research in the teaching-learning process of the study programmes and demonstrates that the results of research activities are integrated into the educational process.	X	X	X	X	X	X	X	X
IP.B.3.2.2. The HEI/organisation supports the creation of research groups that include students.	X	X	#	-	-	-	X	X
IP.B.3.2.3. The value of research is reflected in the content of the study programmes, which is constantly renewed by introducing new knowledge resulting from scientific research, including our own.	X	X	#	X	X	X	X	X
IP.B.3.2.4. The number of graduates of Master's degree programmes who continue their studies through PhD programmes, in relation to the number of graduates in the Master's field in the last five graduating classes, regardless of the doctoral school (own or external) is monitored by the HEI.	-	-	-	-	-	-	X	X
S.B.3.3. Developing and exploiting research at national and international level	**X**			**X**			**X**	
IP.B.3.3.1. The HEI has a procedure for monitoring and evaluating research activities.	X	X	X	-	-	-	X	X
IP.B.3.3.2. Research is exploited through: publications for teaching purposes, scientific publications, technology transfer through consultancy centres, science parks or other exploitation structures, the	X	X	X	-	-	-	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
production of new products, etc. In higher education in *Arts*, creative activity is evaluated by specific means. In fields such as *Medical Sciences, Agricultural Sciences, Technical Sciences, Architecture, Urban Planning*, etc., where research results are also exploited through projects on the basis of which new products are developed, infrastructure development or environmental protection works are carried out, etc. These results will also be taken into account.								
IP.B.3.3.3. HEI regularly organises scientific sessions , symposia, conferences, round tables, and the works are published in scientific volumes with ISBN/ISSNor in volumes dedicated to the organised activity.	X	X	#	-	-	-	X	X
IP.B.3.3.4. Research results are appreciated nationally (awards, citations, etc.) and publications, patents, major papers, etc. are listed in international databases.	X	X	#	-	-	-	-	-
IP.B.3.3.4. Ref. 1: The priorities of the scientific research activity correspond to the objectives of increasing the position of the HEI in international rankings, responding to labour market requirements and European priorities, etc.	X	X	#	-	-	-	-	-
IP.B.3.3.5. The HEI supports and rewards research groups in various ways, in accordance with the law, including material support for participation in national and international scientific events, etc.	X	X	#	-	-	-	-	-
IP.B.3.3.5. Ref. 1: Students are supported to present the results of scientific research they have participated in at national and international conferences.	X	X	#	-	-	-	-	-
Criterion B.4. Financial activity of the institution	**X**			**X*)**			**X*)**	
S.B.4.1. The own budget and accounting system are adequate to ensure financial resources for education and research activities.	**X**			**X*)**			**X*)**	
IP.B.4.1.1. The HEI/organisation has an annual income and expenditure budget, approved and implemented in accordance with the law.	X	X	X	-	-	-	-	-
IP.B.4.1.1. Ref. 1: HEI allocates a substantial percentage of its funds to the development of academic infrastructure. The educational process, research and student services are adequately funded and there is a continuous development of resources allocated to this area.	X	X	X	-	-	-	-	-
IP.B.4.1.2. The financial resources approved and allocated to each degree programme take account of contingencies at a level that ensures that any variation between planned and actual financial performance will not compromise academic standards and student interests. They will have to be protected even in situations where the number of students enrolled is lower than originally planned.	X	X	X	X	X	X	X	X
IP.B.4.1.3. Student tuition fees are calculated in relation to the average tuition costs per academic year.	X	X	X	-	-	-	-	-
IP.B.4.1.4. High-performing students and those from disadvantaged socio-economic backgrounds are materially supported in their educational and extra-curricular activities.	X	X	X	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.B.4.1.5. Students are informed about the financial assistance possibilities offered by HEI and how to use the tuition fees.	X	X	X	-	-	-	-	-
IP.B.4.1.6. The HIA shall provide proof of the organisation and operation of its accounts by means of the inventory register, the balance sheet, the budget outturn account and the management report, which shall show that the expenditure incurred is in accordance with the legislation in force, the revenue received and its destination, and the non-profit nature of the HEI.	X	X	X	-	-	-	-	-
IP.B.4.1.7. The accounting activity is computerised and the aim is to adapt the software used to the legal provisions.	X	X	X	-	-	-	-	-
IP.B.4.1.8. Audit, public accountability and transparency are in accordance with legal requirements and the HEI demonstrates internal and external audit of its financial activity. The balance sheet, the budget outturn account and the results of the external audit of the financial statements are made public following the Senate's review.	X	X	X	-	-	-	-	-
IP.B.4.1.9. The HEI/Faculty/Department provides adequate financial support for the development of the research foreseen in the curriculum of the research Master's degree programmes in the assessed Master's field.	-	-	-	-	-	-	X	X
AREA C. Quality management								
Criterion C.1. Strategies and procedures for quality assurance	**X**			**X*)**			**X*)**	
S.C.1.1. Structures and policies for quality assurance	**X**			**X*)**			**X*)**	
IP.C.1.1.1. HEI has a central Quality Assessment and Assurance Committee and faculty committees working in an integrated way. The Commission for Quality Assessment and Assurance is established and has the composition established according to the legislation in force and coordinates the application of procedures and the conduct of internal evaluation activities at institutional, subject and programme level.	X	X	X	-	-	-	-	-
IP.C.1.1.2. A culture of quality is actively promoted at all levels in the HEI/organisation, actions are taken to promote mutual respect in the student-teacher relationship, and the HEI/organisation has procedures in place to address student grievances.	X	X	X	-	-	-	-	-
IP.C.1.1.3. Students are involved in all quality assurance processes and structures at all institutional levels.	X	X	X	-	-	-	-	-
IP.C.1.1.4. For quality assessment and monitoring, the central committee sets qualitative and quantitative *benchmarks* against other HEIs in the country.	X	X	X	-	-	-	-	-
IP.C.1.1.4. Ref. 1: For quality assessment and monitoring, the central committee sets qualitative and quantitative benchmarks against other HEIs abroad.	X	X	X	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.C.1.1.5. The HEI/organisation has strategies and policies focused on quality assurance and has the means to achieve it. These are known in each organisational structure of the HEI and stimulate the participation of every member of the teaching and research staff, students and other staff in internal quality assurance.	X	X	X	-	-	-	-	-
IP.C.1.1.6. The HEI/organisation has quality procedures and standards for its core processes in areas such as teaching, evaluation, scientific research, internationalisation, cooperation and services for the benefit of society.	X	X	X	-	-	-	-	-
IP.C.1.1.7. Corrective actions are systematically implemented when dysfunctions or non-conformities highlighted in internal and external evaluations and/or following complaints are identified.	X	X	X	-	-	-	-	-
IP.C.1.1.8. The HEI reports annually on how it is achieving the programme's provisions on quality assurance: academic performance, research results, institution image, material base, student support and evidence of the application of quality policies. That report is public.	X	X	X	-	-	-	-	-
Criterion C.2. Procedures for the initiation, monitoring and periodic review of quality assurance programmes and activities	**X**			**X*)**			**X*)**	
S.C.2.1. Approval, monitoring and periodic evaluation of study programmes and degree completion documents	**X**			**X*)**			**X*)**	
IP.C.2.1.1. Regulations on the approval, monitoring and periodic evaluation of study programmes and degree completion documents exist, apply and provide for the involvement of all stakeholders, i.e. students, graduates and employers in the processes of designing and reviewing university study programmes.	X	X	X	-	-	-	-	-
IP.C.2.1.2. The HEI updates university study programmes taking into account: identified labour market perspectives; methodological innovation in teaching-learning-assessment processes; the potential of material, financial and human resources; student results at the end of an academic year and study period; employability rate of graduates in the field of study; dropout rate; study programme relevance.	X	X	X	-	-	-	-	-
IP.C.2.1.3. The Regulation provides for periodic, usually annual, quality evaluations per study programme and per institution.	X	X	X	-	-	-	-	-
IP.C.2.1.4. Diplomas are issued in accordance with the requirements of the university qualification, based on expected learning outcomes.	X	X	X	X	X	X	X	X
IP.C.2.1.4. Ref. 1: Study programmes are reviewed regularly, in consultation with students, graduates and employers, to match the dynamics of the market for academic and professional qualifications.	X	X	X	-	-	-	-	-
IP.C.2.1.4. Ref. 2: Study programmes are reviewed by European and international comparison based on a set of professional benchmarks.	X	X	X	-	-	-	-	-

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.C.2.1.5. Graduates receive a free Diploma Supplement containing all the information required by the regulations in force.	X	X	X	X	X	X	X	X
IP.C.2.1.6. At the level of the faculty/department coordinating the study programme there is a committee for quality assessment and assurance, which ensures the conduct of activities and the application of quality assessment and assurance procedures.	-	-	-	X	X	X	X	X
IP.C.2.1.7. University degree programmes are regularly evaluated on the following aspects: identified labour market needs and objectives, teaching-learning-assessment processes, material and human resources, concordance between stated learning outcomes and their assessment methods, results on progress and success rate of graduates, employability rate of graduates in the field of study, existence of a quality management system to ensure continuity and relevance.	-	-	-	X	X	X	X	X
IP.C.2.1.8. The HEI shall draw up an annual report on the implementation of the internal quality assurance programme and make it public.	-	-	-	X	X	X	X	X
Criterion C.3. Objective and transparent procedures for assessing learning outcomes	**X**			**X**			**X**	
S.C.3.1. Test results assessment	**X**			**X**			**X**	
IP.C.3.1.1. The HEI/organisation has a set of rules and regulations for the assessment and marking of students, which is rigorously and consistently applied.	X	X	X	X	X	X	X	X
IP.C.3.1.2. According to the regulations, at least one other specialist teacher participates in the examination, in addition to the course holder.	X	X	X	X	X	X	X	X
IP.C.3.1.3. There is a procedure for students to challenge the assessment and for the resolution of appeals, which is made known to them.	X	X	X	X	X	X	X	X
IP.C.3.1.4. The assessment is based on the forms mentioned in the subject sheets and are made known to the students. The forms of assessment are diverse and encourage critical thinking, creativity, teamwork, etc.	X	X	X	X	X	X	X	X
IP.C.3.1.4. Ref. 1: An external examiner may participate in the examination/assessment.	X	X	X	-	-	-	-	-
IP.C.3.1.5. Student assessment procedures are focused on learning outcomes and announced to students. Students are given information after the assessment (feedback).	X	X	X	X	X	X	X	X
IP.C.3.1.6. Formative assessment ensures continuity and consistency in learning and is carried out during each semester.	X	X	X	X	X	X	X	X
IP.C.3.1.7. The number and distribution of examination forms in a semester are organised in such a way as to ensure the necessary time for both student preparation and the assessment process.	X	X	X	X	X	X	X	X
IP.C.3.1.8. Student appeals on evaluations are dealt with in accordance with the appeals procedure.	X	X	X	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.C.3.1.9. Completion of university studies involves the production of a bachelor's thesis/diploma/dissertation/doctoral thesis, which demonstrates the student's ability to complete a given task independently and to the required standard.	X	X	X	X	X	X	X	X
Criterion C.4. Procedures for regular evaluation of the quality of teaching staff		**X**			**X**			**X**
S.C.4.1. Quality of teaching and research staff		**X**			**X**			**X**
IP.C.4.1.1. The HEI/organisation shall ensure the competence of its teaching and research staff and implement transparent processes for recruitment, integration and development of staff, in accordance with the national regulations in force.	X	X	X	-	-	-	-	-
IP.C.4.1.2. The qualifications and competences of the teaching staff correspond to the academic requirements of the study programmes.	X	X	X	X	X	X	X	X
IP.C.4.1.3. Teachers receive pedagogical training in teaching at university level. In addition to training/teaching skills, they also have the skills to advise, monitor and facilitate learning processes.	-	-	-	X	X	X	X	X
IP.C.4.1.4. Depending on the specificities of the study programme, the HEI determines the optimal ratio between the total number of students corresponding to the approved tuition capacity and the number of full time, full time and associate teachers, respecting the specific standards set by ARACIS, in comparison with international good practice or with the training requirements for regulated professions in the European Union. In the quality assessment a teacher is considered to be tenured in one university.	X	X	X	X	X	X	X	X
IP.C.4.1.5. The HEI/organisation promotes and provides continuous professional development for teachers, based on annual/multi-annual programmes.	X	X	X	-	-	-	-	-
IP.C.4.1.5. Ref. 1.: The pedagogical training of university teachers is carried out in specialised training and innovation centres/departments.	X	X	X	-	-	-	-	-
IP.C.4.1.6. HEI supports the participation of teaching and teaching assistants in national and international mobility programmes for education and research.	X	X	X	-	-	-	-	-
S.C.4.2. The HEI/organisation has transparent mechanisms and procedures in place for the regular appraisal of teaching, research, support and administrative staff		**X**			**X**			**X**
IP.C.4.2.1. Peer review is organised annually and is based on clear and public procedures.	X	X	X	X	X	X	X	X
IP.C.4.2.2. For each department there is a committee for the annual evaluation of the teaching and research performance of each teacher/researcher. This committee draws up an annual report on the quality of teaching and research staff.	X	X	X	-	-	-	-	-
IP.C.4.2.3. Teaching staff evaluation by students is compulsory and is performed every semester, exclusively in the absence of any external factor and with the guarantee of confidentiality of the evaluator. The	X	X	X	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
evaluation results are confidential, accessible only to the department director, the dean, the rector and the person evaluated.								
IP.C.4.2.4. The results of teaching staff evaluation by students are reported individually, statistically processed by departments, faculties and HEIs, and analysed in order to take measures to improve the quality of teaching.	X	X	X	-	-	-	-	-
IP.C.4.2.5. Teaching staff is self-evaluated and evaluated annually by the department director. The annual evaluation is multi-criteria.	X	X	X	-	-	-	-	-
IP.C.4.2.6. The HEI/organisation has transparent and effective procedures for evaluating the performance of teaching and administrative staff, including students.	X	X	X	-	-	-	-	-
Criterion C.5. Accessibility of appropriate learning resources		**X**			**X**			**X**
S.C.5.1. Learning resources and student services		**X**			**X**			**X**
IP.C.5.1.1. The HEI/organisation provides learning resources - textbooks, treatises, bibliographical references, anthologies, etc. - for each study programme in libraries, resource centres, etc., in classical or electronic format and free of charge. In addition to electronic access, the university library/resource centre has an appropriate number of national and international printed volumes and subscriptions to major national and international journals. Each library/resource centre has a programme tailored to the needs of students.	X	X	X	X	X	X	X	X
IP.C.5.1.2. Teaching materials are designed based on modern pedagogical principles using digital technologies and experiential teaching methods.	X	X	X	X	X	X	X	X
IP.C.5.1.3. Study programmes taught in languages other than Romanian have study resources in the libraries in the teaching language, of adequate quality and in sufficient numbers.	X	X	X	X	X	X	X	X
IP.C.5.1.4. The ratio of available learning resources to the number of students is such that each student has free access to any resource, according to the objectives and requirements of the study programmes.	X	X	X	X	X	X	X	X
IP.C.5.1.5. The HEI/organisation ensures appropriate access to learning resources for students with special needs or disabilities.	X	X	X	X	X	X	X	X
IP.C.5.1.6. HEI/organisation provides modern teaching and learning resources (e-learning platforms, databases, virtual libraries, simulators, etc.) for all forms of education: full-time learning, part-time learning (PTL) and distance learning (ID).	X	X	X	X	X	X	X	X
IP.C.5.1.7. The HEI/organisation applies policies to support students from disadvantaged social groups and students with learning difficulties.	X	X	X	X	X	X	X	X
IP.C.5.1.8. Internal quality assurance structures monitor the teaching process so that each teacher applies up-to-date student-centred teaching, learning and assessment strategies for each subject.	X	X	X	X	X	X	X	X

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.C.5.1.8. Ref. 1: HEI has a laboratory for analysis, research and formulation of innovative teaching/learning strategies involving teaching staff and students.	X	X	X	-	-	-	-	-
IP.C.5.1.8. Ref. 2: HEI applies alternative and modern teaching methods, according to students' learning ability, to facilitate the acquisition of knowledge and skills and to reduce the dropout rate.	X	X	X	-	-	-	-	-
IP.C.5.1.9. HEI has programmes to encourage high achievers and to help students with learning difficulties to catch up or adapt to the academic environment in order to reduce drop-out.	X	X	X	-	-	-	-	-
IP.C.5.1.10. The HEI/organisation ensures that students receive adequate support from teachers (mentoring and tutoring activities, etc.) to progress in their learning.	X	X	X	X	X	X	X	X
IP.C.5.1.11. The HEI/organisation has dedicated structures and procedures to facilitate internal and external student mobility.	X	X	X	-	-	-	-	-
IP.C.5.1.11. Ref. 1: HEI participates in international educational/research programmes, which allows the institution to complement its resources.	X	X	X	-	-	-	-	-
IP.C.5.1.12. HEI carries out community engagement activities for the benefit of students to strengthen their democratic values and civic responsibility.	X	X	X	-	-	-	-	-
IP.C.5.1.12. Ref. 1: HEI supports students involved in community, cultural, sports and volunteer activities.	X	X	X	-	-	-	-	-
IP.C.5.1.13. HEI has social, cultural and sports services for students (accommodation, sports facilities, various counselling services, etc.). Students are informed about the existence of these services.	X	X	X	-	-	-	-	-
IP.C.5.1.14. The HEI strategic plan provides for the diversification and improvement of student services, which are regularly monitored and evaluated, including by surveying student perceptions of their quality.	X	X	X	-	-	-	-	-
IP.C.5.1.15. HEI provides students with the necessary infrastructure and resources to carry out their own extra-curricular activities and those of student organisations.	X	X	X	-	-	-	-	-
IP.C.5.1.16. HEI provides social services and dormitory accommodation for students living outside the locality, in comfortable and well-equipped conditions.	X	X	X	-	-	-	-	-
IP.C.5.1.16. Ref. 1: HEI offers special programmes to ensure quality student life, which it monitors and evaluates regularly. HEI analyses examples of good practice at national and international level on improving student services and offers solutions.	X	X	X	-	-	-	-	-
IP.C.5.1.16. Ref. 2: HEI offers different categories of students services specially designed for them (crèches, kindergartens for students' children, etc.).	X	X	X	-	-	-	-	-
Criterion C.6. Internal quality assurance database	**X**			**X*)**			**X*)**	
S.C.6.1. Information systems	**X**			**X*)**			**X*)**	

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.C.6.1.1. The HEI/organisation has an IT system that facilitates the collection, processing and analysis of data and information relevant to institutional quality assessment and assurance. The strategic objectives and operational decisions of the HEI are based on the information collected and analysed.	X	X	X	-	-	-	-	-
IP.C.6.1.2. HEI records the results of students ' academic activity in accordance with the legislation in force using catalogues, registers, single register (RMU), summary documents, school reports , diplomas, diplomasupplements , etc., in physical and electronic format.	X	X	X	-	-	-	-	-
IP.C.6.1.2. Ref. 1: HEI collects information on the state of quality in other HEIs in the country and abroad, which it compares itself with and on the basis of which it formulates differentiated benchmarks.	X	X	X	-	-	-	-	-
S.C.6.2. HEI database on internal quality assurance	**X**			**X*)**			**X*)**	
IP.C.6.2.1. The HEI quality assurance database is continuously updated with all relevant information.	X	X	X	-	-	-	-	-
IP.C.6.2.1. Ref. 1: The database has a secure back-up system, where data is updated together with the main database.	X	X	X	-	-	-	-	-
Criterion C.7. Transparency of information of public interest on study programmes and, where appropriate, certificates, diplomas and qualifications offered	**X**			**X**			**X**	
S.C.7.1. Public information on the mission and work of the HEI/organisation	**X**			**X**			**X**	
IP.C.7.1.1. The HEI/organisation and all its faculties provide information and data, quantitative and qualitative, current and accurate, on qualifications, degree programmes, diplomas, teaching and research staff, facilities offered to students, and on any issues of interest to the public in general and students in particular.	X	X	X	X	X	X	X	X
IP.C.7.1.2. Students are provided with a student guide, updated annually, with all relevant information about their academic career, extra-curricular activities and support services available, their rights and the opportunities offered by the HEI/organisation.	X	X	X	X	X	X	X	X
S.C.7.2. Response of the HEI/organisation to the request for public information on the mission and work of the institution from stakeholders	**X**			**X*)**			**X*)**	
IP.C.7.2.1. The HEI/organisation responds to requests for public information, as required by law, through a dedicated internal structure staffed by qualified personnel.	X	X	X	-	-	-	-	-
IP.C.7.2.1. Ref. 1: HEI systematically informs the interested public of the relevant activities it has carried out and makes use of its recommendations.	X	X	X	-	-	-	-	-
Criterion C.8. Functioning of education quality assurance structures according to law	**X**			**X**			**X**	
S.C.8.1. Institutional structure for quality assurance in education	**X**			**X**			**X**	

Areas, criteria, standards and performance indicators	Institutional			Bachelor's degree			Master's degree	
	A	PE	PAA	PA	A	PE	A	PE
IP.C.8.1.1. The internal structures for quality assurance of education are in compliance with the legal provisions and are continuously operating. The application of procedures and the implementation of evaluation and quality assurance activities are coordinated at the level of the HEI/organisation.	X	X	X	-	-	-	-	-
IP.C.8.1.2. The evaluation procedures on the quality of education have been approved by the University Senate.	X	X	X	-	-	-	-	-
IP.C.8.1.3. The annual internal quality assessment report is approved by the University Senate, disseminated through publication, including in electronic format, and makes proposals for improving the quality of education.	X	X	X	-	-	-	-	-
IP.C.8.1.4. Internal education quality assurance structures are staffed with qualified personnel who support HEI staff in documenting and monitoring measures to increase the quality of education, research and social and support services offered to students.	X	X	X	-	-	-	-	-
IP.C.8.1.4. Ref. 1: HEI continuously implements measures to improve the quality of education and collaborates with other HEIs at home and abroad to identify and adopt best practices in quality assurance.	X	X	X	-	-	-	-	-
IP.C.8.1.4. Ref. 2: *Quality assurance policy, as part of strategic management, is budgeted.*	X	X	X	-	-	-	-	-
Criterion C.9. Regular external quality assurance		**X**			**X**			**X**
S.C.9.1. HEIs undergo regular external quality assurance assessment procedures in accordance with the ESG and national regulations		**X**			**X**			**X**
IP.C.9.1.1. Accredited HEIs and their educational structures (study programmes, master's fields, doctoral studies) are subject to external quality assessment on a cyclical basis, according to the legislative provisions in force.	X	X	X	X	X	X	X	X
IP.C.9.1.2. The HEI implements the recommendations made by members of the external quality assessment committees, partners and beneficiaries.	X	X	X	X	X	X	X	X
Criterion C.10. Accuracy of reporting required by the legislation in force		**X**			**X**			**X**
S.C.10.1. Preparation, drafting and submission of reports required by law by the competent institutions		**X**			**X**			**X**
IP.C.10.1.1. The HEI/organisation is obliged to draw up and submit the reports required by law by the competent institutions, ensuring the accuracy of the data and compliance with deadlines.	X	X	X	X	X	X	X	X

Legend:

A - accreditation

PA - provisional operating authorisation
PE - periodic evaluation
PAA - periodic institutional audit assessment
- performance/reference indicators that are not verified in the periodic institutional audit-type assessment (PAA); the HEI demonstrates in IER that these performance/reference indicators were taken into account in the internal assessment.

*) According to the last institutional evaluation carried out within the legal deadline. These criteria and standards are specific to institutional assessment and may have effects at the level of university programmes and subject areas, to which the HEI/organisation may additionally refer in relation to performance indicators.

3.3 Educational structures, objectives and qualifications of external evaluation

The external evaluation of the quality of education in HE is differentiated according to: *the educational structure evaluated* and the *objective of the evaluation*.
The educational structures evaluated externally are:

a) higher education institutions;
b) bachelor's degree programmes;
c) integrated university degree programmes;
d) master's degree fields;
e) doctoral studies through: institutions organising doctoral studies (IODS), doctoral schools and doctoral fields, according to a specific procedure regulated separately.

The objectives of the external evaluation are:

a) *provisional operating authorisation for* bachelor's degree programmes, IODS, doctoral schools and doctoral fields;
b) *accreditation of* HEI, bachelor's and master's degree programmes, integrated degree programmes, master's degree areas, of IODS, doctoral schools and doctoral areas;
c) *periodic evaluation* of accredited HEIs, accredited bachelor's degree programmes, accredited integrated degree programmes, accredited master degree programmes, accredited IODSs, accredited doctoral schools and accredited doctoral programmes.

The quality assurance of bachelor's degree programmes, integrated degree programmes, master's degree programmes and doctoral degree programmes, organised in the forms of full-time, part-time and distance learning, as appropriate, is achieved through the implementation of the procedures of the Internal Quality Assurance Systems of higher education institutions.
The grades awarded in the external evaluations of the HEI are:

a) High Confidence (HC);
b) Confidence (C);
c) Lack of Confidence (LC).

Following external evaluations of bachelor's and master's degree programmes, integrated degree programmes, master degree areas and doctoral degree areas, only opinions are granted, as shown in Table 2.2.
The degrees of achievement of the performance indicators/reference are:
a) for performance indicators (PI) - *Met/ Partially met/ Not met*;
b) for reference indicators (Ref. PI) - *Met/Partially met/Not applicable*.

All decisions on external evaluation opinions and ratings take into account the level of compliance with the criteria, standards and performance indicators used for the evaluation and the achievements of the HEI.
Table 2.2 shows the ratings and opinions granted and proposed by ARACIS for higher education institutions, for bachelor's degree programmes and for master's and doctoral degree areas.

Table 2.2:

EVALUATED STRUCTURE	EVALUATION PURPOSE	SCORE GRANTED	ARACIS OPINION TO THE MoE
1	2	3	4
Higher education provider *(organisation)*	PA for the proposed study programmes	No score is granted	Asper para. 3.1.1 (of the Methodology)
Higher Education Institution (HEI)	A	High confidence	Accreditation
		Confidence	Accreditation
		Lack of confidence	No accreditation
	PE	High confidence	Maintaining accreditation. Eligibility for periodic institutional audit assessment
		Confidence	Maintaining accreditation
		Lack of confidence	Withdrawal of accreditation
Bachelor's degree programme	PA	No score is granted	Provisional operating authorisation
			No provisional operating authorisation
	A	No score is granted	Accreditation
			No accreditation
	PE	No score is granted	Maintaining accreditation
			Withdrawal of accreditation
Field of master's or doctoral studies	A	No score is granted	Accreditation
			No accreditation
	PE	No score is granted	Maintaining accreditation
			Withdrawal of accreditation

Monitoring an externally evaluated educational structure can be:

a) *Ongoing monitoring* (*follow-up*), i.e. follow-up of the implementation of the recommendations resulting from the external evaluation, is organised for all structures evaluated, as a rule, half-way between two consecutive external evaluations, on the basis of the HEI, with or without a visit to the HEI premises; hereafter, unless the specific nature of a monitoring is specified, monitoring shall be understood as ongoing monitoring;

b) *Special monitoring* is organised to identify how quality assurance issues arising between two successive external evaluations, other than those covered by current monitoring, are being addressed; special monitoring may be requested by the MoE, ARACIS or HEI.

3.4 Steps in external evaluation

In the external evaluation of the internal quality assurance system (IQAS) the following steps are taken:

Stage 1. Request for external evaluation and preparation of internal evaluation/self-evaluation reports (IER);

Stage 2. Analysis of the REI and the visit of the Expert Evaluation Panel to the HEI - at the premises and/or other locations where teaching and/or research activities are organised, and preparation of the Panel's report;

Stage 3. Analysis of the committee's report and approval by ARACIS of the final report on the outcome of the external evaluation, adoption of the grade, drafting of the opinion and recommendations to the MoE, after completion of the procedures for resolving any complaints or appeals;

Stage 4. Ongoing monitoring of externally evaluated educational structures.

Stage 1. Request for External Evaluation and Internal Evaluation Report

The HEI/organisation submits an application to ARACIS for provisional operating authorisation, accreditation or periodic evaluation, followed by an Internal Evaluation Report (IER) of the HEI, bachelor's degree programmes or master or doctoral degree areas, as appropriate.

Stage 2. Analysis of the IER and visit to the HEI by the Expert Evaluation Panel

After receiving the external evaluation request from the HEI and after signing the contract between ARACIS and the HEI/organisation, ARACIS appoints a Expert Evaluation Panel. The appointment process of this Commission takes place according to ARACIS procedures. The Expert Evaluation Panel reviews the EIR and visits the HEI/organisation to verify the information submitted in the EIR and to request clarifications. The panel of expert evaluators completes a report, which includes the conclusions of the external evaluation.

Stage 3. Validation by ARACIS of the Final Report on the outcome of the evaluation and adoption of the decision

The External Quality Assessment Department/Accreditation Department of ARACIS receives the report of the Expert Evaluation Committee, validates it and prepares a draft department report, proposes an outcome and recommends a follow-up plan. The ARACIS Board receives for review the draft report of the External Quality Assessment Department/Accreditation Department and the monitoring plan and forwards it to the HEI/organisation. After obtaining feedback from the HEI/organisation, the ARACIS Board prepares a Final Report stating the grade, the advice to the MoE and the follow-up plan. The decision must be published and officially communicated to the HEI/organisation and the MoE within 60 days of the end of the visit to the HEI/organisation.

The HEI/organisation may lodge an appeal against the result of the external evaluation carried out by ARACIS, according to *the Procedure for the formulation and resolution of complaints and appeals submitted by higher education institutions*, published on the ARACIS website.

Stage 4. Monitoring of externally evaluated educational structures

In all cases, the Final Report is accompanied by a Monitoring Plan drawn up by ARACIS, based on the recommendations of the Expert Evaluation Panel Report.

The purpose of this plan is to set up a permanent dialogue with the HEI/organisation and with the persons responsible for IQAS at the different levels of the HEI/organisation. The structure of the monitoring plan will be adopted on the basis of discussions with the HEI/organisation at the stages when the Final Report was prepared.

When ARACIS informs the HEI/organisation that the Final Report has been published on the website, it also informs the availability to meet with the persons responsible for the CA in the HEI/organisation at the Agency's premises to present the results of the external evaluation and the follow-up plans.

A monitoring visit usually takes place midway between two successive external evaluations. This meeting allows the HEI/organisation and ARACIS to discuss progress and obstacles encountered during the implementation of the Monitoring Plan.

The nature and content of the monitoring processes are described in the ARACIS *Guidelines*. The costs related to these activities are determined by ARACIS, by assimilation with the regulations in force concerning the Agency's external evaluation fees.

4. External quality assessment of higher education institutions

4.1 Provisional operating authorisation of organisations, accreditation and periodic evaluation of higher education institutions

4.1.1 Provisional operating authorisation - the first stage of the accreditation procedure

Provisional operating authorisation of an organisation interested in providing education services at higher education level may be granted, by Government decision, at least 6 (six) months before the beginning of a new academic year, if the organisation has initiated at least three bachelor's degree programs, which have been favorably approved to operate provisionally by ARACIS and the Ministry of Education. The exception to this provision is denominational higher education institutions, which may be authorised to operate provisionally if they have initiated at least one bachelor's degree programme in the theological field, approved for provisional operation by ARACIS and the Ministry of Education.

For higher education providers, the provisional operating permit is granted on the basis of a favourable opinion of ARACIS and the Ministry of Education, by Government decision.

The provisional operating licence entitles the education provider to carry out the education process and to organise admission to studies, where appropriate, and to call itself a higher education institution (HEI).

4.1.2 Accreditation

In order to apply for accreditation, an HEI authorised to operate provisionally must have at least three accredited degree programmes and submit a complete list of the bachelor's degree programmes it organises.

Education providers that meet the conditions for institutional accreditation will apply for and submit a dossier to start the institutional accreditation procedure at the latest in the academic year following the fulfilment of these conditions. Education providers who fail to meet this deadline will go into liquidation.

After ARACIS validates the application, the HEI submits the Internal Evaluation Report for external evaluation for accreditation. The IER must be structured on the basis of the assessment requirements mentioned in the ARACIS Guide.

In the case of accredited HEIs, the accreditation of bachelor's degree programmes, integrated degree programmes or new master/doctoral degree areas is carried out separately from the institutional evaluation.

If the external evaluation for accreditation is awarded a rating of *high confidence* or *confidence*, the evaluated HEI receives a five-year operating licence.

During the validity of the accreditation, ARACIS monitors the HEI in order to verify the progress made following the recommendations mentioned in the previous external evaluation.

After accreditation, the next external evaluations of the HEI will be periodic evaluations.

HEIs may request an external evaluation before the expiry of the accreditation period.

For higher education providers, the accreditation of institutions is done by law, promoted by the Government, at the initiative of the Ministry of Education, based on ARACIS opinion.

The accredited HEI has the right to organise admission and the educational process, to organise graduation exams (bachelor, master, doctorate, as appropriate), to issue diplomas, certificates and other educational documents recognised by the Ministry of Education.

If the external evaluation for accreditation is given a rating of *no confidence*, the HEI may request a new external evaluation within two years of the issuance of the report finding non-compliance with the quality standards. HEIs that are found to have failed to meet quality standards in two consecutive institutional evaluations are subject to liquidation, in compliance with the provisions of GEO no. 75 of 2005 on quality assurance in education.

4.1.3 Periodic evaluation

Periodic evaluation applies to accredited HEIs that apply to ARACIS to maintain accreditation, as required by law.

Periodic evaluations of bachelor's degree programmes, integrated degree programmes, master's degree programmes and doctoral degree programmes are carried out separately from the periodic evaluations of the HEI, but may include the evaluation of the IODS and its related doctoral schools.

If the periodic evaluation of the HEI is awarded a rating of high confidence or confidence, the evaluated HEI maintains its accreditation for a period of five years.

If the periodic evaluation gives a rating of no confidence, the HEI shall request a new external evaluation from the quality assurance agency that conducted the previous evaluation within two years of the issuance of the report finding non-compliance with the quality standards. HEIs that are found to have failed to meet quality standards in two consecutive institutional evaluations are subject to liquidation, in compliance with the provisions of GEO no. 75 of 2005 on quality assurance in education.

If the institutional evaluation has not been carried out in time, bachelor's degree programmes and master's and doctoral degree areas cannot be evaluated externally until the institutional evaluation has been completed.

4.2 External institutional audit evaluation

External institutional audit evaluations are only for accredited HEIs.
An HEI may apply to ARACIS for an institutional evaluation by audit if it meets the following requirements:

a) obtains a *high confidence* rating in the last two external institutional evaluations;
b) obtains a *reliable* grade in the last two external evaluations carried out at the end of the term for each bachelor's degree programme;
c) obtains a *confidence* grade in the last two evaluations completed by the deadline for each master's/doctoral field;
d) all standards of *C.Quality management* are met.

The requirements used for conducting institutional external audit-type evaluations are set out in the section of the ARACIS Guide on *institutional external audit evaluation*.

If the external institutional audit evaluation results in a *high confidence* rating, the evaluated HEI maintains its accreditation for a period of five years and receives the right to apply for periodic evaluation of bachelor's degree programmes by field of study. In this case, the external institutional audit assessment will be oriented towards verifying the degree of compliance with the standards in field *C. Quality management*.

Evaluations of the accreditation of bachelor's degree programmes, integrated degree programmes and master/doctoral degree programmes are only carried out externally by ARACIS.

If the institutional external audit assessment gives a *failing* grade, the HEI shall request a new periodic external assessment within two years of the issuance of the report finding that the quality standards have not been met.

5. External quality assessment of university degree programmes

The quality assurance of bachelor's degree programmes and integrated degree programmes organised in the forms of full-time, part-time and distance learning, as appropriate, is achieved through the implementation of the procedures of the Internal Quality Assurance System in higher education institutions.

The standards and performance indicators are the same for the provisional operating authorisation, accreditation and periodic evaluation of a university degree programme. The main differences relate to the level of achievement of performance indicators according to the objective of the external evaluation.

A study programme distinguishes itself from other study programmes in the same field of study by at least 20% of the total number of field and specialist subjects in the curriculum and covers occupations specific to that specialisation.

5.1 Provisional operating authorisation, accreditation and periodic evaluation of bachelor's degree programmes

Provisional authorisation to operate, accreditation and periodic evaluation of bachelor's degree programmes organised by an HEI/organisation are carried out separately for each form of education, each teaching language and each geographical location where they are carried out.

In order to obtain provisional operating authorisation/accreditation, as well as for the periodic evaluation of an bachelor's degree programme, the HEI/organisation must demonstrate that all quality standards associated with the external evaluation of bachelor's degree programmes are met.

5.1.1 Provisional operating authorisation - the first stage of the accreditation procedure

Provisional operating authorisation is a process that precedes the actual provision of educational services by an HEI/organisation initiating an bachelor's degree programme. The process consists, on the one hand, in checking the compliance of the HEI/organisation with the legal conditions and other regulations in force and, on the other hand, in analysing its capacity to ensure the quality of the proposed educational offer.

External evaluations for provisional authorisation to operate may be carried out for new bachelor's degree programmes offered by HEIs accredited or authorised

to operate provisionally, as well as by higher education provider organisations intending to obtain provisional authorisation to operate at institutional level.

The internal evaluation report presents, in an explicit and documented manner, data and information that responds to how the criteria, standards and performance indicators for the three areas of quality assurance: institutional capacity, educational effectiveness and quality management are met.

The procedure for the provisional authorisation of operation of an bachelor's degree program consists of going through the internal evaluation and external evaluation stages based on documents, records, supporting documents regarding the fulfillment of criteria, standards and performance indicators set out in the ARACIS Methodology and Guide. The provisional operating authorisation procedure is completed within six months from the date of signing the contract with ARACIS and submission of the IER by the HEI.

If the assessed bachelor's degree programme meets the quality standards, ARACIS recommends the Ministry of Education to grant the provisional operating authorisation. The provisional operating authorisation gives the HEI the right to initiate and conduct the educational process and to organise admission to the assessed study programme.

The authorised university study programme operates from the academic year whose starting date is after the date of obtaining the ARACIS approval and the Government Decision approval until the two-year term from the date of graduation of the first class. HEI is obliged to transmit to ARACIS the year of graduation of the first class.

ARACIS carries out monitoring activities to analyse the application of quality criteria and standards and the status of implementation by the education provider of the recommendations in the external evaluation report of the bachelor's degree programme authorised to operate provisionally, as a rule, halfway between two successive external evaluations carried out in accordance with the law, or whenever deemed necessary. Where, following a monitoring process, non-compliance with quality standards is found, the provisions of Article 34 of the Government Emergency Ordinance no. 75/2005 on ensuring the quality of education, approved with amendments by Law no. 87/2006, as amended.

If it is found that the quality standards are not met, ARACIS informs the MoE and the HEI/organisation of the provisional non-authorisation of the evaluated degree programme. The HEI/organisation shall request within one year a new external evaluation from the agency that carried out the previous external evaluation, after the problems reported have been solved. Otherwise, the Agency's report remains final. The costs of the additional assessment are borne by the education provider.

Bachelor's degree programmes found not to meet the quality standards for two successive evaluations for provisional authorisation to operate may no longer be proposed by the HEI/organisation for external assessment.

5.1.2 Accreditation

Accreditation of an bachelor's degree programme is the stage following provisional authorisation to operate. Accreditation of an bachelor's degree programme grants the HEI the right to conduct the educational process and to organise admission to studies, to issue diplomas, certificates and other academic documents, recognised nationally and internationally, as appropriate, and to organise the final examination for that degree programme.

External accreditation assessment is carried out for bachelor's degree programmes authorised to operate provisionally, at the request of the HEI. The deadline for submitting the application for accreditation is 2 years from the date of graduation of the first class, under penalty of withdrawal of the provisional operating permit by the Ministry of Education.

The accreditation procedure is completed within six months from the date of signing the contract with ARACIS, based on the internal evaluation report and the external evaluation carried out by ARACIS.

If the bachelor's degree programme meets the quality standards, ARACIS proposes to the Ministry of Education to grant accreditation for a period of five years, as well as the maximum number of students that can be enrolled in the respective degree programme.

During the validity period of the accreditation of bachelor's degree programmes, ARACIS monitors the HEI in order to verify the progress made following the recommendations mentioned in the previous external evaluation.

Once a bachelor's programme has achieved accreditation, the next external evaluations will be periodic evaluations. HEIs may request external evaluation of bachelor's degree programmes before the expiry of the period of validity of the accreditation.

If it is found that the quality standards are not met, ARACIS informs both the ME and the HEI about the non-accreditation of the bachelor's degree programme. The HEI requests within one year a new external evaluation by the agency that carried out the previous external evaluation, after the issues raised have been addressed. Otherwise, the Agency's report remains final and the provisions of GEO 75 of 2005 on quality assurance in education apply. The costs of the additional evaluation shall be borne by the applicant HEI.

Bachelor's degree programmes for which it is found that the quality standards have not been met for two successive accreditation evaluations are liquidated, in compliance with the provisions of GEO no. 75 of 2005 on quality assurance in education.

5.1.3 Periodic evaluation

The periodic evaluation of accredited bachelor's degree programmes is carried out taking as a reference the standards and performance indicators from the accreditation process.

The procedure for periodic external evaluation of accredited bachelor's degree programmes is similar to that for accreditation and is completed within six months of the date of signing the contract with ARACIS.

If the bachelor's degree programme meets the quality standards, ARACIS proposes to the Ministry of Education to maintain accreditation for a period of five years, as well as the maximum number of students that can be enrolled in the programme. ARACIS monitors bachelor's degree programmes between two external periodic evaluations.

If it is found that the quality standards are not met, ARACIS informs both the MoE and the HEI of the *withdrawal of accreditation* of the assessed bachelor's degree programme. The HEI requests within one year a new external evaluation by the agency that carried out the previous external evaluation, after the issues raised have been addressed. Otherwise, the Agency's report remains final and the provisions of GEO 75 of 2005 on quality assurance in education apply. The costs of the additional evaluation shall be borne by the applicant HEI.

Bachelor's degree programmes for which it is found that the quality standards have not been met for two successive periodic evaluations are subject to liquidation, in compliance with the provisions of GEO No. 75 of 2005 on quality assurance in education.

5.2 Accreditation and periodic evaluation of integrated university degree programmes

Integrated degree programmes, known in the EHEA as *joint programmes*, are offered jointly by at least two accredited higher education institutions on the basis of a partnership agreement.

The standards and performance indicators used in internal and external evaluations of integrated university degree programmes are based on the European framework and agreed tools in the EHEA, which facilitate an integrated approach to quality assurance, directly reflecting their commonality, the specific needs of partner HEIs, and the requirements of national reference frameworks in HE. Although the Standards and Guidelines for Quality Assurance are uniformly applied throughout the EHEA, there are different national regulations concerning the external evaluation of study programmes in the HEI, including integrated university study programmes. Differences may relate to periods of study and the awarding of academic titles and degrees by HEIs, with bi- or multilateral recognition.

The model for a European approach to quality assurance of integrated university study programmes, approved by the Yerevan Ministerial Conference in May 2015, aims to:

a) be applicable in the different national quality assurance systems within the ESIS;
b) provide a set of standards for quality assurance of integrated university degree programmes in the EHEA;

c) establish a common quality assurance procedure for integrated university degree programmes in the EHEA.

The European approach to quality assurance of integrated degree programmes is applied according to the needs of partner HEIs and national regulations:

a) Partner HEIs apply, through the PSU-JP coordinator, for external evaluation for accreditation/regular evaluation of the PSU-JP at ARACIS or another EQAR-registered agency.
b) The Agency uses the specific set of standards and external evaluation procedure for the accreditation/periodic evaluation of the PSU-JP, unique to the whole partnership. The outcome of the external evaluation will be accepted in all EHEA countries. Depending on the national legal framework, the decision on external quality assessment is in force and recognised in all countries where the programme is offered.
c) Integrated university degree programmes may be offered by HEIs in Romania and in partnership with HEIs outside the EHEA, if their national authorities accept the quality assurancestandards of the PSU-JP defined by this methodology.

Integrated university degree programmes are accredited without going through the provisional operating authorisation procedure. After accreditation, these study programmes are subject to external evaluation every 5 years for periodic assessment.

Integrated university study programmes may be organised within all university study cycles and in all forms of education, in accordance with the law.

If the integrated degree programme meets the quality standards, ARACIS proposes to the Ministry of Education to accredit/maintain accreditation for a period of five years, as well as the maximum number of students that can be enrolled in the programme. ARACIS monitors integrated university degree programmes for the duration of the accreditation granted to them.

If it is found that the quality standards are not met, ARACIS informs both the MoE and the HEI of the *non-accreditation/withdrawal ofthe accreditation of* the evaluated integrated university degree programme. The HEI requests within one year a new external evaluation by the agency that carried out the previous external evaluation, after the issues raised have been addressed. Otherwise, the ARACIS report remains final and the provisions of GEO 75 of 2005 on quality assurance in education apply. The costs of the additional evaluation are borne by the HEI.

Integrated university degree programmes that are found not to meet the quality standards for two successive external evaluations are subject to liquidation, in compliance with the provisions of GEO no. 75 of 2005 on the quality assurance of education.

6. External quality assessment of master's degree courses

6.1 Regulations on fields and programmes of study of master's degrees

The accreditation of a field of master's degree studies in a higher education institution, together with the determination of the maximum number of students who may be enrolled and awarded a degree, is made by Government decision, following the external evaluation carried out by ARACIS.

Master's degree programmes (MScP) are the second cycle of university studies and are completed through level 7 of the National Qualifications Framework (NQF), according to ISCED 2013. They last 1-2 years, as appropriate, and correspond to a minimum number of transferable ECTS credits of between 60 and 120.

An accredited Master's degree programme has at least one Master's degree programme accredited following an external evaluation.

Master's degree programmes can be:

a) *professional master's degree programmes*, mainly oriented towards training and deepening of professional skills in the field of bachelor's studies or in a close/related field of university studies, as well as complementary training for bachelor's graduates of other fields of university studies;

b) m*aster's research programmes*, mainly oriented towards the training of scientific research skills, which constitute a preparatory basis for doctoral studies.

c) *master's degrees in teaching*, mainly oriented towards the training of teaching skills.

Master's degree programmes can be organised in the following forms of education: full-time and part-time, except those regulated at European Union level.

The master's degree in teaching and the master of research degree can only be organised on a full-time basis.

A master's degree programme may be conducted in Romanian, in the languages of national minorities and in one or a maximum of two foreign languages of international circulation.

Accredited master's degree programmes that are part of an accredited MScF are organised and structured in such a way as to comply with the legal requirements, taking into account when analysing it:

- the mission and objectives of the master's degree programme;
- to achieve a teaching, learning and assessment process focused on students' needs and to provide appropriate support services to enable students to achieve their stated outcomes, including the development of transversal competences;
- ensuring adequate human, material and financial resources;

- compliance with regulations on admission, transfer, student mobility, course and graduation;
- compliance with internal quality assurance procedures; compliance with the legislation in force.

6.2 Objectives of the external evaluation

The objectives of the external evaluation are:

a) *accreditation* of master's degree courses;
b) *the inclusion of new master's degree programmes* in accredited masters fields;
c) *periodic evaluation* of accredited master's degree courses.

The methodological steps for the external evaluation of master's degree courses are presented in the Guide for the external evaluation of master's degree courses.

6.3 Accreditation of master's degree courses

New fields of study for a master's degree in an accredited HEI are subject to accreditation directly, without going through the provisional operating authorisation procedure.

An area of master's degree study may be externally assessed for accreditation if the HEI organises at least one master's degree programme in that area.

The Master's degree programme, organised for the accreditation of the field, is accredited with the field, based on the fulfilment of the standards and performance indicators of the field (Annex 2.1).

Following the external evaluation and accreditation of at least one Master's degree programme, the Master's degree field concerned is considered accredited for the higher education institution.

On the basis of the results of the external evaluation for the accreditation of a master's degree field, ARACIS proposes to the Ministry of Education, where appropriate:

Accreditation of the Master's degree programme for a period of five years and the maximum number of students who may be enrolled in the Master's degree programme if the quality standards are found to be met;

Non-accreditation of the evaluated Master's degree programme if the quality standards are not met. If none of the Master's degree programmes included in the field assessed meets the standards and performance indicators set out in Annex 1, the Master's degree programme is not accredited and the HEI does not receive tuition capacity.

6.4 Inclusion of new Masters degree programmes in accredited Masters fields

Within an accredited Master's degree programme, in the period between two external evaluations, the promotion of a new Master's degree programme shall be

approved by the HEI Senate and/or the Board of Governors, without changing the enrolment capacity of the Master's degree programme concerned.
A new Master's degree programme may be organised in an accredited Master's degree field, through external evaluation, without a visit to the HEI, with the favourable opinion of ARACIS for inclusion in the Master's degree field in question, without changing the enrolment capacity of the Master's degree field concerned.
The HEI is directly responsible for ensuring that the new Masters degree programmes are correctly classified in the accredited Masters degree fields.
In order to start the evaluation procedure, the HEI submits to ARACIS an application and an *IER for a new master's degree programme classification within the field*, in an accredited master's degree programme.
The *IER for the field of study* is analysed by the ARACIS Commission of permanent experts, which corresponds to the field of science relevant to the field of master's degree in which the evaluated master's degree programme falls.
The Committee of permanent specialist experts shall propose an opinion on the *inclusion* or, where appropriate, *non-inclusion of* the Masters programme in the field of the Masters programme concerned. The opinion of the Permanent Specialist Expert Committee is validated by the ARACIS Board and sent to the Ministry of Education and HEI.

The external assessment of the qualification in the field is done without a visit and there is no assessment fee.

Master's degree programmes promoted by a higher education institution on the basis of partnership contracts signed with foreign higher education institutions will be evaluated separately, in accordance with the law.

The evaluation procedure for the registration of a new Master's degree programme in an accredited Master's degree programme shall be completed by ARACIS within a maximum of three months from the date of registration of the application for evaluation.

Increasing the tuition capacity of a Master's programme on request can be achieved through external evaluation of the programme, including the inclusion of new Master's degree programmes.

6.5 Periodic evaluation of Master's degree courses

According to the legislation in force, each accredited Master's degree programme is periodically evaluated externally every five years in order to maintain accreditation, based on the performance of all Master's degree programmes in the field and the institutional capacity of the HEI to which the Master's degree programme belongs.
Based on the results of the periodic external evaluation of a master's degree field, ARACIS proposes to the Ministry of Education, as appropriate, to:
Maintain accreditation of the Master's degree field for a period of five years, as well as the maximum number of students that can be enrolled in the first year for that field, if quality standards are found to be met;

Withdrawal of accreditation for the Master's degree field if quality standards are not met. In this case, the HEI shall request within one year a new external evaluation by the agency that carried out the previous external evaluation, after the problems reported have been solved. Otherwise, the ARACIS report remains final. The costs of the additional evaluation are borne by the HEI.
Master's degree fields for which it is found that the quality standards have not been met for two consecutive external evaluations are subject to liquidation, in compliance with the provisions of GEO no. 75 of 2005 on quality assurance in education.

7. External quality assessment of doctoral studies

In accordance with the provisions of Article 158 (2) of the National Education Law no. 1/2011, as amended and supplemented, doctoral degree programmes are organised in accredited or provisionally authorised doctoral schools. Doctoral schools may be organised by a university or university consortium or by consortia or partnerships that are legally established between a university or university consortium and research and development units.
The evaluation of doctoral studies is carried out for the purpose of accreditation or maintenance of accreditation (periodic evaluation) and involves the following steps:
a) evaluation, in the framework of the external evaluation of the IODS, of the organisational component, referred to as a *doctoral school*, organised in accordance with Article 132(4) of Law No 1/2011, as amended, within IODS;
b) the external evaluation of the doctoral study areas in which the doctoral study programmes are organised.

7.1 External evaluation for accreditation

7.1.1 Evaluation for the establishment of a new doctoral field in an existing IODS

For the establishment at IODS level of a new field of doctoral studies that is already listed in the Nomenclature of fields and specialisations/programmes of university studies, the evaluation is triggered at the request of IODS as appropriate:

a) ***directly for accreditation***, when the applicant IODS fulfils the conditions stipulated in Article 29 (4^2) of Government Emergency Ordinance No. 75/2005, approved with amendments by Law No. 87/2006, as amended;

b) ***for provisional operating authorisation***, when the applicant IODS does not fulfil the conditions laid down in Article 29 (4^2) of Government Emergency Ordinance No. 75/2005, approved with amendments by Law No. 87/2006, as amended.

In order to apply for the establishment of a field of doctoral studies that is not currently listed in the Nomenclature of fields and specialisations/programmes of

university studies, the interested IODS is required to apply for the registration and recording of the related qualification in the National Register of Higher Education Qualifications (NRQHE), managed by the National Authority for Qualifications (NAQ).

After entry in the nomenclature, provisions (a) or (b) shall apply accordingly, as appropriate.

The IODS is required to undergo the evaluation process for the ***accreditation of doctoral study areas authorised to operate provisionally*** within a maximum of one year after the award of the first doctoral degree to a graduate of that area.

If the system of criteria, standards and performance indicators is found not to have been met, the doctoral programme in question shall be liquidated, without the right to organise admission of new doctoral students.

7.1.2 Quality assessment of doctoral study areas and doctoral schools with a view to recognition as a IODS

In order for the Ministry of Education to recognise the status of IODS, any higher education institution may apply to the competent agency for an assessment with a view to accrediting a field of doctoral studies listed in the Nomenclature of fields and specialisations/programmes of university studies and for authorisation for the provisional operation of the doctoral school in which the doctoral studies programmes relating to that field of studies will be organised.

For the external evaluation, the applicant higher education institution must fulfil the following cumulative conditions:

1) hold individual employment contracts with at least three PhD supervisors who are entitled to conduct PhDs in the respective field;

2) meet the conditions laid down in Article 29 (4^2) of Government Emergency Ordinance No. 75/2005, approved with amendments by Law No. 87/2006, as amended;

3) demonstrate institutional capacity, educational effectiveness and the existence of quality management procedures and structures for the doctoral field of study and the doctoral school, according to the system of criteria, standards and performance indicators.

The IODS where the doctoral schools authorised to operate provisionally are organised is required to undergo the evaluation process for accreditation no later than one year after the award of the first doctoral degree.

IODS which has not accredited its doctoral school within the prescribed time limit loses the status of provisionally authorised doctoral school and, where applicable, of IODS. In this situation, the EIO may submit a new application for provisional operating authorisation at least three years after the loss of this status.

On the basis of the provisional operating authorisation or accreditation, as the case may be, of the doctoral degree programme and the provisional operating

authorisation of the doctoral school, the higher education institution acquires the status of IODS, and the Ministry of Education recognises this status by Government decision.

7.2 Periodic evaluation

Each doctoral school is evaluated every five (5) years by the competent Agency as part of the IODS periodic evaluation process in order to maintain accreditation. The periodic evaluation of the IODS will usually be carried out as part of the institutional evaluation of the coordinating higher education institution of that IODS.

Periodic evaluation of doctoral degree programmes is carried out by doctoral degree area every 5 years by the competent Agency on a contract basis.

In case of compliance/non-compliance with the system of criteria, standards and performance indicators, the competent Agency proposes to the Ministry of Education to maintain/withdraw the accreditation of the evaluated doctoral school, respectively to maintain/withdraw the accreditation for the evaluated doctoral field of study.

8. External evaluation of the quality of psycho-pedagogical training programmes for the certification of competences for the teaching profession

The training for teaching careers of secondary school staff is provided through the *Psycho-pedagogical Training Programme for the Certification of Competences for the Teaching Profession* (PTPCC), which is aimed at the initial and continuous training of teachers.

PTPCC is usually carried out in specialised structures within universities, such as the Department for the Preparation of Teaching Staff/Teacher Training Department. These structures were previously set up, through recognition of their capacity to promote training programmes, by the relevant ministry, by ministerial order.

The external evaluation for accreditation and periodic evaluation of an PTPCC is carried out according to the procedural steps set out in the ARACIS Methodology and Guide. When the HEI requests the periodic evaluation of the PTPCC, the request must be accompanied by proof of initial accreditation (address of the Ministry accrediting the structure/Ministerial Order).

The PTPCC in an accredited HEI is directly subject to accreditation without going through the periodic operating authorisation procedure.

The accreditation procedure of the PTPCC is based on the regulations and the set of standards and performance indicators established by the PTPCC *External Evaluation Guide* .

On the basis of the results of the external evaluation for the accreditation of an PTPCC, ARACIS proposes to the Ministry of Education, as appropriate:

1. *Accreditation of* the PTPCC for a period of five years if the quality standards are found to be met;
2. *Non-accreditation* for the assessed PTPCC, if quality standards are not met. The HEI may make a new request for external evaluation within one year after the problems reported have been solved. Otherwise, the ARACIS report remains final. The costs of the additional evaluation are borne by the HEI.

PTPCC that are found to have failed to meet the quality standards in two successive accreditation evaluations can no longer be proposed by the HEI for external evaluation.

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