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

Part VI

SPECIFIC STANDARDS AND GUIDELINES on EXTERNAL EVALUATION OF THE QUALITY OF DISTANCE LEARNING (DL) AND PART-TIME LEARNING (PTL) DEGREE PROGRAMMES

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SPECIFIC STANDARDS AND GUIDELINES

ON THE EXTERNAL QUALITY ASSESSMENT OF DISTANCE LEARNING (DL) AND PART-TIME LEARNING (PTL) DEGREE PROGRAMMES

RELATING TO SPECIALISED COMMITTEE NO. 13 DL/PTL

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1 INTRODUCTION

1.1 Legal Framework

a) *Law of National Education No. 1, as amended and supplemented;*
b) *Law 288/24.06.2004 on the organisation of university studies, amended by GEO no. 78/2005 and Law no. 49/2013;*
c) *GD 404/29.03.2006 on the organisation and conduct of master's university studies;*
d) *MECTS Order no. 6560/2012 and no. 4204 of 15/07/2013 on the approval of the minimum required and mandatory standards for the award of teaching titles in higher education and professional degrees in research and development;*
e) *MECTS Order no.6251/2012 on the approval of the Framework Regulation on the organisation, conduct and regulation of teaching activities in distance and part-time learning at higher education level;*
f) *Annual Government Decisions on the approval of the Nomenclature of fields and specialisations/programmes of university studies and the structure of higher education institutions;*
g) *Government Decision no. 915 of 14 December 2017 on the amendment of the Annex to Government Decision no. 1418/2006 approving the external evaluation methodology, standards, reference standards and the list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education;*
h) *Government Decision No 1011/2001 on the organisation and functioning of distance and part-time learning in higher education institutions.*

The external evaluation of the quality of higher education education, i.e. of university study programmes, is carried out in accordance with the standards, benchmarks and performance indicators set out in the *External Evaluation Methodology* developed by ARACIS and approved by Government Decision no. 915 of 14 December 2017, as well as with these Specific Standards approved by ARACIS on the basis of Law 87/10.04.2006.

The legal support for the organisation of distance and part-time learning in Romania is provided by the National Education Law no. 1/2011, by the Emergency Ordinance no. 75/2011 for the modification and completion of the Government Emergency Ordinance no. 75/2005, respectively by the MECTS Order no. 6251/2012.

According to the National Education Law no. 1/2011, Article 140(6) as amended and supplemented, "*only higher education institutions which have accredited the respective education programme in the form of part-time and distance learning may organise university study programmes*".

According to the legislation in force, higher education institutions may offer the following categories of study programmes through distance learning and part-time learning:

a) bachelor's studies;

b) master's degree studies (PTL only);
c) postgraduate specialisation studies;
d) postgraduate studies for continuing professional development and training;
e) professional conversion courses.

Purpose of the specific DL/PTL standards

The ***general purpose of*** these specific DL/PTL standards is to complement the legal framework and the legislation in force, mentioned above, for the external evaluation process of the quality of education in higher education institutions, taking into account ***the specificities of bachelor's and master's degree programmes in the forms of Distance Learning (DL) and Part-time Learning (PTL).***

The ***particular purpose of the specific DL/PTL standards*** is to present a reference framework for the organisation and operational practices of bachelor's and master's degree programmes at DL/PTL forms in order to ensure ***external quality assessment in a uniform way.***

The design and content of teaching-learning and assessment activities are based on learning outcomes, which consist of knowledge[1], skills[2], attitudes[3] and values[4].

Specific DL/PTL standards are adopted at national level by ARACIS for bachelor's (DL/PTL) and master's (PTL) degree programmes.

In this respect, the aim is to promote common standards and principles for guaranteeing quality in the organisation and delivery of DL/PTL degree programmes.

1.2 Terminology and abbreviations

The terms and phrases used have the following meanings:

Full-time ***learning*** (FTL) is a form of organisation of study programmes characterised by teaching and/or research activities, scheduled throughout the day, specific to each cycle of university studies, approximately evenly

[1] ***Knowledge*** is the result of assimilation through learning of a body of facts, principles, theories and practices related to a particular field of work or study.
[2] ***Skills*** is the demonstrated ability to select, combine and use knowledge, skills and other acquisitions of values and attitudes appropriately for the successful handling of a given category of work or learning situations and for effective and efficient professional or personal development.
[3] ***Attitude*** is a state of mind, which manifests itself in verbal, action or other forms of behaviour. Attitudes are formed through learning, being accumulated through single, multiple, unmediated or mediated experiences. Attitudes and behaviours influence each other. ***Attitude*** is human behaviour reflected in ethics, integrity, honesty, responsibility, respect for the rights of others, respect for the law, work, the natural environment, society, etc.
[4] The attainment ***of values*** is achieved through the transmission, formation and enhancement of human, spiritual, cultural and national qualities and ideals, including scientific values that contribute to the advancement of scientific knowledge.

distributed weekly/daily during the semester and involving the direct encounter, in the university space, of students with teaching and research staff. According to the National Education Law, full-time learning implies compulsory attendance.

part-time learning (PTL) is a form of organisation of teaching processes characterised by teaching-learning-assessment activities dedicated to applied training, scheduled on a compact or regular basis, which involves both the direct encounter of students/learners with teaching staff in the university environment and the use of teaching/training resources specific to distance learning.

Distance learning (DL) is a form of organising learning processes that gives students/learners the opportunity to make their own choices about where and when to learn. ***Distance learning***, also called ***distance education, e-learning*** or ***online learning***, is characterised by the physical separation of teachers and students in the learning process and the use of diversified technologies to facilitate student-teacher and student-student communication. A distance learning study programme may be offered entirely at a distance or it may be a combination of distance and face-to-face educational activities carried out in the higher education institution *(Blended Learning*). Distance learning courses can use a variety of training and communication methods, technologies and resources, such as: video/audio conferencing, internet-mediated web techniques, digital or printed study materials.

Distance learning (DL) and ***part-time learning*** (PTL) are alternative forms of education that provide initial, further or conversion training for a wide range of citizens in different fields.

The ***programme of study (specialisation)*** is a group of curricular units of teaching, learning, research, practical application and assessment planned to lead to a university qualification certified by a diploma and a diploma supplement.

Distance learning activities involve:

a) the existence of study materials adapted to individual study and produced in DL technology;
b) conducting them online in asynchronous or synchronous mode;
c) the existence at institutional level of IT means and platforms to ensure teaching-learning-assessment and communication specific to DL;
d) ensuring access to the IT platforms and their resources for students and all staff involved in the teaching process;
e) the existence of appropriate tools for monitoring and recording teaching, learning and assessment activities carried out in this system.

Face-to-face ***teaching activities*** involve:

a) pre-scheduled and timetabled activities which may take place on the university campus or synchronously online (e.g. via video conferencing systems). In this deployment variant, registration of activities will be ensured;

b) the compulsory participation of students in these activities.

Online courses - a form of organising activities and providing resources associated with a subject, in which teaching and communication are carried out mainly through the use of the Internet. The training process (teaching, learning and assessment) is carried out remotely in synchronous and/or asynchronous mode, using different equipment (laptop, ~~mobile~~ phone, tablet, etc.) with Internet access.

Synchronous online courses - courses in which students and teachers attend at the same time, but in separate locations, generally other than the university campus. Synchronous teaching involves a structured learning strategy in which teaching activities are scheduled at pre-announced times and addressed to study groups called virtual classes, and students benefit from real-time interactions. These courses can be offered via videoconference, web conference, audio conference, etc.

Asynchronous online courses - courses in which students do not participate in teaching activities at the same time as teachers, and learning content is provided through study resources that students have access to. The training is based on self-study materials, in print or digital format, implemented on specialised e-learning teaching, learning and assessment management platforms. Asynchronous online courses do not involve real-time interaction between participants.

Distance learning study programme - a study programme authorised to operate provisionally/accredited, which can be completed entirely through courses offered at a distance, including online, in which the teaching activities are organised predominantly at a distance. These can be offered in both synchronous and asynchronous mode, as well as *Blended Learning*.

Study materials in DL technology - materials related to DL/PTL study programmes adapted to self-teaching, entirely made in DL technology[5].

Other types of education resources offered online:

OER **(*open educational resources*)** - online study materials offered free of charge for use by teachers and students/learners, with or without constraints on how these materials can be adapted and reused.

MOOCS **(*massive open online courses)*** - online courses designed to be accessed by large numbers of participants, often offered free of charge, without prerequisites and without certification of a qualification. It differs from OERs in that it offers a complete educational experience and the course content is not free for possible re-use.

Abbreviations used in ARACIS standards

[5] See §3.4.3.

Abbreviation	Meaning
Types of activities provided for in the curricula for forms: FTL/PTL/DL	
AA	Assisted application activities
SL	Self-learning activities
F2F	Face-to-face activities
TA	Tutoring activities
C	Teaching/course activities
Clv	Colloquium
E	Exam
VF	Form of verification/test
L	Laboratory/Practical work
P	Project
SP	Specialist practice
S	Seminar activities
F2FS	Face to face seminar
IS	Individual study
TS	Tutoring seminar
CT	Checking/assessment of topics along the way
V	Mid-term verification
Types of subjects in the curriculum	
CS	Complementary subject
FS	Field subject
BS	Basic subject
VS	Voluntary subject (freely chosen)
CS	Compulsory subject
OS	Optional subject (optional)
SS	Specialist subject
Other Acronyms	
QAAC	Quality Assessment and Assurance Committee
QAD	Quality Assurance Department
CIDPTL	Centre for Distance and Part-Time Learning
DIDPTL	Department of Distance and Part-Time Learning
PhDF	Doctoral degree field
BF	Bachelor's field of study
MF	Master's degree field
QMD	Quality Management Department
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications Framework for lifelong learning
DL	Distance learning
FTE	Full-time learning
PTL	Part-time learning
HEI	Higher Education Institution
IODS	Institution organising doctoral studies
ISCED	International Standard Classification of Education
GDPR	General Data Protection Regulation
LLL	Lifelong learning
IER	Internal Evaluation Report *(Self-Assessment Report)*
NHES	National Higher Education System
ICT	Information and Communications Technology

2 SPECIFIC STANDARDS FOR THE ASSESSMENT OF UNIVERSITY DEGREE PROGRAMMES IN DISTANCE LEARNING (DL) AND PART-TIME LEARNING (PTL)

2.1 Particularities of distance and part-time learning

Developments in information and communication technologies (ICT) have brought about fundamental changes both in the methods and techniques of achieving learning outcomes and in the way study programmes are offered in higher education institutions. From this point of view, distance learning (DL) and part-time learning (PTL) focus more on how the student learns and less on where they study.

By its very nature, ***distance learning*** is a flexible form of education, giving students/learners the choice of where and when to learn. Distance learning also gives students the opportunity to study individually as well as to carry out group learning activities.

Distance learning involves the organisation of the activities of the education process (teaching-learning and assessment), in which students/learners are physically separated in space and time from the educational institution, with which they communicate synchronously or asynchronously by specific means.

Distance learning involves the use of information and communication technologies adapted to self-learning and self-assessment activities, complemented by specific tutoring activities.

Distance learning involves the use of a wide range of resources and technologies, materials adapted to individual study, printed or in digital format, available on computer platforms or other storage media. They are adapted to the diversity of content in the educational process.

Part-time learning gives students the opportunity to manage their learning in accordance with the university's timetable. As a rule, assisted learning activities are scheduled on weekends. Part-time learning shares common features with both full-time and distance learning. Thus, the study of the courses is carried out individually, students having at their disposal study materials adapted to individual study, self-teaching process.

Part-time learning is characterised by teaching activities dedicated mainly to applied training, scheduled on a compact or regular basis, which involve both the direct encounter of students with teachers in the university environment and the use of distance learning-specific training tools.

2.1.1 Organisation of DL/PTL study programmes

Only higher education institutions that have accredited the respective study programme in the form of full-time learning may organise bachelor's (DL/PTL) and master's (PTL) degree programmes.
The initiation, development, implementation and management of DL/PTL study programmes are carried out in specialised institutional structures, organised at

university or faculty level, called DL/PTL Departments or Centres (DIDPTL/CIDPTL). Their establishment is made by a Decision of the University Senate.
The DL/PTL Departments or Centres are organised and operate on the basis of their own regulations approved by the University Senate. TheDL/PTL Department or Centre is governed by a Board chaired by a ***Director***.
Departments or DL/PTL Centres draw up appropriate statements of functions for DL/PTL study programmes, approved by the University Senate.
Postgraduate continuing professional development and training programmes in the DL/PTL form may be organised by higher education institutions which have accredited bachelor's and master's programmes in the relevant scientific field.
University diplomas and certificates issued by higher education institutions for the same specialisations/graduate programmes, regardless of the form of education completed or the teaching language, are equivalent.
A university degree programme operates legally if it is authorised to operate provisionally or accredited and is carried out under the conditions laid down by law.
Provisional operating authorisation, accreditation and periodic evaluation are processes of public recognition, according to which study programmes in the forms of DL/PTL offered by a higher education institution meet the minimum requirements set by the specific standards and performance indicators of provisional operating authorisation, accreditation and periodic evaluation.

Provisional operating authorisation, accreditation and periodic evaluation of study programmes provide the beneficiaries of DL/PTL education with the guarantee that the educational institution has:

a) curricula equivalent to those of the DL form, which include specific DL or PTL activities;
b) qualified personnel to use DL technologies;
c) learning resources, equipment and IT platforms suitable for teaching, learning, assessment, communication;
d) financial resources to run study programmes;
e) a policy of quality management and promotion of DL/PTL degree programmes that respect professional ethics.

Provisional operating authorisation, accreditation and periodic evaluation of university study programmes are carried out separately for each form of education (DL or PTL), for each teaching language and for each geographical location in which they are carried out.

The provisional operating authorisation, accreditation and periodic evaluation of a Bachelor degree programme in the DL or PTL form and the establishment of the maximum number of students that can be enrolled in a year of study in the programme are carried out by Government Decision, following the external evaluation carried out by ARACIS.

2.1.2 Organisation of the educational process

For the organisation of the ***teaching process in the DL form***, the scheduling of the subjects in the curriculum will be done according to the duration of the full-time learning (FTL). In order to ensure equivalence of forms of education, the following types of activities will take place within each subject:

a) *tutoring activities* (TA), consisting of face-to-face meetings on campus and/or synchronous online via computer platforms, and *on-the-job assessment of the control topics* (CT) *type*, preferably via computer platforms in an asynchronous online system, equivalent to the seminar hours of the full-time learning form (FTL). These activities are organised in groups/sub-groups;
b) *assisted Applied Activities* (AA), equivalent to the laboratory, project or practical hours of the full-time course. These activities are organised face-to-face on campus or synchronously online in groups/sub-groups;
c) the hours of full-time learning are compensated by *self-learning activities* (SL), based on DL-specific learning resources.

For the form of organisation of the ***teaching process at the PTL***, the scheduling of subjects in the curriculum will be done according to the duration of the full-time learning. In order to ensure equivalence of forms of education, the following types of activities will take place within each subject:

a) *seminar activities* (S), consisting of face-to-face meetings on campus and/or synchronous online via computer platforms, with the same number of seminar hours as in the FTL form. These activities are organised in groups/sub-groups;

b) *applied activities* (L, LP, P) - laboratory, practical work, project, specialized practice, with the same number of hours as in the full-time course. These activities are organised face-to-face on campus/online synchronously in groups/sub-groups;

c) the hours of full-time learning are compensated by *self-learning activities* (SL), based on DL-specific learning resources.

Table 1. Centraliser of indicators on the organisation of the educational process in DL/PTL bachelor's programmes

Indicator:	**Level**
1. Duration of studies and total number of compulsory minimum credits in DL/PTL forms of education	a) 3 years = 6 weeks = 180 ECTS b) 4 years = 8 weeks = 240 ECTS c) 5 years = 10 weeks = 300 ECTS d) 6 years = 12 weeks = 360 ECTS
2. Duration of a semester on teaching activity	14 weeks
3. Minimum number of compulsory credits per	30 ECTS

semester	
4. Number of credits allocated for passing the school leaving examination	10 ECTS
5. Number of hours allocated to one ECTS credit	25 hours
6. Minimum number of weeks for exam sessions per semester	according to the standards specific to the field of the assessed study programme
7. Minimum number of weeks for the rest sessions	1 weeks
8. Maximum number of students in an PTL group	according to the standards specific to the field of the assessed study programme
10. Maximum number of students in an DL group	25
11. Maximum ratio between the number of students and the number of teaching staff in the study programme	according to specific standards field of the study programme assessed

Table 2. Centraliser of indicators on the organisation of the educational process in PTL Master's degree programmes

Indicator:	Level
1. Duration of studies and total number of minimum compulsory credits in the PTL form of education	a) 1 year = 2 weeks = 60 ECTS b) 1.5 years = 3 weeks = 90 ECTS c) 2 years = 4 weeks = 120 ECTS
2. Duration of a semester on teaching activity	14 weeks
3. Number of compulsory credits per semester	30 ECTS
4. Number of credits allocated for passing the dissertation examination	10 ECTS
5. Number of hours allocated to one ECTS credit	25 hours
6. Minimum number of weeks for exam sessions per semester	according to the standards specific to the field of the assessed study programme
7. Minimum number of weeks for the rest sessions	1 weeks
8. Maximum number of students in a group	according to the standards specific to the field of the assessed study programme
10. Maximum ratio between the number of students and the number of teaching staff in the study programme	according to the standards specific to the field of the assessed study programme

2.1.3 Teaching staff

The teaching staff involved in DL/PTL activities consists of: *study programme coordinators*, *subject coordinators* and *teaching staff* conducting seminars, practical or laboratory work, project supervision, specialist practice and teaching assistants.

The subject tutor guides the student/courseworker through a DL degree programme. Mentoring is carried out on an individual and/or group basis, through direct face-to-face meetings on campus or online in synchronous or asynchronous

mode via computer platforms, and consists of study guidance and regular assessment of the academic progress of the students/learners.

2.1.4 Standardisation of teaching activities

The teaching activities specific to the DL/PTL forms are regulated in separate function statements from those of full-time learning, managed by the DL/PTL Department/Centre, according to the legislation in force.

The regulation of the activities of the staff involved in the DL/PTL forms is done according to the own regulation, elaborated by the DL/PTL Department/Centre and approved by the University Senate, based on OMCTS no. 6251/2012. The regulation will relate to activities specific to educational technologies designed, developed and implemented by the university within the ID and PTL forms respectively.

The regulation of teaching activities specific to the PTL form is carried out as follows:

- *seminar activities, practical and laboratory work, project supervision, etc.* are regulated in the same way as for full-time learning, on the basis of the number of hours laid down in the syllabuses.

The normalisation of teaching activities specific to the DL form is carried out as follows:

- *face-to-face tutoring activities,* including synchronous activities on computer platforms, are regulated in the same way as the seminar hours of the full-time course, based on the number of hours provided for in the syllabuses;
- *distance tutoring activities,* including asynchronous activities on computer platforms, student/learner support and on-the-job assessment are normed at 1-3 hours/group/week. The sum of the total number of hours allocated to face-to-face *tutoring activities and distance tutoring activities* must be at least equal to the number of seminar hours of the DL.
- the *development and management of learning resources available on the IT platforms* is regulated by 2-4 hours per group/semester/discipline;
- *assisted applied activities* - laboratory, practical work, project, specialist practice, etc. - are regulated in the same way as for full-time learning, on the basis of the number of hours laid down in the syllabuses.

The design and production of teaching resources specific to distance learning and *part-time learning* in printed and/or digital format is regulated at 120-140 hours per subject, at a rate set by decision of the University Senate on the proposal of the Department/DL/PTL Centre. For the regular updating of existing teaching resources, the number of hours is proportionate to the weight of updated content.

2.2 Procedures for the provisional operating authorisation, accreditation and periodic evaluation of university degree programmes in the DL/PTL forms

The higher education institution proposing to organise study programmes in the DL/PTL forms will use the same general principles and specific standards as those used in the full-time learning form related to the field of study, taking into account the specificities of each educational technology.

The quality assessment procedure of the DL/PTL study programmes is carried out by internal evaluation within the higher education institution, by external evaluation carried out by ARACIS, completed by applying the recommendations resulting from the two evaluations.

DL/PTL study programmes may be organised and supported in partnership by consortia set up in accordance with the legislation in force. In this case, the application for provisional operating authorisation/accreditation/periodic evaluation of DL/PTL study programmes shall be made by a single accredited higher education institution declared as coordinating institution. The external evaluation visit takes place at its premises and at any location relevant to the educational process.

In the case of partnership, the higher education institution coordinating the DL/PTL study programmes draws up an internal evaluation report for each study programme to be evaluated on the basis of the criteria laid down in the legislation in force on the organisation and functioning of DL/PTL in higher education, as well as on the basis of the methodology developed by ARACIS.

According to the ARACIS methodology, in order to ***be granted provisional operating authorisation***, ***accreditation*** or ***periodic evaluation*** of DL/PTL study programmes, the higher education institution shall provide documented evidence that it has:

a) strategies and policies for the development of DI technologies, which are integrated into overall institutional development and quality assurance strategies;
b) administrative and managerial structures that ensure the organisation, development, implementation and administration of DL/PTL study programmes;
c) clear DL/PTL specific teaching processes, known to the whole academic community, which are subsumed under the educational strategy of the institution;
d) financial resources secured, necessary for the optimal running of the DL/PTL study programme;
e) the appropriate logistical base to provide support and services for students/learners;
f) DL technology-specific learning resources in print and/or digital format;
g) teachers and a tutorial network with trained specialists in DL technology for all subjects in the curriculum;

h) IT platforms for teaching, learning and assessment, including a university management information system. They are functional, secure and efficient in relation to the specific DL/PTL teaching procedures adopted by the higher education institution;
i) tools for monitoring and recording the activities carried out through the IT platforms used in the educational process;
j) specific quality assurance procedures for the DL/PTL educational processes.

In order to be provisionally authorised to operate in the DL/PTL form**,** the higher education institution **shall** provide documented evidence that it has the financial resources for at least one cycle of studies as well as DL learning resources. Learning resources consist of study materials produced in DL technology in print and/or digital format, posted on computer-based communication, teaching and learning platforms, for at least the first year of study. All IT/electronic means used are fully functional.

For the purposes of accreditation or ***periodic evaluation***, the higher education institution shall provide documented evidence that it carries out specific DL/PTL activities in accordance with the reference standards and specific performance indicators for the whole degree cycle. In the external evaluation process, it will demonstrate that, for the study programme under evaluation, study resources related to all subjects in the curriculum are posted on the teaching, learning and assessment IT platforms. At the external evaluation of a study programme, the higher education institution will submit information stored on IT platforms on all learning and assessment activities during the course of the programme for all enrolled students. The university management information system will also contain all the data on enrolment and information on tuition fees and the status of their payment.

Following the analysis of the internal evaluation report, the verification of the fulfilment of the specific DL/PTL criteria, the visit to the applicant institution and the report of the Committee of Experts, the ARACIS Board validates the external evaluation report and proposes to the relevant Ministry to grant or, as the case may be, not to grant provisional operating authorisation or accreditation/non-accreditation or to maintain/withdraw accreditation.

The deadline for submitting an application for accreditation may not exceed **two years** from the date of graduation of the first class of DL/PTL graduates, and the periodic evaluation is carried out every 5 years.

The external evaluation procedure for DL/PTL degree programmes is based on a set of requirements defined by standards, benchmarks and performance indicators.

The areas of organisation, implementation, administration and operation are:

1. **Strategies and policies on the integration of DL technologies;**
2. **Administrative and managerial structures;**

3. **Designing the structure of DL/PTL degree programmes;**
4. **Learning resources. Specific infrastructure;**
5. **Support for students, teaching and teaching-aide staff;**
6. **Assessment of the test results**
7. **Quality assurance of teaching staff;**
8. **Quality assurance of DL/PTL programmes;**
9. **Public information.**

3 STRUCTURE OF THE INTERNAL EVALUATION REPORT

For the external evaluation of the quality of DL/PTL degree programmes in a unified way, the structure and content of an ***internal evaluation report (IER)*** is presented .

The ***Internal Evaluation Report*** is a document containing fundamental information on the achievement of standards, benchmarks and performance indicators in close association with the DL/PTL methodology.

Applicant institutions may include in the ***internal evaluation report*** other information and documents they consider relevant for the provisional authorisation, accreditation or periodic evaluation of the DL/PTL study programmes in a chapter dedicated to the *specific elements of the institution or study programme evaluated*.

The internal evaluation report will be endorsed by the quality assurance and evaluation structure and by the structure responsible for the implementation and administration of the DL/PTL study programmes in the applicant institution - the DL/PTL Department/Centre.

In the case of consortia or partnerships, the coordinating higher education institution shall include in the internal evaluation report all data and documents relating to the partners and the arrangements for their participation in the evaluated study programme.

The internal evaluation report will include:

a) Title page *(Template of the DL/PTL study programme*);

b) Table of contents, with the names of the chapters of the internal evaluation report and the table of contents of its annexes;

c) A summary of the profile of the higher education institution, including basic data defining it, its mission and objectives;

d) The content of the internal evaluation report structured according to the DL/PTL Specific Standards;

e) Annexes.

Technical aspects of the presentation of the internal evaluation report:

a) Printed on A4 white paper, on both sides of the sheet.

b) Times/Calibri 12 pt. font family, single line spacing.

c) Maximum 40 pages.

d) References to annexes must allow them to be opened automatically via hyperlinks.

e) Pages will be numbered, with the name of the higher education institution at the top or bottom of each page.

f) Annexes and additional documents will be placed in separate files.

g) The *internal evaluation report* shall be submitted to the ARACIS Registrar's Office in one original printed copy and in digital format on 3 external media.

h) The digital format contains only documents signed in holographic/electronic form and stamped as appropriate, scanned and saved as *.pdf* files, organised according to the assessment requirements outlined above.

i) For easy identification of files, their names will be consistent with their content.

j) The full digital format of the ***internal evaluation report*** (including its annexes) will be posted in archived form on the higher education institution's IT platform/website and the access to it by the expert evaluators will be communicated by official address to ARACIS.

University registration number .....

INTERNAL EVALUATION REPORT

Data submitted to the ARACIS Accreditation Department by:

Higher education institution:.....

Faculty:.....

Bachelor's/Master's field:.....

Name of the degree programme:.....

Form of education: .....

Number of credits: .....

Objective of external evaluation: *(provisional authorisation/accreditation/periodic operating evaluation)* :.....

Contact person: :.....

Tel:..... e-mail:.....

The data in this Report are complete, accurate and in accordance with the principles of professional ethics.

Rector,

Space reserved for the signature

Head of DL/PTL Department/Centre

ARACIS registration no. _____

3.1 Strategies and policies for DL/PTL forms of education

Higher education institutions have well-defined management policies and processes in place, which are used to achieve strategic educational objectives at institutional level and which include the initiation, development and management of DL/PTL forms.

Plans for the development of DL/PTL forms are included in the educational strategy of the higher education institution and include: priority actions on the organisation and implementation of these forms of education, means of evaluating the impact these forms have on administrative processes, the recording of student activities and traditional teaching processes at institutional level.

The strategic plan highlights the higher education institution's own vision of pedagogical concepts applied to DL/PTL forms, the implementation, use and management of these concepts at institutional level and provides a clear time perspective of their application.

The strategic plan factors in the human, technical and financial resources needed to implement the educational strategies involved in the DL/PTL forms and concerns in particular: the acquisition of specific equipment and software, the recruitment of specialised staff, the regular training needs of teaching and support staff, the administration, maintenance and security of data on students' training activity, etc.

The academic development plans of faculties and departments regarding the use of specific DL technologies and their combination with traditional face-to-face methods are linked to the institution's strategic plan, ensuring students virtual mobility within and outside the institution.

Educational concepts and technologies, which distance and part-time learning use, provide opportunities for implementing study programmes that offer greater flexibility in relation to place and time of study and provide students and teaching staff with the chance to participate in virtual academic communities.

The strategic plans of higher education institutions may also contain policies on virtual mobility in the online environment and are designed to offer students the opportunity to study programmes, or parts of them, at partner institutions that are geographically distant from their residence or even outside the country. Partner institutions in virtual mobility programmes will take all necessary steps to ensure that the assessment of learning outcomes acquired is relevant and well documented.

The strategic plans of the higher education institution include a set of activities aimed at improving the framework for the implementation of DL/PTL degree programmes through more efficient use of the equipment and technologies deployed and by improving pedagogical approaches that take into account best practices in the field.

3.1.1 Performance Indicators

1. The higher education institution has management structures and staff responsible for organising, developing and evaluating institutional policies and plans specific to the DL/PTL forms.
2. The institution's strategic plans take into account all the resources needed to set up and maintain the infrastructure of the educational services specific to the DL/PTL forms. These include both the initial investment in equipment, software, etc., and the costs associated with upgrade, reconfiguration and replacement cycles.
3. Collaboration with other institutions for the design and delivery of DL/PTL degree programmes is formalised through partnership contracts, including for internships. They clearly define the purpose of the collaboration, the responsibilities of the partners, the financial commitments and the relationship with students and teachers.
4. The higher education institution has strategies and research and innovation activities in the field of DL/PTL covering both technical and pedagogical aspects.
5. The higher education institution accepts the benefits of DL technology in achieving virtual student mobility and has a clear set of policies for its promotion, deployment and evaluation. Policies on virtual mobility in the online environment are regularly evaluated and the results systematically analysed.

3.1.2 Documents submitted by the higher education institution

1. University Charter - the part that deals with the organisation of education;
2. The chapter of the higher education institution's strategic plan outlining strategies for the development and management of DL-specific educational technologies;
3. Regulations for the organisation and functioning of teaching activities in the higher education institution, which show how to organise and administer teaching activities specific to the DL/PTL forms;
4. Partnership contracts, including for internships, with other institutions for the promotion and implementation of DL/PTL study programmes.

3.2 Administrative and managerial structures

The higher education institution that initiates study programmes in the DL/PTL forms proves that it fulfils all the conditions required by the legislation in force and the ARACIS methodology in terms of their organisation and administration.

3.2.1 DL/PTL Departments/Centre

The initiation, development and management of DL/PTL study programmes are carried out in specialised institutional structures, organised at university or faculty level, called DL/PTL departments or centres. They are established by decision of the University Senate.

The DL/PTL Departments or Centres are organised and operate on the basis of their own regulations approved by the University Senate. The DL/PTL Departments or Centres shall make these regulations public.

The DL/PTL Departments or Centres collaborate with the faculties and teaching departments of the higher education institution for the development of the study programmes in terms of curricula, course outlines, teaching staff, material base, etc.

The DL/PTL Department or Centre is headed by a Director with managerial responsibility for the entire DL/PTL process at the higher education institution/faculty level. The Director must have proven qualifications and experience in DL technology and its management.

The DL/PTL Department or Centre is directly responsible for quality assurance of DL/PTL teaching materials, administration of IT platforms, ongoing staff training, organisation of student support services, monitoring of the quality assurance system for individual and group communication with students, internal evaluation of information and documents included in the *internal evaluation report* for provisional operating authorisation/accreditation/periodic evaluation.

3.2.2 Performance Indicators

1. The management of DL/PTL study programmes is carried out in specialised institutional structures, called DL/PTL Departments/Centres, whose activity is subordinated to the higher education institution.
2. The DL/PTL Departments or Centres provide the following services in collaboration with faculties and teaching departments:

   - ❑ accurate information to applicants and students on the study programmes offered, the type of degrees obtained on graduation, the enrolment requirements, the services offered, tuition fees, possible additional costs, assessment procedures, educational and communication technologies used;
   - ❑ access for all students enrolled in an DL/PTL degree programme to all specific support services: enrolment assistance, financial facilities, educational assistance, delivery of learning resources, access to communication facilities, appropriate tutorial support, provision of records of results achieved and career counselling;

- ❑ the operational resolution of complaints and requests from students enrolled at DL/PTL through an appropriate system regulated at institutional level;
- ❑ managing the communication infrastructure between students, teachers and administrative staff by various means;
- ❑ regular training in DLtechnologies of university/faculty teaching and administrative staff involved in DL/PTL study programmes. The DL/PTL Department/Centre is responsible for the regular training of staff, including in the use of IT platforms, keeping documentary evidence of training sessions.

3. The institution has a clear and transparent policy on the production of educational resources with copyright assurance, their distribution, the use of and access to information technologies, the use of virtual libraries, materials and multimedia.
4. DL/PTL Departments/Centres inform students about the availability of learning resources, use of and access to information technologies, virtual libraries, multimedia materials and media.

3.2.3 Documents submitted by the higher education institution

1. Proof of accreditation of the study programme in the form of full-time learning (copy of the latest Official Journal);
2. For accreditation purposes, proof of provisional authorisation of the DL/PTL study programme (copy from the Official Journal);
3. For periodic evaluation, proof of accreditation of the DL/PTL study programme (copy from the Official Journal);
4. Decision of the University Senate on the organisation of the DL/PTL degree programme;
5. Decision of the University Senate for the organisation and functioning of the DL/PTL Department/Centre;
6. The Regulation on the organisation and functioning of the DL/PTL Department/Centre and the decision of the University Senate approving this regulation;
7. Relationship diagrams of the DL/PTL Department/Centre with the faculties and structures of the organising institution;
8. List of the members of the management and administrative team of the DL/PTL Department/Centre with the responsibilities of the members;
9. CVs of the members of the management team in *Europass* format, with mandatory highlighting of DL/PTL experience on the first page under the heading "*Professional experience in DL/PTL form*";

10. Presentation of the concrete way of carrying out the activities of the DL/PTL study programme (maximum 4 pages). The presentation will necessarily and explicitly include:
    a) design of teaching activities and pedagogical concepts used;
    b) design, implementation and distribution of learning resources;
    c) how communication between students/learners and teachers is carried out;
    d) conducting distance and face-to-face tutoring activities;
    e) the mid-term and final evaluation.
11. *Guidance for advising students in the DL/PTL study programme*, which will include:
    a) advising students in DL technology;
    b) ethical rules on the use of Internet-based technologies for accessing learning resources offered through IT platforms.

3.3 Designing the structure of DL/PTL degree programmes

The degree programme is a group of curricular units of teaching, learning, research, practical application and assessment, designed to lead to a university qualification certified by a diploma, supplemented by the Diploma Supplement.

The structure of the degree programme is approved by the University Senate and is in accordance with the qualification profile defined in the National Framework of Qualifications in Higher Education (NQFHE), respectively registered in the National Register of Qualifications in Higher Education (NRQHE).

3.3.1 Admission of students

Each higher education institution shall draw up and apply its own regulations for the organisation and conduct of admission to the study programmes offered. This regulation shall be drawn up in accordance with the framework methodology drawn up annually by the relevant Ministry.

Admission can be organised by the faculties of higher education institutions only for study programmes authorised to operate provisionally or accredited to the DL/PTL form of education. The selection of candidates for the study programmes organised at DL/PTL is carried out according to the admission methodology approved by the University Senate.

Following admission, the higher education institution signs with each student enrolled in an DL/PTL study programme a *University Study Contract*, in accordance with the provisions of the regulations governing the organisation and running of study programmes and in compliance with the legislation in force.

The curriculum is regulated annually by the Annual Study Contract/Addendum to the *University Study Contract*, signed by the student and the legal representative of the faculty organizing the DL/PTL study programme.

3.3.1.1 Performance Indicators

1. The enrolment and selection of candidates is carried out according to the admission methodology approved by the University Senate, in accordance with the regulations of the relevant Ministry, within the limit of the enrolment capacity (maximum number of students that can be enrolled, according to the GD of the current year).
2. Admission sessions to DL/PTL degree programmes are conducted in accordance with the admission methodology approved by the Senate of the higher education institution.
3. For the enrolment of admitted candidates, it is mandatory to draw up a *University Study Contract* between the higher education institution and the student, which must be signed by both parties. A copy will be given to the student.
4. The management of the data of students enrolled in DL/PTL forms is carried out using a secure IT system compatible with the university's centralised data collection system.
5. The *university study contract* shall specify precisely the name of the study programme, the duration of the studies, the diploma obtained upon graduation, the services offered to the student in the amount of the tuition fee, the facilities and all obligations for which the educational institution is responsible, the student's financial and study rights and obligations, the obligation to provide the necessary materials for individual teaching, the conditions for withdrawal and reimbursement of tuition fees. The contract must also specify that students must have the necessary equipment to access the Internet.
6. The content of *the Annual Study Contract/Addendum to the University Study Contract* contains the extract from the current year's curriculum, which regulates the transferable credit system and the conditions for promotion.
7. The *University Study Contract* and the *Annual Study Contract/Addendum* are not amended during the academic year.

3.3.1.2 Documents submitted by the higher education institution

1) The university's admissions methodology, approved by the institution's Senate;
2) Model of the *University Study Contract;*
3) Model *Annual Study Contract/Addendum* to the *University Study Contract*.
4) The number of places put out to contest (academic offer) and the number of places approved by the GD for the study programme evaluated, over the last 5 (five) years (as per Annex C4).

5) Enrolment situation over the last 5 (five) years in the study programme evaluated in the DL/PTL forms (as per Annex C5).

3.3.2 Structure and relevance of DL/PTL study programmes

Distance learning and part-time learning are based on flexible educational technologies for teaching, learning and assessment, involving both face-to-face and distance learning activities through IT platforms. In both forms of education, teaching, learning and assessment of learning outcomes are based on study materials specifically designed to ensure a high degree of self-teaching and self-assessment.

Teaching activities that develop competences/applied skills (labs, projects, practical work, etc.) are carried out face-to-face on campus/online synchronously in groups/sub-groups.

For each study programme, and in particular for each subject within it, the higher education institution will consider the optimal combination of online technology (videoconferencing, virtual labs, etc.) and traditional face-to-face technology. Distance and part-time learning are forms of integrated learning, which are referred to in the literature as *Blended Learning*.

The higher education institution offering DL/PTL degree programmes shall develop curricula in accordance with its mission and objectives so as to ensure an education equivalent to that of full-time learning. The DL/PTL programmes are organised on the basis of the approved curricula for the same study programmes in full-time learning and include specific DL/PTL teaching activities.

The subjects, the number of credits allocated to the subjects and the forms of final assessment are maintained as in the curriculum of the full-time learning form.

The educational and communication resources of IT platforms offer the possibility, in the case of DL/PTL degree programmes, to build virtual communities between teachers and students as well as between groups of students. Within a study programme, the time, place and pace of study can be scheduled with a high degree of flexibility. Subject content can be taught at a distance through specific learning resources, and personalised interaction between students and teachers, including tutors, is an essential component in supporting learning. As a result, when designing the structure of curricula, learning activities should be designed in which participants in the educational process are also in face-to-face situations. These can be meetings scheduled for seminars (in the PTL form), laboratories, projects, practical work, etc. (in the DL form and in the PTL form). On the other hand, synchronous online meetings facilitated by videoconferencing etc. can be organised.

The higher education institution offering DL/PTL degree programmes develops and implements systems of assessment of learning outcomes equivalent to traditional ones in terms of efficiency, completeness and integrity.

Formative (continuous) and summative (final) assessment focuses on learning outcomes, provides feedback to students and underpins the design of curriculum structure and resources.

The methodology for organising the assessment, the knowledge and skills tested, the correspondence between learning outcomes and grades must be the same for any form of education corresponding to a particular study programme in a higher education institution. The evaluation methodologies are approved by the University Senate and are aimed at ensuring quality and compliance with the Code of Ethics and University Deontology.

Training (continuous) evaluation in DL/PTL degree programmes may include: self-assessment tests with prompts and answers, check papers, practice tests, etc., embedded in study materials and/or posted on computer platforms, through which students can assess their own progress and reflect on their future approach to learning.

In the case of DL/PTL degree programmes, the summative (final) assessment is identical to that of the IF form.

3.3.2.1 Performance Indicators

1. The structure and content of DL/PTL study programmes are in line with the profile of qualifications defined in the National Framework of Qualifications in Higher Education and the codes of good practice in the field, are approved by the University Senate and are systematically assessed against quality standards and beneficiaries' expectations.
2. The development of DL/PTL study programmes will take into account the specificity of these forms of education, offering students a high degree of flexibility of study in relation to time, place and pace of learning. This approach is fully in line with beneficiaries' expectations in relation to learning outcomes and promotes an integrated system of formative and summative assessment.
3. An integrated approach *(Blended Learning*) will be considered when planning teaching activities within an DL/PTL study programme, which allows for an efficient combination of online, individual or group activities with traditional face-to-face activities. In order to make efficient use of available human resources and materials, the DL/PTL degree programmes are developed in a modular structure.
4. The procedures for designing the structure of DL/PTL degree programmes take into account the particularities of implementing an effective system of online formative assessment, i.e. summative assessment through exams/colleges or other forms of final assessment. Assessment procedures are well documented, continuously monitored and staff involved in marking are trained to ensure the identification and security of individual student work and the application of uniform marking criteria.

5. The structure of DL degree programmes is geared towards active online participation of the entire academic community through platform-based interactions between students and teaching staff, between students, and between students and staff administering the degree programmes.

6. The study programmes in the DL/PTL forms are organised on the basis of the approved curricula for the same study programmes in the full-time form, as follows:

A. For DL form:

A.1. The scheduling of subjects in the DL curriculum is done according to the duration of the full-time learning (FTL). In order to ensure equivalence of forms of education, the following types of activities will be quantified within each subject:

a) *tutoring activities* (TA), consisting of face-to-face campus/online synchronous meetings via computer platforms, and *on-the-job assessment per control topics* (TC), preferably via computer platforms in an asynchronous online system, equivalent to the seminar hours of the full-time form of education. These activities are organised in groups/sub-groups;

b) *assisted applied activities* (AA), equivalent to the hours of laboratory, project or specialist practice of the full-time form of education. These activities are usually organised face-to-face on campus/online synchronously *(with the approval of the department managing the discipline*) in groups/sub-groups;

c) the hours of full-time learning are compensated by individual study IS - (hereafter renamed *self-learning activities* (SL)[6]), based on specific DL learning resources.

A.2. Assisted Applied Activities (AA) comprise the same number of hours as those set out in the IF syllabus and are carried out during the semester in which they are scheduled. Avoid scheduling grouped AA activities before exam sessions. The contract of studies will specify the obligation to participate in assisted application activities. These activities are included in the subject sheet and timetable, with explicit reference to the periods in which they are carried out.

A.3 At least two tutoring activities (TAs) are scheduled every semester for each subject, conducted through direct face-to-face meetings on campus and/or synchronous online via computer platforms.

A.4. The number of credits allocated to the subjects and the form of the final examination are maintained as in the FTL curriculum.

A.5. The DL curriculum is structured according to *Annex A1-DL*. The number of

[6] In order not to confuse and avoid overlap with the phrase Individual Study (IS) from full-time learning.

hours of *self-learning activities* (SL) in the DL curriculum is given by the number of hours of coursework in the FTL curriculum.

A.6. The subject sheets of the DL curriculum are equivalent to those of the full-time learning, including learning outcomes and their assessment, the contents of the teaching activities and the required bibliography (with the specification of the page where the learning resources will be used). The subject sheet has a structure which specifies the specific DL activities (SL, TA, CT, AA), with the corresponding number of hours and forms of assessment (mid-term and final) and their weightings in the final mark.

A.7. The subject sheets are accompanied by the calendars of DL teaching activities, according to *Annex A2-DL*

A.8. During the visit, the subject sheets for the study programme in the FTL form will also be presented in order to ascertain that the higher education institution provides the same learning outcomes in the FTL and DL forms.

B. For PTL form:

B.1. The scheduling of subjects in the PTL curriculum is done according to the duration of the full-time learning. In order to ensure equivalence of forms of education, the following types of activities are quantified within each subject:

a) *seminar activities* (S), consisting of face-to-face meetings on campus/online synchronous, via computer platforms, with the same number of seminar hours as in the FTL form. These activities are organised in groups/sub-groups;

b) *applied activities* (L, LP, P, Pr) - laboratory, practical work, project, specialized practice with the same number of hours as in the full-time learning. With the exception of specialist practice, which usually takes place outside the higher education institution, these activities are organised face-to-face on campus/online synchronously *(with departmental approval*) in groups/sub-groups;

c) the hours of full-time learning are compensated by *self-learning activities* (SL), based on DL-specific learning resources.

B.2. For the PTL form, compulsory activities (S, L, LP, P, Pr) comprise the same number of hours as those provided for in the full-time curricula and are carried out during the semester in which they are scheduled. They can be scheduled periodically, but avoid scheduling them in advance of exam sessions. The contract for university studies specifies that these activities are compulsory.

B.3. For the PTL form, seminar hours are conducted in face-to-face format on campus (F2FS) - minimum 50% of the total hours allocated - and in online synchronous/asynchronous tutorial format (TA) using computer platforms. For seminars scheduled online asynchronously, the subject timetable will indicate the number of hours allocated to some of the exam papers and the

deadline for their submission.

B.4. The PTL curriculum is structured according to the model presented in *Annex B1-PTL*. The hours of *self-learning activities* (SL) in the PTL curriculum is given by the number of hours of the FTL form.

B.5. The number of credits allocated to the subjects and the form of final examination for the PTL form are maintained as in the curriculum for the DL form.

B.6. The subject sheets of the PTL curriculum are equivalent to those of full-time learning, including learning outcomes and their assessment, the contents of the teaching activities and the required bibliography (with the specification of the page where the learning resources will be used). In the subject sheet the specific PTL activities (SL, F2FS, TS, L, LP, P) will be clearly specified, with the corresponding number of hours and the forms of assessment (mid-term and final) and their weight in the final grade.

B.7. The subject sheets will be accompanied by the timetables of the compulsory teaching activities of the subject, according to the model shown in *Annex B2-PTL*.

B.8. During the visit, the subject sheets for the IF study programme will also be presented in order to ascertain that the higher education institution provides the same learning outcomes for the FTL and PTL forms.

3.3.2.2 Documents submitted by the higher education institution

1) Guidance for advising students in the DL/PTL study programme.
2) The approved curriculum for each promotion for the accredited full-time study programme (last 3 or 4 years as appropriate);
3) The curriculum approved by the University Senate for each DL/PTL degree programme promotion (as per *Annex A1-DL* and *Annex B1-PTL* respectively);
4) Discipline sheets of the DL/PTL curriculum;
5) Discipline sheets for the FTL form;
6) Subject calendars correlated with the semester timetable of activities by subject*(Annex A2-DL*, *Annex B2-PTL* respectively);

5. Regulation on the assessment of learning outcomes in the FTL, DL and PTL forms. It highlights the components of formative and summative evaluations in face-to-face campus and online synchronous and asynchronous formats.

3.4 Specific infrastructure. Learning resources

3.4.1 Infrastructure

The material base includes teaching, administrative and individual or assisted training premises, teaching laboratories, specialised units for the production of

teaching materials, their distribution and management and publicity materials, etc.

Information and communication technologies include the following components: computers and computer networks connected to the Internet, virtual libraries, computer platforms, videoconferencing equipment and tools, access to radio and television channels, software packages, multimedia equipment, school management information systems, websites, etc.

3.4.1.1 Performance Indicators

The material and information logistics developed at institutional level (university, faculty, department/DL/PTL centre), specific to the study programme evaluated, include:

a) adequate premises and facilities allocated to the DL/PTL Departments/Centres for management, secretariat, financial-accounting department, department for the preparation and distribution of teaching materials and publicity, etc..;

b) adequate teaching facilities (seminar rooms, project rooms and specialist laboratories);

c) specialised equipment and software for the preparation of teaching and publicity materials in multimedia and print formats;

d) computer networks connected to the Internet;

e) audio-video equipment for presenting teaching materials in multimedia format, access to videoconferencing systems, etc.;

f) specific learning resources produced in DL technology, books, treatises and university reference courses necessary for individual preparation, study guides for students and tutors, publicity materials, etc.;

g) IT platforms configured for the study programme evaluated;

h) tools for monitoring and storing all the activity carried out through the IT platforms used in the educational process;

i) IT systems for managing student enrolment;

j) students have remote access, via apps/platforms (including adapted for mobile devices), at least to information on their own curricula, school and financial situation.

3.4.1.2 Documents submitted by the institution

1) List of the administrative premises of the DL/PTL Departments/Centres (specifying the surface areas and hardware and software equipment in use, by functional category), owned or rented, supported by documents (property deeds, rental contracts, agreements, etc.).

2) List of teaching premises allocated to the study programme evaluated (specifying surface areas, number of places and hardware/software facilities).

3) Schedule of scheduled face-to-face on-campus and synchronous online teaching activities in the current year, by semester, for the DL/PTL degree program being evaluated, including history for the past 3 or 4 years, as appropriate.

3.4.2 Financial resources

The higher education institution organising DL/PTL study programmes provides financially quality educational services at a level similar to that offered by full-time learning.

3.4.2.1 Performance Indicators

1. The institution shall demonstrate that it has sufficient financial resources, in the short term and in the longer term (for at least one cycle of studies), which it allocates to adequately achieve its mission and objectives.
2. In approving and allocating financial resources, contingencies will be taken into account at a level that ensures that any variance between planned and actual financial resources will not compromise academic standards and student interests. They will have to be protected even in situations where the number of students enrolled does not match the number originally foreseen in the revenue and expenditure budget.
3. The higher education institution uses fair policies for setting, collecting and refunding tuition fees in part or in full.
4. The tuition fee is the fee for all services provided to the student by the higher education institution in the assessed study programme. The tuition fee comprises a number of costs and expenses, quantified separately for each component of the study programme, as follows:
   a) enrolment costs;
   b) cost of teaching materials (study materials in DL technology, guidelines, workbooks, etc.);
   c) the cost of purchasing software packages and other learning resources in analogue/digital format;
   d) costs for the use of specific equipment needed to carry out the training process, including IT platforms;
   e) costs of using educational services provided by third parties and which are an integral part of the training process;
   f) staff costs;
   g) capital costs;
   h) directorial expenses;
   i) other costs.

5. The tuition fee is specified in the *University Study Contract* and may be updated annually.
6. If students decide to cancel their enrolment, the institution makes public the procedure for refunding all or part of the tuition fees paid by them. Reimbursement will be made within a maximum of 30 days after registration of the request for cancellation of registration.
7. The criteria for partial or full reimbursement of tuition fees are an integral part of the *University Study Contract* signed between the institution and the student.

3.4.2.2 Documents submitted by the institution

1) Draft and execution of the budget of the DL/PTL Department/Centre and the university decision approving them;
2) Document on the average costs per student enrolled in the study programme evaluated, specifying the value and percentage of each category of expenditure;
3) Proof of tuition fee approval by the University Senate;
4) Estimate of expenditure for the justification of the tuition fee.

3.4.3 Design of study materials

In DL/PTL study programmes, study materials are tools for teaching, learning and assessment, which are intended to supplement the role and presence of the trainer in traditional teaching processes. These can be developed, implemented and delivered to students using a variety of media:

a) printed teaching materials;
b) digital resources on computer platforms;
c) any suitable electronic storage/display media.

The self-study course material for a subject can be designed as a study material that integrates different learning resources in accordance with the subject sheet and guides the student in their use.

The study materials related to the DL/PTL study programmes are adapted to self-learning and are entirely in DL technology. These take into account the diversity of content of the subjects in the curriculum. Learning materials in DL technology are not limited to simple narrative documents in print or digital format, but include a level of interactivity that allows for self-learning and self-assessment by learners without the need for the trainer to be present.

Study materials for a subject may include:

1) dedicated websites/websites/platforms integrated and managed within the educational institution's infrastructure;
2) self-study courses/seminars/practical work/labs recorded following online activities;
3) IT/electronic tools for self-assessment and progressive/gradual

improvement of student performance/competences.

3.4.3.1 Performance Indicators

1. *The self-study course material* includes an introductory section on:
   a) subject objectives in terms of learning outcomes;
   b) course content and structure by learning units/modules and supporting tools;
   c) additional resources;
   d) evaluation methods and tools;
   e) the number and format of the check papers/evaluations during the course;
   f) facilities for people with disabilities;
   g) description of how to use subject-specific IT support tools (if applicable);
   h) other specific DL/PTL tools developed/implemented by the university.
2. The content of the teaching materials is divided into learning units/modules that facilitate gradual and structured learning in a defined time unit.
3. In order to achieve an adequate management of the teaching process in DL technology, a good correlation is ensured between the objectives of the subject, the learning activities, the environment through which the course content is delivered to the students and the formative assessment methods.
4. The objectives of the subject and of the learning units/modules are achieved regardless of the medium used for teaching and learning: printed documents, computer platforms, website/webpage, multimedia, etc.
5. The design of study materials in DL technology considers:
   a) the level of prior learning of students;
   b) facilitating individual study and the development of learning skills and techniques;
   c) ensuring a high level of interactivity and feedback;
   d) generating student-teacher and student-student interactions;
   e) promoting active learning;
   f) in the case of synchronous or asynchronous online courses, these will be presented in modules not exceeding 20 minutes, followed by case studies and learning tasks that will engage learners in active learning. By combining teaching elements with learning tasks and self-assessment tests, the teacher motivates learners to participate in group or collaborative learning activities;
   g) using a wide range of processes to facilitate and reinforce learning: illustrative examples, summaries, conclusions, etc.
   h) the integration of computer/electronic tools for assisted learning/teaching and automated (self-)assessment according to the specifics of the subjects;
   i) structured, step-by-step monitoring of the elements of the learning pyramid: study through reading, viewing, listening, demonstrating,

exemplifying, systematising, self-assessment, debating, practising and personal/own exposure.

6. Study materials produced in DL technology include formative assessment components.
7. The design of learning materials in DL technology, implemented and delivered through IT platforms, considers the combination of a wide range of components: text, graphics, multimedia, interactive applications, etc.

3.4.3.2 Documents and data submitted by the institution

1) Study materials developed in DL technology for all subjects in the first year in the case of provisional authorisation to operate, and for the whole cycle of studies in the case of accreditation/periodic assessment. (*As per Annex C1 - Status of coverage of curriculum subjects with self-learning materials*);
2) Other teaching materials and resources made available to students in the amount of the tuition fee;
3) The web addresses of the IT platform(s) and the login details of a visitor account in order to fully verify the use of these IT platforms for the study programme evaluated.
4) Access to electronic archives of all activities carried out/presented through IT platforms.

3.5 Support for students, teaching and support staff

3.5.1 Differentiation in the delivery of study programmes

The organisation of the training process in the DL/PTL form is conditioned by the existence of educational resources and materials designed and produced in such a way as to ensure effective training through self-learning.

3.5.1.1 Performance Indicators

1. All subjects in the curriculum are covered with educational resources and materials adapted to DL/PTL formats.
2. DL/PTL study materials are presented in printed form, as digital resources on computer platforms and other appropriate electronic storage media.
3. Tutoring, carried out at a distance by communication means and periodically supplemented by face-to-face sessions on campus or synchronous online, is an integral part of the training process for each subject in the curriculum.
4. The educational resources and materials developed in DL technology are produced in a unified manner for the entire DL/PTL curriculum. Their distribution/access is provided by the organising educational institution for each student according to *the University Study Contract*.

5. For subjects requiring additional consultation of reference titles (university courses, textbooks, treatises, etc.), the organising institution provides all students with access to documentation in classical/virtual libraries, as well as access to scientific databases.
6. In the case of delivery of learning resources and tutoring via Internet-based technologies, students will be provided with a guide of ethical rules on the use of these technologies.
7. The record of students' teaching activities in DL/PTL forms is carried out through an integrated computer system/other IT platforms.

3.5.1.2 Documents submitted by the institution

1) List of teaching materials (textbooks, seminar booklets, laboratory and design guidance, websites/webpages, CDs/DVDs, online courses from the virtual library, etc.) produced for each of the subjects in the curriculum (authors, year of publication, how to access);
2) List of guides and information materials on how to use different learning environments and resources (computer networks, software packages, websites/webpages, Internet, virtual library, computer-mediated learning packages/mobile devices, etc.);
3) Summary description of how learning resources are distributed/accessed to students for each of the subjects in the curriculum;
4) Ethical guidelines on the use of Internet-based technologies to access learning resources offered through IT platforms (included in the ***Guidelines for the counselling of students in the DL/PTL study programme)***.

3.5.2 Technical support

In order to ensure an effective distance learning process, there are adequate educational resources for individual study and for ensuring communication between teacher and student and student-student.

In the case of part-time learning, the organisation of meetings between teachers and students, as well as the possibility of conducting some of the seminar activities in a tutorial system, implies the provision of educational resources appropriate to individual study.

The IT platforms are promoted and managed by the higher education institution through the DL/PTL Department/Centre/specialised departments. These departments/centres provide:

a) specific guidelines and materials to train teaching staff in the technologies implemented on the IT platforms, as well as specialised training in the use of these technologies;
b) training in the use of specific tools for the development of self-learning materials.

Computer platforms include specific procedures and tools that facilitate self-paced individual study with diversified, easily accessible study aids. This requires:

a) procedures be implemented for the realisation of new courses on IT platforms;
b) procedures for updating courses and related educational support;
c) specific tools for the development and implementation of course materials in interactive format, adapted to individual study.
d) that user registration procedures (students, tutors, etc.) are implemented and functional;
e) synchronous and asynchronous communication is ensured between students, subject coordinators, tutors and teaching assistants;
f) tools are provided for individual and group support to students;
g) functionality for collecting data on user activity and generating statistical reports in order to improve the services offered;
h) tools for monitoring and storing all the activity carried out through the platform;
i) facilities are provided such as online help, map of the learning environment, structure of the web page on which the course is implemented, etc.;
j) accessibility is ensured to various study and communication resources: online databases, news, correspondence, synchronous and asynchronous group discussions, online seminars and labs, virtual libraries, etc..;
k) specific means of self-assessment and evaluation of knowledge and skills acquired by students are provided;
l) facilities for regular collection of student feedback on the educational services offered;
m) procedures for monitoring and responding to technical problems.

The IT platforms are deployed on a proprietary or cloud-based communications infrastructure that allows stable and simultaneous access for a number of users, correlated to the number of enrolled students, and appropriately manages various digital formats of learning resources.

3.5.2.1 Performance Indicators

1. The higher education institution or, where appropriate, the DL/PTL Department/Centre implements IT platforms that meet the minimum requirements outlined above.
2. The DL/PTL Department/Centre provides all the technical support needed for the teaching, learning and assessment process.
3. The IT platforms have facilities for checking student and teacher participation: time of access to online teaching materials, participation in tutoring activities, tracking of control assignments and tests during the

semester, synchronous and asynchronous online communication between teachers and students, etc.

4. For any IT platform used, full monitoring and storage of all activities carried out through them shall be ensured.
5. The educational institution has a strategy for maintaining and updating hardware equipment and software products specific to the IT platform, as well as other software/electronic systems used in the educational process.

3.5.2.2 Documents submitted by the institution

1) University Senate decision to use IT platforms, adapted to the specific needs of the institution;
2) Presentation of the level at which IT platforms are implemented: department, faculty, university, network of universities;
3) Presentation of the state of implementation and how to promote IT platforms in the university environment;
4) Statistical data on: number of courses implemented on the IT platforms, number of students using the online system, number of teachers active on the platform, communication in each subject, grades recorded, student attendance at assisted activities, etc. These data will refer separately to the study programme evaluated;
5) Records of activities carried out via IT platforms;
6) List of guides and study materials that provide training for teaching staff in the use of IT platforms.

3.5.3 Teaching support in the learning process

Student tutoring and support services are an essential component of DL technology, forming the core of distance learning. When designing them, pedagogical, technical, material and human resource aspects will be taken into account, which have a major impact on the teaching and learning process.

In distance learning, students' teaching activity is flexible in terms of location, time and pace, which is why support services take these particularities into account and are operational, as far as possible, on a 24x7 basis throughout the academic year.

Students following an DL/PTL degree programme have access to study resources and guidance and support services that are equivalent to those offered to full-time students. Product engineering services;

a) clear and up-to-date information on the support services offered by the institution and how to access them;
b) access to administrative support services, both online and traditional;
c) advice on the study programme and selection of optional routes;

d) the electronic information support, which contains all the students' obligations and tasks for each subject in the curriculum (subject sheets and subject calendars for each year of study);
e) access to tutoring services for all subjects in the curriculum;
f) individualised support in the study materials and learning tasks provided to students by tutors, as well as effective feedback on each student's performance and progress in achieving learning outcomes;
g) access to traditional/virtual library resources;
h) opportunities for students to present their views on how teaching and support activities are carried out in each subject area.

3.5.3.1 Performance Indicators

1. Students benefit from the support provided by tutors through various means of communication made available by the educational institution through IT platforms, as well as through face-to-face meetings on campus, provided for in subject calendars or at the request of students.
2. The tutoring system is flexible enough to provide differentiated and personalised counselling and guidance to students. Communication between students and tutors is carried out regularly through individual or group message exchanges, using means of communication to which all students have access.
3. Student-teacher interaction responsible for face-to-face assisted activities is planned by the educational institution and is an integral part of the process of designing study materials.
4. The process of planning tutoring activities is based on a clear and documented analysis of the content of the distance and face-to-face support activities necessary to ensure the full success of students in their study programme.

3.5.3.2 Documents submitted by the institution

Description of the teaching support provided during the DL/PTL educational process using IT platforms.

3.5.4 Access to additional resources

Students are provided with additional educational resources, books, monographs, literature titles, which:

a) are clearly specified in the subject sheets;
b) are appropriate to the content of the subject, are of recent date and have clearly specified the parts recommended for study;
c) are available in the libraries of the educational institution.

3.5.4.1 Performance Indicators

1. The subject sheets contain, in the recommended bibliography, recent educational resources accessible in the libraries of the higher education institution. The subject sheets are posted on the IT platforms.
2. In addition to the recommended bibliography, students can also benefit from other types of educational resources (films, multimedia presentations, video tutorials, online demonstrations, etc.).

3.5.4.2 Documents submitted by the institution

1) List of educational resources made available to students as compulsory and recommended bibliography for all subjects in the curriculum.
2) List of alternative educational resources (films, multimedia presentations, video tutorials, online demonstrations, etc.) available to students.

3.5.5 24x7 administrative support

The university's administrative support is designed in close connection with the support services for students on DL/PTL degree programmes.

Main administrative support activities:

a) provides prospective students with specific information on the organisation and conduct of DL/PTL teaching activities prior to their enrolment in an DL/PTL study programme;
b) manages teaching activities and all records relating to students and their academic career using a permanently updated and secure computer system;
c) provides up-to-date information on all support services offered by the higher education institution and how to access them;
d) ensures the technical and organisational conditions for the practical activities set out in the DL/PTL curricula.

The administrative system is designed in such a way that most administrative activities (enrolling in a study programme, paying fees, accessing your own tuition data, making timetables, etc.) are done online.

3.5.5.1 Performance Indicators

1. Administrative support provides prospective students with specific information on the organisation and conduct of DL/PTL teaching activities.
2. Administrative support ensures the management of records relating to students and their academic progress.
3. The administrative support provides up-to-date information about the facilities offered by the higher education institution and how to access them.
4. Administrative support ensures the technical and organisational conditions for the practical activities set out in the curricula.

3.5.5.2 Documents submitted by the institution

1) Document clearly specifying how students are informed about the organisation and conduct of DL/PTL teaching activities, the support services offered by the higher education institution and how they can be accessed.
2) Document presenting the IT system used to monitor all records relating to students and their academic progress.

3.6 Test results assessment

The educational institution shall provide appropriate assessment services for the learning outcomes acquired by students in the training process. The assessment and credit system includes formative (continuous) and summative (final) assessment procedures, specified in the subject descriptions and timetables.

The design of the components of the student learning outcomes assessment system is an integral part of the process of designing the structure of study materials in DL technology and should be considered from the development phases of curricula and course outlines.

The study materials provide students with the opportunity to self-assess periodically in order to check their own progress in achieving the learning objectives.

DL technologies offer opportunities to implement various forms of formative (continuous) assessment and to carry out cycles of consolidation of acquired knowledge. Self-assessment tests with answers and comments are periodically provided when designing study materials. Depending on the answer given, the learner may be advised to go further into some of the elements covered in the course.

Interactivity and on-the-job assessment are easier to implement when using IT platforms and, as a result, teaching materials include elements that allow easy access to self-assessment tests and the possibility to provide answers automatically.

An essential role in the teaching process is played by the feedback given to students in the evaluations marked by tutors/teaching staff and managed through IT platforms.

3.6.1 Performance Indicators

1. Formative assessment is carried out in the tutorial system through self-assessment tests and check papers as well as in face-to-face meetings.
2. The assessment procedures contain precise specifications on the time period within which the subject tutor will provide the student with comments on the assessment work and the marks obtained. The practical implementation of these procedures will be audited regularly.

3. Checking, marking, discussing and recording the results of formative evaluations can be done directly on computer platforms.
4. Students are informed through the subject sheets about the nature of formative evaluations, their weight in the final grade and their relation to learning outcomes.
5. The summative assessment process is the same as that used for the same study programme in the full-time form of education.
6. The final evaluation is carried out in sessions scheduled every semester through exams, colloquia or practical tests, conducted in the presence of the subject coordinator and tutors or teachers who have carried out applied teaching activities.
7. The examination period is included in the calendar of subjects.

3.6.2 Documents submitted by the higher education institution

1) Information certifying compliance with the assessment performance indicators is included in the *University Study Contract*, syllabuses, course outlines and calendars, study materials in DL format;
2) Description of the strategy to implement DL technology in the higher education institution.

3.7 Quality assurance of teaching and administrative staff

3.7.1 Quality of teaching staff

Universities organising DL/PTL degree programmes have teaching staff appropriate to the specifics of the degree programme and the quality objectives.

The teaching staff involved in DL/PTL activities consists of study programme coordinators, subject coordinators and teaching staff conducting seminars, practical or laboratory work, projects, specialist practice and teaching assistants. The study programme coordinators and subject coordinators are full professors in universities that organise study programmes in the DL/PTL forms.

The subject tutors are full or associate professors, specialists in the field, who meet the legal conditions of employment.

The specific DL/PTL teaching activities are regulated in separate function states from those of the full-time learning, managed by the DL Department/Centre according to MECTS Order no. 6251/2012.

In the preparation of function statements for the DL/PTL form, specific activities are taken into account such as:

a) development of teaching materials - courses, self-learning and self-assessment materials, workbooks, guides, laboratory work, thematic collections, etc..;

b) face-to-face tutoring;
c) tutoring on computer platforms;
d) evaluation of reports, drafts, verification work and control themes;
e) test development and administration;
f) final evaluation, etc.

The University has a methodology for the preparation of job descriptions, including for DL/PTL activities.

3.7.2 The role of teaching, auxiliary teaching and administrative staff

3.7.2.1 Study programme coordinator

The study programme coordinator collaborates with the DL/PTL Department/Centre and ensures the correlation of all distance and face-to-face teaching activities for all subjects in the curricula.

The duties of the study programme coordinator are as follows:

a) methodologically coordinates the design of specific DL/PTL teaching activities for all subjects in the curricula;
b) provides support and guidance to all actors involved in the development of teaching activities specific to each discipline;
c) integrates the didactic aspects of the courses with the technical aspects of their implementation;
d) supervises the work of technical and information support staff;
e) ensures and controls the distribution of study materials;
f) verify the application of quality management procedures;
g) centralises the results obtained by students in examinations and colloquia and submits them to the DL/PTL Department/Centre for discussion by the Faculty Council and the University Senate.

3.7.2.2 DisciplineCoordinator

The discipline coordinator covers a wide range of activities from planning to feedback and evaluation:

a) draws up the subject sheet and the subject timetable;
b) defines and implements the structure and sequence of distance and face-to-face teaching activities;
c) designs the self-study course materials, learning tasks, mid-term and final evaluations, and how the supporting materials are used;
d) forms and coordinates the team that develops teaching materials in DL technology;
e) responds to students' requests regarding the content of the course and how the whole teaching process is conducted;
f) draws up the examination subjects and/or marking grids;
g) ensures the conduct of the final assessment, together with subject tutors/teaching staff conducting seminars, practical or laboratory work, project guidance.

3.7.2.3 Teaching staff conducting seminars, practical or laboratory work, project supervision, specialist practice in the PTL form

The teaching staff who conduct seminars, practical or laboratory work, project supervision, specialist practice in the PTL form have the same duties as in the full-time form of education, with certain peculiarities of the PTL, respectively:

a) to train students in learning activities in DL technology;
b) to coordinate the work of students, individually or in groups, face-to-face and/or remotely;
c) can participate in the development of study materials;
d) to help students develop individualised learning plans;
e) to answer students' questions about the content of the course and how to carry out course-related activities;
f) to provide feedback on students' mid-term evaluations;
g) to comply with the GDPR when dealing with students;
h) to monitor student activity in each subject;
i) to inform the subject coordinator of student requests;
j) to participate in the final evaluation of students.

3.7.2.4 Discipline tutors in DL

The subject tutor conducts tutorial and application assisted activities in the DL form. The role of the tutor is oriented towards monitoring the progress of the students, informing them about the path of a subject, identifying the needs and problems of the students in achieving this path.

The role of the discipline tutor is:

a) to motivate students in their learning activity;
b) to coordinate the work of students, individually or in groups, face-to-face and remotely;
c) to participate in the development of study materials (optional);
d) to help students develop individualised learning plans;
e) to answer students' questions about the content of the course and how to carry out course-related activities;
f) to provide rapid feedback on students' mid-term evaluations;
g) to monitor student work in the subject;
h) to inform the subject coordinator of student requests;
i) to comply with the GDPR when dealing with students;
j) to participate in the final evaluation of students.

3.7.2.5 Auxiliary teaching and administrative staff

This category of staff has the following tasks:

a) secretarial activities;
b) management of the material base;
c) ensures the application of the provisions *of the University Study Contract* and the *Annexes/Annual Study Contracts*, including the tuition fee regime;

d) monitors the implementation of the provisions of sponsorship and partnership contracts;
e) ensures an efficient system for collecting and resolving student complaints and requests;
f) ensures the multiplication and distribution of teaching materials to students;
g) provide specific services to traditional/virtual libraries, etc.
h) manages the infrastructure required to implement the IT platforms;
i) provides technical support for IT platforms;
j) ensures that all users are informed about the structure and functionality of the IT platforms;
k) generates user access data in IT platforms;
l) maintains the security system for personal data and information;
m) provides logistics activities.

3.7.3 Ratio of students to teachers

The teaching staff of the DL/PTL study programmes may have a basic teaching post in the organising higher education institution or may be associated teaching staff, according to the legislation in force.

The degree of coverage of curricular activities with teaching staff is correlated with the proposed teaching capacity in the provisional authorisation/accreditation/periodic evaluation process, in accordance with the specific standards in the bachelor's or master's field.

3.7.3.1 Performance Indicators

1. The subject coordinators of the DL/PTL study programme are full or associate professors in the organising higher education institution and fulfil the same conditions as those of the full-time course.
2. The teaching staff that conducts seminars, practical work, laboratory, project supervision, specialized practice in the PTL form, respectively assisted applied activities in the DL form, has the same duties as in the full-time learning form, with the specific features of the DL/PTL activity.
3. The subject tutors are graduates: full or associate professors, specialists in the field, who are trained in the specific DL technology.
4. The optimal ratio of students to teaching staff shall be set so as to ensure the quality of teaching and learning in accordance with the specific standards in the bachelor's/master's field of the degree programme being evaluated.
5. The tutoring system is carried out by subjects, groups or sub-groups, comprising a number of students corresponding to specific standards.
6. Student evaluation of the teaching staff involved in the DL/PTL programme is a regular activity and its results are reflected in the measures for continuous improvement of the quality of the teaching process.

3.7.3.2 Documents submitted by the institution

1) Status of subject coverage with teaching staff per subject in the programme evaluated (as per *Annex C2*);
2) List of teaching staff by subject (as per *Annex C3*);
3) Number of places put out to contest (university offer) and the number of places approved by the GD in the last 5 (five years) (as per *Annex C4*);
4) Statistics of students enrolled in the study programme by year of study and form of education in the last 5 (five years) (as per *Annex C5*);
5) Ratio of the number of students to the number of teachers in the last 5 (five years);
6) Lists of auxiliary teaching and administrative staff;
7) Extract from the last three (3) years of the DL/PTL Department/Centre's function statements for the study programme evaluated;
8) Documents on student-centred learning environments.

3.7.4 Staff training

Staff involved in activities in the DL/PTL forms regularly participate in training programmes in technologies specific to these forms of education.

3.7.4.1 Performance Indicators

1. There is an annual training and education programme for teachers and teaching assistants in specific DI technologies. The training and education programme should include activities, deadlines, resources, responsibilities, means of evaluating results and directions for development.
2. Teachers who are new to DL/PTL are trained in the technologies specific to these forms of education before starting their teaching activities.

3.7.4.2 Documents submitted by the institution

1) Status of coverage of subjects in the curriculum with self-study materials (as per *Annex C1*);
2) Situation of the coverage of subjects in the curriculum with teaching staff (as per *Annex C2)*
3) Employment situation of teaching staff involved in teaching activities in the evaluated study programme (as per *Annex C3)*.
4) CVs of all teachers in the evaluated study programme, in *Europass* format, with mandatory highlighting of DL/PTL experience on the first page under '*Professional experience*';
5) Description of the annual staff development programme in specific ID

technologies;

6) Evidence of regular training of teaching staff involved in R&I/RIF activities in specific R&I technologies;

7) Proof of PhD student status, if applicable.

3.8 Quality assurance of DL/PTLstudy programmes

The institution has a Quality Assurance System with structures, strategies, policies and procedures for the management, assurance and development of a culture of quality of the specific activities of the DL/PTL forms.

The DL/PTL Department/Centre has specific procedures for quality assurance of DL/PTL study programmes.

The DL/PTL Departments/Centres implement a quality management programme to maintain the objectives of the DL/PTL programme to the requirements of the accreditation criteria developed by ARACIS.

Quality assurance of DL/PTL degree programmes includes:

a) monitoring and evaluation of the activities of drafting, updating, validating and approving the curriculum and the course outlines;

b) monitoring and evaluation of the development, updating and approval of study materials in DL technology;

c) regular training and further training of all teaching and administrative staff involved in DL/PTL degree programmes;

d) monitoring and evaluating the performance of all staff involved in DL/PTL study programmes;

e) monitoring and evaluation of the teaching process: teaching, learning and assessment (of the learning environment) and communication.

3.8.1 Procedure for ensuring the equivalence of activities in the DL/PTL curriculum with those in the FTL curriculum

Quality assurance aims to ensure equivalence between the activities of the DL/PTL curriculum and the FTL curriculum.

3.8.1.1 Performance Indicators

1. Existence of a procedure for monitoring and ensuring the equivalence of curriculum activities and subject records with those of the FTL;
2. Annual application of the procedure for monitoring and ensuring equivalence of curriculum activities and subject records.

3.8.1.2 Documents submitted by the institution

1) Procedure for monitoring and ensuring the equivalence of curriculum activities and subject records;

2) Evidence of the application of the procedure for monitoring and ensuring equivalence of activities in the curriculum and subject records for the study programme assessed.

3.8.2 Procedure for regular updating of study materials produced in DL technology

Quality assurance is concerned with the assessment of the content of the student-centred, student-centred learning materials and learning outcomes for the DL/PTL study programme, defined in the course outlines and implemented through DL technology.

3.8.2.1 Performance Indicators

1. The existence of a procedure for the regular monitoring and updating of study materials developed in DL technology, which involves the creation and processing of a questionnaire on the students' opinion on the study materials developed in each subject.

It is recommended that the questionnaire also considers, but is not limited to, at least the following issues at discipline level:

a) The self-learning course material is attractive and logically structured by learning units;
b) There is a good correlation between theory and current practical issues;
c) Study materials stimulate critical thinking and incremental learning;
d) The study units/modules cover the topics of the (self-)assessment tests;
e) The content of the study materials is appropriate to achieve the stated objectives;
f) Quantitative assessment of study materials;
g) Qualitative assessment of study materials.

2. Implementation of the procedure for regular monitoring and updating of study materials developed in DL technology.

3.8.2.2 Documents submitted by the institution

1) Procedure for regular monitoring and updating of study materials developed in DL technology;

2) Evidence of the application of the procedure for regular monitoring and updating of study materials developed in DL technology for the assessed study programme.

3.8.3 Procedure for the regular training and further training of all teaching and administrative staff involved in DL/PTLdegree

programmes

The higher education institution provides regular training and further training for all teaching and administrative staff involved in the DL/PTL study programmes. The aim of training and further training of teaching, teaching assistant and administrative staff is to increase the quality of the educational process in all DL/PTL study programmes.

The training programmes for staff involved in the DL/PTL education process aim to address the following issues:

a) the use of DL technology and tools for the development of study materials specific to DL/PTL degree programmes;

b) knowledge and use of existing IT platforms in the institution for the implementation of DL/PTL activities;

c) knowledge of the standards and procedures for quality assurance of DL/PTL degree programmes.

The DL/PTL Department/Centre is responsible for planning, organising and coordinating regular (usually annual) training and development programmes.

3.8.3.1 Performance Indicators

1. Existence of a procedure for the regular training and further training of all staff involved in DL/PTL study programmes;
2. Implementation of the procedure for regular further training of all staff involved in DL/PTL study programmes.

3.8.3.2 Documents submitted by the institution

1) Procedure for the training and further training of all teaching and administrative staff involved in DL/PTL degree programmes.
2) Calendar and thematic content of the training programmes organised by the DIDPTL/CIDPTL Department/Centre.
3) Evidence of the implementation of the regular training and refresher training procedure for all teaching and administrative staff involved in the DL/PTL degree programmes.

3.8.4 Procedure for regular performance evaluation of all staff involved in the DL/PTL study programme

The higher education institution shall ensure the monitoring and evaluation of all staff involved in the implementation of the study programme under evaluation.

3.8.4.1 Performance Indicators

1) Existence of a procedure for monitoring and evaluating all staff involved in DL/PTL study programmes;

2) Implementation of the procedure for monitoring and evaluation of all staff involved in DL/PTL study programmes.

3.8.4.2 Documents submitted by the institution

1) The procedure for monitoring and evaluation of all staff involved in the DL/PTL study programmes involves the completion of a questionnaire with reference to the identification of the students' opinion on the quality of the work of the teaching staff carrying out application activities.

It is recommended that the questionnaire should also consider, but not be limited to, at least the following aspects at teacher level:

a) is engaged and motivates students to learn/progress;
b) is well trained professionally;
c) explains the complex issues in a comprehensible way;
d) is open in communicating with students;
e) stimulates students to participate in collaborative activities, to argue;
f) responds promptly and concretely to students' questions;
g) submit the score of the evaluations in due course.

2) Evidence of the application of the procedure for monitoring and evaluating all staff involved in the study programme evaluated.

3.8.5 Procedure for monitoring and evaluating the teaching and communication process

Quality assurance is concerned with the monitoring and evaluation of the teaching (teaching, learning and assessment) and communication process of the DL/PTL education form, based on recorded data and statistical reports from IT platforms.

3.8.5.1 Performance Indicators

1. Existence of a procedure for monitoring and evaluating the teaching and communication process specific to the DL/PTL study programmes;
2. Application of the procedure for monitoring and evaluation of the teaching and communication process specific to DL/PTL study programmes;
3. Students' evaluation of the teaching and communication process specific to DL/PTL degree programmes;

   It is recommended that the questionnaire also considers, but is not limited to, at least the following aspects of teaching, learning, assessment and communication activities:

   a) The curriculum is fully covered with teaching materials in DL technology;
   b) Easy online access to teaching materials and other necessary information;

c) *Student learning is encouraged;*
d) *The evaluation criteria are clear;*
e) *The assessment system used actually measures learning outcomes;*
f) *User-friendly interface of the IT platform(s);*
g) *The permanent interaction of students with teachers on the computer platform is ensured;*
h) *Prompt feedback to student requests and evaluations etc.*

4. Monitoring the participation of students and teachers in the activities taking place on the IT platforms.
5. Full monitoring and storage of all activities carried out through IT platforms *(minimum 5 years*).
6. DL/PTL Department/Centre report on the analysis of the teaching and communication process.

3.8.5.2 Documents submitted by the institution

1) Procedure for monitoring and evaluation of the teaching and communication process specific to DL/PTL study programmes;
2) Evidence of the application of the procedure for monitoring and evaluation of the teaching and communication process specific to the DL/PTL study programme evaluated;
3) Evidence of students' evaluation of the teaching and communication process specific to the DL/PTL study programme.
4) Presentation of archives with records of all activities carried out through the IT platforms.

3.9 Public information

Increasing confidence in distance and part-time study programmes requires correct and complete information on the higher education institution, the educational offer, the status of provisional operating authorisation/accreditation/periodic evaluation, the services included in the tuition fee, the facilities offered by the institution, etc.

3.9.1 Performance Indicators

The promotional materials of the study programmes present accurately and honestly the concrete offer and potential of the institution in the field of DL/PTL.

The promotional materials of the DL/PTL study programmes must include a clear format:

a) the status of provisional operating authorisation or accreditation, as appropriate, of DL/PTL study programmes;
b) field, programme of study and type of degree obtained;

c) materials and services included in the tuition fee.

Promotional materials will highlight any information that can give future and current beneficiaries of education services a clear picture of career opportunities.

3.9.2 Documents submitted by the higher education institution

1) Materials to promote the DL/PTL study programme evaluated.
2) Addresses of web pages containing information promoting the DL/PTL study programme evaluated.

4 Annexes

Annex A1 - DL Curriculum Template for DL form
Annex A2 - DL Subject Calendar Template in DL form
Annex B1 - PTL Curriculum Template in PTL form
Annex B2 - PTL Subject Calendar Template in PTL form

Annex C1. Coverage of curriculum subjects with self-learning materials
Annex C2. Coverage of subjects in the curriculum with teaching staff

Annex C3. Teaching staff by subject

Annex C4. Number of places put out to contest (university offer) and the number of places approved by the GD in the last 5 (five) years

Annex C5. Students enrolled in the study programme by year of study and form of education over the last 5 (five) years
Annex D1. Employment situation of teaching staff involved in teaching activities in the study programme

Annex D2. Number of students enrolled in the study programme.

University:
Faculty:
Bachelor's/Master's field:
Study programme:
Duration of studies:
Form of education: *DL*
Promotion:
Academic year:

ANNEX A1 - DL

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CURRICULUM

Year of study.....Semester.....

No.	Subject name	Type subject	Subject category	Type of activity No.hours/semester				Form of evaluation	No. of credits (ECTS)
				SL	TA	CT	AA		
1									
2									
3									
n									
Total hours, forms of assessment and number of credits									

Legend:
Type of subject: FS - Fundamental Subject, FS - Field Subject, SS - Specialist Subject, CS - Complementary Subject
Subject category: CS - Compulsory subjects; DOp - Optional subjects, VF - Voluntary Subjects
Type of activity: SL- self-learning activities, TA - tutoring activities, CT - control activities, AA - assisted activities,
Comments: TA + CT = number of seminar hours in the full-time curriculum;
AA = number of hours of laboratory, practical work, project, internship in the full-time curriculum
Evaluation form: **E** - exam, **CIv** - colloquium, **V** - mid-term verification

Dean **Director DIDPTL/CIDPTL,**

Study programme:

ANNEX A2 - DL

Year of study:
Semester:
Group:
Subject:

SUBJCET CALENDAR

Period	Week	Tutoring activities (TA)		Control topics (CT)		Assisted Activities (AA)		Valuations	
		Topic	No. hours	Theme	Deadline/ no. of hours	Activity	No. hours	Date	Form (E/Clv/ V)
Current training	1								
	2								
	3								
	4								
	..								
	n								
Exam session	1								
	2								
	3								
	4								

Legend: TA - tutorial activities, CT - control topic , AA - assisted activities, E - exam, Clv - joint interview, V - mid-term verification

Subject coordinator, **Subject tutor,**

University:
Faculty:

ANNEX B1 - PTL

Bachelor's/Master's field:
Study programme:
Duration of studies:
Form of education: PTL
Promotion:
Academic year:

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RECTOR

CURRICULUM

Year of study..... semester ....

No.	Subject name	Type of subject	Subject category	Type of activity/ No. of hours/semester					Form of evaluation	No. of credits (ECTS)
				SL	F2FS	TS	L	P		
1										
2										
n										
Total hours, forms of assessment and number of credits per semester										

Legend:
Type of subject: *FS - Fundamental Subject, FS - Field Subject, SS - Specialist Subject, CS - Complementary Subject*
Subject category: *CS - Compulsory subjects; DOp - Optional subjects, VF - Voluntary Subjects*
Type of activity: *SL - self-learning activities; F2FS - face-to-face seminar; TS - tutored seminar; L - laboratory activities, practical work; P - project, practice;*
Final evaluation form: **E** - exam, **Clv** - colloquium, **V** - mid-term verification

Dean

Director DIDPTL/CIDPTL,

Study programme:
Subject:
Year of study:
Group:
Semester:

ANNEX B2-PTL

SUBJCET CALENDAR

Period	Week	Face to face seminar (F2FS)		Tutoring Seminar (TS)		Laboratory (L)		Project (P)		EVALUATIONS	
		Theme	No. hours	Control topics	Deadline/ no. of hours	Laboratory work	No. hours	Theme	No. hours	Date	Form (E/Clv/V)
Current training	1										
	2										
	3										
	...										
	n										
Exam session	1										
	2										
	3										
	4										

Legend: **E** - exam, **Clv** - colloquium, **V** - mid-term verification

Subject coordinator, **Teaching staff for applied activities,**

ANNEX C

Study programme:

Status of subject coverage with self-learning materials in the academic year ....

No.	Subject name	Title of the self-teaching material	Author(s) full name(s)	Year of publication Publisher, ISBN/with the agreement of the department	Form of presentation/storage /access manner
Semester I					
1.					
2.					
3.					
…					
Semester II					
1					
2					
3					
…					
Semester n					
1					
2					
3					
…					

Study Programme Coordinator/Responsible,

ANNEX C2

Study programme:

Situation of the coverage of subjects in the curriculum with teaching staff in the academic year ....

No.	Subject	Name, first name	Teaching grade	Role of the teaching staff (subject coordinator/ subject tutor/ S/L/P teaching staff)
Semester I				
1				
2				
3				
...				
Semester II				
1				
2				
3				
...				
Semester n				
1				
2				
3				
...				

Dean **Study Programme Coordinator/Responsible,**

ANNEX C3

Study programme:

Teaching staff situation by subject in the academic year...

Item no.	Full name *	Bachelor's field/ PhD field/qualified	Discipline (semester)	No of study groups/training
1				
2				
3				
...				

*Note: * In alphabetical order*

Study Programme Coordinator/Responsible,

ANNEX C4.

Study programme:

Number of places put out to contest (university offer) and the number of places approved by GD for the programme evaluated (DL/PTL) in the last 5 years

Academic year	Number of places put out to contest	School capacity as per the GD
20..-20..		
20..-20..		
20..-20..		
20..-20..		
20..-20..		

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ANNEX C5.

Study programme:

Students enrolled in the study programme by year of study and form of education between 20..-20...

Academic year	Year of study								Total students	No. of graduates
	Year I		Year II		Year III		...			
	No. of students	No. of groups	No. of students	No. of groups	No. of students	No. of groups	No. of students	No. of groups		
Part-time learning										
20..-20..										
20..-20..										
20..-20..										
20..-20..										
20..-20..										
Distance learning										
20..-20..										
20..-20..										
20..-20..										
20..-20..										
20..-20..										

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ANNEX D1

Study programme:

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Rector,

Employment of teaching staff in the academic year ...../.....

No.	Full name	Specialisation and scientific title	Higher education institution requesting the evaluation						At other higher education institutions				Total jobs/ fractions of a job
			In the assessed study programme			In other study programmes in the higher education institution							
			Job Title	Mode of occupancy (NB/PO)	Number of jobs (including fractions)	Name of job(s)	Mode of occupancy (NB/PO)	Number of jobs (including fractions)	Name of higher education institution	Job Title	Occupancy mode (NB/PO)	Number of jobs (including fractions)	
0	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13=8+12*

Note: Centralisation will be carried out by department, in order of teaching grades.

Legend: NB - basic rate, PO - hourly pay

Dean

ANNEX D2.

APPROVED

RECTOR,

Study programme:

Number of students enrolled in the study programme by form of education in the academic year ...../.....

Year of study	Number of students enrolled by year of study and form of education				Total students enrolled	Proposal for the school capacity in the first year according to the number of teachers
	Full-time learning (IF)		Part-time learning (PTL)	Distance learning (ID)		
	Budgeted seats	Places with fee				
0	**1**	**2**	**3**	**4**	**5=1+2+3+4**	**6**
C						
II						
III						
IV						
Additional years/ Re-enrolments						
Total						

Dean

5 VISIT RECORD (EXTERNAL EVALUATION REPORT)

for bachelor's degree programmes organised in the form of Distance Learning or Part-Time Learning (DL/PTL)

Identification data of the academic studies programme:

Higher education institution:	
Faculty:	
Bachelor's field:	
Bachelor's degree programme:	
Form of education:	
Teaching language:	
Geographical location:	
Duration of studies:	
Number of credits:	

Supporting Annexes:

Annex D1.	Employment of teaching staff involved in teaching activities in the bachelor's degree programme
Annex D2.	Number of students enrolled in the bachelor's degree programme

Data in the VISIT FORM/EXTERNAL ASSESSMENT REPORT and in the SUPPORTING ANNEXES *are certified by the signatures of the members of the visiting committee, who check the documents or bring copies of the supporting documents for consideration by the full committee.*

Areas, criteria, standards, performance indicators, findings and recommendations		Degree [7]
AREA A. INSTITUTIONAL CAPACITY		
CRITERION A.1. INSTITUTIONAL, ADMINISTRATIVE AND MANAGERIAL STRUCTURES		
STANDARD A.1.1. DL/PTL Departments/Centres: mission, objectives and academic integrity		
1.	History and stage of the bachelor's degree programme under evaluation (provisional operating authorisation, accreditation or periodic evaluation, the degree of confidence awarded in the previous external evaluation, the maximum number of students that can be enrolled in one year of study, according to the GD, the year of accreditation of the bachelor's degree programme organised in the IF form) *Findings from the analysis of the internal/on-site evaluation report:* *Recommendations:*	
2.	The higher education institution shall provide documented evidence that it has: Strategies and policies for the development of DI technologies, which are integrated into the overall institutional development and quality assurance strategies (including all the resources needed to set up and maintain the DL/PTL-specific educational services infrastructure); Administrative and managerial structures that ensure the organisation, development, implementation and administration of DL/PTL degree programmes; Research and innovation strategies and activities in the field of DL/PTL, covering both technical and pedagogical aspects. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
3.	The management of the DL/PTL degree programme is carried out in a specialised institutional structure, organised at university or faculty level, called the DL/PTL Department or Centre, established by decision of the University Senate. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

[7] Degree of achievement of the performance indicator: ***Met/ partially met/ not met***

4.	The DL/PTL Department/Centre is organised and operates on the basis of its own Regulations, approved by the University Senate, which comply with the legal regulations in force and do not limit the rights to information. The DL/PTL Department/Centre shall ensure the publicity of this regulation. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
5.	The DL/PTL Department/Centre collaborates with the faculties and departments of the higher education institution for the development of the DL/PTL academic studies programme in terms of curricula, teaching staff, material base, etc. The DL/PTL Department/Centre prepares/manages the appropriate function statements for the DL/PTL degree programme, approved by the University Senate. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
6.	The DDL/PTL Rules of Organisation and Operation clearly specify the main responsibilities of the DL/PTL Department/Centre: Ensures access for all students enrolled in an DL or PTL study programme to all specific support services: enrolment assistance, financial facilities, educational assistance, delivery of learning resources, access to communication facilities, appropriate tutorial support, fair examination and provision of records of results achieved, career counselling. Ensures an adequate system for the operational handling of DL/PTL student complaints and requests. Ensures that students are adequately and accurately informed about the study programmes offered and the type of degree obtained upon graduation, the enrolment requirements and services offered, tuition fees and additional costs, educational and communication technologies used, assessment procedures. Informs students about the availability of learning resources, the use of and access to information technologies, virtual libraries, multimedia materials and media. Provides the infrastructure for communication between students, subject coordinators, subject tutors and administrative staff by various means: mail, telephone, fax, e-mail, Internet, videoconferencing, IT-facilitated group discussions, etc. Ensures continuous training in DL technologies for teachers and administrative staff.	

	Facilitate student access to appropriate learning resources: study materials, reference books, supplementary educational materials, appropriate meeting spaces, individual study spaces open at convenient times, taking into account the needs of users, multimedia products, computer networks and Internet access. Ensures the smooth running of the partnership contracts for the implementation of the DL/PTL educational process. Ensures the production and updating of DL-specific learning resources, communication technologies, etc. Provides an IT system for school management. Develops and promotes a unified institutional policy on: the design, implementation and administration of the DL system, the use of and access to information technologies, the production of learning resources and copyright assurance, the use of virtual libraries, the distribution of teaching materials, the production, distribution and use of multimedia materials. Ensures that databases of all student activities are confidential, continuously updated, securely stored, guaranteed and protected against vandalism, theft or unauthorised modification. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	A.1.2 Management and administration	
7.	The DL/PTL Department/Centre is headed by a *Director* with managerial responsibility for the entire DL/PTL process at the higher education institution/faculty level. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
8.	The DL/PTL Department/Centre Manager has proven qualifications and experience in management, DL technology and DL system administration. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
9.	The organising higher education institution shall ensure that the administrative staff is appropriately sized within DL/PTL Department/Centre for the management of the DL technology degree programmes: student relations, production and distribution of teaching materials, promotion of degree programmes, etc. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

10	In the secretariats of the faculties to which the DL/PTL degree programmes belong, administrative staff is provided for relations with students, the management of study documents and academic records. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
11	Members of the management and administrative team have proven experience in the design, implementation, development and management of the DL/PTL system. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	A.1.3 Collaborations with other institutions	
12	The Department/DL/PTL Centre collaborates with other institutions for the design and implementation of academic studies programmes in the forms of DL/PTL with collaboration agreements or contracts, including for internships. They clearly define the purpose of the collaboration, the responsibilities of the partners, the financial commitments, including the relationship with students and teachers. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
13	Collaboration agreements or contracts clearly include the obligations of the parties and how the material and human resources of these organisations will be used to carry out the DL/PTL degree programme. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	CRITERION A.2. MATERIAL BASE	
	A.2.1 Assets, equipment, financial resources	
14	The DL/PTL Department/Centre has the technical equipment necessary to carry out the specific activities of the administration of the DL/PTL system and uses appropriate premises for management, secretarial, preparation and distribution of teaching and publicity materials. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
15	The DL/PTL Department/Centre has and uses Intranet or Internet-based information and communication systems for the management of DL/PTL degree programmes. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

16	The material base includes administrative and individual or assisted training premises, teaching laboratories, specialised units for the production of teaching materials, their distribution and management and publicity materials, etc. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
17	The higher education institution provides adequate teaching spaces, i.e. rooms for face-to-face teaching activities (depending on the form of teaching): seminars, tutorials, assisted applied activities, etc. These spaces are listed in the timetables posted on the notice board and/or on the faculty website. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
18	The classrooms are equipped with technical equipment to facilitate learning, assessment and communication. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
19	The institution shall demonstrate that it has sufficient financial resources, in the short term and in the longer term (for at least one cycle of studies), which it allocates to adequately achieve its mission and objectives. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
20	The income and expenditure budget and its execution (documents related to the DL/PTL academic studies programme, approved by the management of the institution) demonstrate that all the responsibilities of the institution towards students and partners are covered. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
21	In approving and allocating financial resources, contingencies are taken into account at a level that ensures that any variance between planned and actual financial resources will not compromise academic standards and student interests. They will have to be protected even in situations where the number of students enrolled does not match the number originally foreseen in the revenue and expenditure budget. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

22	The amount of the tuition fee is approved by the University Senate and includes all related costs, quantified separately for each component of the DL/PTL academic studies programme, including provisions for the support of unexpected expenses. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
23	A. The tuition fee is the fee for all services provided to the student by the higher education institution within the assessed degree programme. The tuition fee comprises a number of costs/expenses, quantified separately for each component of the degree programme, as follows: • enrolment costs; • cost of teaching materials (study materials in DL technology, guidelines, workbooks, etc.); • the cost of purchasing software packages and other learning resources in analogue/digital format; • costs for the use of specific equipment necessary for the academic training process, including IT platforms; • costs of using educational services provided by third parties, which are an integral part of the training process; • staff costs; • capital costs; • overheads; • other costs. B. The tuition fee, approved by the University Senate, will be specified in the *University Study Contract* and may be updated annually. C. Tuition discounts and special facilities granted to students shall be announced in advance, indicating the deadline by which they are valid. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
24	The institution organising the DL or PTL degree programme shall make public the conditions and procedure for the refund of tuition fees paid by students if they decide to cancel their enrolment. Reimbursement will be made within a maximum of 30 days after registration of the request for cancellation of registration. The criteria for partial or full reimbursement of tuition fees are an integral part of the *University Study Contract* signed between the higher education institution and the student.	

	Findings from the analysis of the Internal Evaluation Report/Visit: *Recommendations:*	
	B. EDUCATIONAL EFFECTIVENESS	
	CRITERION B.1. CONTENT OF THE UNIVERSITY STUDY PROGRAMME	
	B.1.1. Admission of students	
25	The enrolment and selection of candidates is carried out according to the admission methodology approved by the University Senate, in accordance with the framework methodology drawn up annually by the relevant Ministry. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
26	The enrolment of successful candidates is based on a *University Study Contract* between the higher education institution and the candidate, signed by both parties. One copy is given to the candidate. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
27	The content of *university study contracts* regulates the completion of the curriculum in the transferable credit system, revealing full equivalence with the full-time form of education. *The university study contract* includes annexes or additional acts, documents in which are inserted provisions on the annual study plans, the obligation to participate in assisted activities (AA), the regime of optional subjects, etc. The *University Study Contract* and the *Annual Study Contract/Addendum* are not amended during the academic year. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
28	*The university study contract* specifies precisely the name of the study programme, the duration of the studies, the diploma obtained upon graduation, the services offered to students in the amount of the tuition fee, the facilities and all obligations for which the educational institution is responsible, the student's financial and study rights and obligations, the obligation to provide the materials necessary for individual teaching, the conditions for withdrawal and reimbursement of tuition fees. The contract must also specify that students must have the necessary equipment to access the Internet. *Findings from the analysis of the Internal Evaluation Report/Visit:*	

	Recommendations:	
	B.1.2. Structure and presentation of the degree programme	
29	The DL/PTL bachelor's degree programme is organised on the basis of the curriculum approved by the University Senate for the same degree programme in the full-time learning form. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
30	The structure and content of the DL or PTL degree programme is in line with the profile of qualifications defined in the National Framework of Qualifications in Higher Education and codes of good practice in the field, are approved by the University Senate and are systematically assessed against quality standards and the expectations of the beneficiaries. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
31	The subjects, the number of credits allocated to the subjects and the form of final assessment are maintained as in the curriculum of the full-time learning form. The scheduling of subjects in the DL/PTL curriculum is done according to the duration of the full-time course. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
32	When planning teaching activities within an DL/PTL degree programme, an integrated approach to teaching activities *(Blended Learning*) is considered, which allows for an efficient combination of individual or group online activities with traditional face-to-face activities. These are developed in a modular structure by scheduling teaching activities in a compact and regular way. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
33	The procedures for designing the structure of DL/PTL academic programmes take into account the specifics of implementing an effective system of formative assessment online, through study resources or synchronous activities, and summative, through exams/colleges or other forms of final assessment. Assessment procedures are well documented, continuously monitored and staff involved in marking are trained to ensure the identification and security of individual student work and the application of uniform marking criteria. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

34	The structure of DL/PTL degree programmes is geared towards the active online participation of the entire academic community through platform-based interactions between students and teaching staff, between students, and between students and staff administering degree programmes. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
35	The regulation of the DL/PTL teaching activity is contained in the function statements according to the internal regulations of the university. The specific DL/PTL teaching activities are regulated in separate function states from those of the full-time learning, managed by the DL/PTL Department/Centre according to MECTS Order no. 6251/2012. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
36	The University has a methodology for the preparation of function statements, including for activities at DL/PTL. When drawing up function statements for the DL/PTL form, specific activities may be considered such as: • development of teaching materials - courses, self-learning and self-assessment materials, workbooks, guides, laboratory work, thematic collections, etc..; • face-to-face tutoring; • tutoring on computer platforms; • evaluation of reports, drafts, verification work and control themes; • test development and administration; • final evaluation etc. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
37	***A. For the DL form of studies*** In order to ensure equivalence of forms of education, the following types of activities will be quantified within each subject: *A.1) tutoring activities* (TA), consisting of face-to-face campus/online synchronous meetings via computer platforms, and *on-the-job assessment per control topics* (TC), preferably via computer platforms in an	

	asynchronous online system, equivalent to the seminar hours of the full-time form of education. These activities are organised in groups/sub-groups; A.2*) Assisted Applied Activities* (AA), equivalent to laboratory, project or practical hours of the full-time course. These activities are organised face-to-face on campus/online synchronously *(with the approval of the department managing the subject*) in groups/sub-groups; A.3) the hours of full-time learning are compensated by *self-learning activities* (SL), based on DL-specific learning resources. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:* ***B. For PTL form of studies*** The scheduling of subjects in the PTL curriculum is done according to the duration of the full-time learning. In order to ensure equivalence of forms of education, the following types of activities will be quantified within each subject: • *seminar activities* (S), consisting of face-to-face meetings on campus/online synchronous, via computer platforms, with the same number of seminar hours as in the FTL form. These activities are organised in groups/sub-groups; • *applied activities* (L, LP, P, Pr) - laboratory, practical work, project, practice with the same number of hours as in the full-time learning. These activities are organised face-to-face on campus/online synchronously *(with the approval of the department managing the subject*) in groups/sub-groups; The hours of full-time learning are compensated by *self-learning activities* (SL), based on DL-specific learning resources. For the PTL form, seminar hours can be face-to-face on campus (F2FS) - minimum 50% of the allocated hours and through online synchronous/asynchronous tutoring (TA) using IT platforms. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
38	***A. For the DL form of studies*** A.1) The subject sheets of the DL curriculum are equivalent to those of the full-time learning, including learning outcomes and their assessment, the contents of the teaching activities and the required bibliography (with the specification of the page where the learning resources will be used).	

	A.2) The subject sheet has a structure which specifies clearly the specific DL activities (SL, TA, CT, AA), with the corresponding number of hours and forms of assessment (mid-term and final) and their weightings in the final mark. A.3) There is concordance between the curriculum, the subject sheets, the subject calendars and the timetable of teaching activities. A.4) Discipline sheets are drawn up and signed by subject coordinators. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:* ***B. For the PTL form of studies*** The subject sheets of the PTL curriculum are equivalent to those of full-time learning, including learning outcomes and their assessment, the contents of the teaching activities and the required bibliography (with the specification of the page where the learning resources will be used). In the subject sheet the specific PTL activities (SL, F2FS, TS, L, LP, P) are clearly specified, with the corresponding number of hours and the forms of assessment (mid-term and final) and their weight in the final grade. The subject sheets are accompanied by the subject's compulsory teaching activity calendars, For seminars scheduled online asynchronously, the number of hours allocated to some of the check papers and the deadline for their submission are mentioned in the subject calendar. Discipline sheets are drawn up and signed by the subject coordinators. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
39	The face-to-face assisted activities are included in the subject sheet and in the subject timetable, explicitly specifying the periods in which they are carried out, for each study formation. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
40	For specialisations involving the further training and practical confirmation of professional training, the curriculum includes internships in relevant establishments. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

41	The implementation of the degree programme is done at university level through inter-faculty cooperation and by facilitating student mobility within the university through the accumulation and transfer of credits. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	B.1.3. Differentiation in the delivery of the academic studies programme	
	B.1.3.1. Educational resources	
42	For the provisional operating authorisation there are all the teaching resources, made in DL technology, at least for the first year of studies. For accreditation/regular assessment there are all teaching resources, made in DL technology, for all subjects in the curriculum. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
43	The study materials related to the DL/PTL degree programmes are adapted to self-learning and are entirely produced in DL technology. These take into account the diversity of content of the subjects in the curriculum. They are designed in accordance with the objectives stated in the subject sheets. Learning resources are made fit for purpose and presented in an attractive form. Teaching materials are produced in a uniform manner for the entire DL or PTL degree programme. Teaching materials are designed and produced according to specific DL pedagogical principles, with the presentation of information in an accessible, interactive form and with a balanced distribution of graphics and text. Learning materials in DL technology are not limited to simple narrative documents in print or digital format, but include a level of interactivity that allows for student self-learning and self-assessment. The learning resources are structured as a sequence of learning tasks, facilitating self-learning and the development of specific DL/PTL learning skills. They contain an introduction that presents: learning outcomes; specific objectives; course structure and assessment information; application elements to clarify and reinforce knowledge, clear instructions to guide the student through the learning resources, bibliographic recommendations and checklist topics. The content of the teaching material is divided into learning units, which facilitate gradual and structured learning and do not mobilize the students' continuous attention for more than two to three hours. Specify the average time needed to complete each learning unit.	

	Uses a wide range of procedures to facilitate the retention of key points, such as summaries, conclusions, illustrative examples, etc. Regularly include self-assessment tests, including answers, comments and references to course content. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
44	Study materials for a subject (called *Self Study Coursepack*) include: • dedicated websites/websites/platforms integrated and managed within the educational institution's infrastructure; • self-study courses/seminars/practical work/labs recorded following online activities; • IT/electronic tools for self-assessment and progressive/graduated improvement of students' performance/ competences. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
45	The production of DL/PTL study materials complies with copyright rules and the higher education institution ensures its protection. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
46	There is a Guide for Advising Students in the DL/PTL academic studies programme, which states at a minimum: a) advising students in DL technology; b) ethical rules on the use of Internet-based technologies for accessing learning resources offered through IT platforms. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	B.1.3.2. Test results assessment	
47	The system for assessing learning outcomes and awarding credits includes formative (continuous) and summative (final) assessment procedures. The forms of assessment are explicitly mentioned in the course descriptions and course calendars. *Findings from the analysis of the Internal Evaluation Report/Visit:*	

	Recommendations:	
48	Formative (mid-term) evaluations, including marking and recording of results, are carried out on computer platforms. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
49	The final evaluation is carried out in sessions scheduled every semester at the higher education institution through exams, colloquia or practical tests, conducted in the presence of the subject coordinator and tutors or teachers who have carried out applied teaching activities. The summative (final) assessment process is the same for all forms of the respective degree programme. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
50	The dates for the mid-term assessment and the final examination period are written in the subject calendars and are made known to students at the beginning of each semester through the subject calendar. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	C. QUALITY MANAGEMENT	
	CRITERION C.2 - PROCEDURES FOR THE INITIATION, MONITORING AND PERIODIC REVIEW OF PROGRAMMES AND ACTIVITIES CARRIED OUT	
	C.2.1. Approval, monitoring and periodic evaluation of degree programmes and diplomas corresponding to qualifications	
51	The institution has a Quality Assurance System with structures, strategies, policies and procedures for the management, assurance and development of a culture of quality of the specific activities of the DL/PTL forms. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
52	The DL/PTL Department/Centre is directly responsible for quality assurance of DL/PTL teaching materials, administration of IT platforms, continuous staff training, organisation of student support services, monitoring of the quality assurance system for individual and group communication with students, internal evaluation of information. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
53	The higher education institution demonstrates documented procedures for:	

	• ensuring the equivalence of activities in the DL/PTL curriculum with those in the FTL; • regular updating of study materials produced in DL technology; • regular training and further training of all teaching and administrative staff involved in DL/PTL degree programmes; • regular performance evaluation of all staff involved in the DL/PTL study programme; • monitoring and evaluation of the teaching and communication process. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
54	The higher education institution demonstrates the existence (AP) and implementation (A, EP) of the procedure for ensuring *equivalence of activities in the DL/PTL curriculum with those of the FI*. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
55	The higher education institution demonstrates the existence (AP) and implementation (A, EP) of the procedure for *regular updating of study materials produced in DL technology*. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
56	The higher education institution demonstrates the existence (AP) and implementation (A, EP) of the procedure for the *regular training and further training of all teaching and administrative staff involved in DL/PTL degree programmes*. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
57	The higher education institution demonstrates the existence (AP) and implementation (A, EP) of the procedure for *performance evaluation of all staff involved in the DL/PTL degree programme*. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
58	The higher education institution demonstrates the existence (AP) and implementation (A, EP) of the procedure for *monitoring and evaluating the teaching (teaching, learning and assessment) and communication* process. *Findings from the analysis of the Internal Evaluation Report/Visit:*	

	Recommendations:	
59	The Department/DL/PTL Centre shall prepare and approve annually a report on the analysis of the teaching and communication process at the level of the evaluated academic studies programme. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
60	From discussions with students it appears that the DL/PTL process is carried out according to regulations, procedures, syllabus, subject sheets and subject calendars. Appropriate support service is also provided by the DL/PTL Department/Centre and the higher education institution. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
61	Discussions with the teaching staff are aimed at finding out their level of satisfaction with the organisation, the quality of material resources, remuneration, the quality of the material base, IT platforms and the support service offered by the DL/PTL Department/Centre and the higher education institution. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
62	Discussions with employers indicate that the educational process ensures the achievement of the outcomes stated in the design and approval of the DL/PTL degree programme. There is evidence of ongoing collaboration with the higher education institution to ensure a relationship that benefits both students/graduates and employers. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	CRITERION C.4 - PROCEDURES FOR REGULAR EVALUATION OF THE QUALITY OF TEACHING STAFF	
	C.4.1. Quality of teaching, auxiliary teaching and administrative staff	
63	The teaching staff involved in DL/PTL activities consists of coordinators of the university study programmes, subject coordinators and teaching staff who conduct seminars (subject tutors in the DL form), practical or laboratory work, projects, specialist practice and auxiliary teaching staff. The coordinators of the degree programmes and subject coordinators are full professors from the organising higher education institution who meet the legal conditions and the same specific standards as for the full-time form of education. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	

64	The higher education institution demonstrates documented evidence of having a teaching and tutorial network of trained DL technology specialists for all subjects in the curriculum. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
65	The managerial and administrative staff involved in the DL or PTL programme know and carry out their duties effectively. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
66	All teaching and teaching assistant staff involved in the DL or PTL programme know and carry out their duties effectively. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
67	The degree of coverage of curricular activities with teaching staff is correlated with the proposed teaching capacity in the provisional operating authorisation/accreditation/periodic evaluation process, in accordance with the specific standards of the bachelor's field and those of DL/PTL. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	CRITERION C.7 - TRANSPARENCY OF INFORMATION OF PUBLIC INTEREST	
	C.7.1. Public information	
68	Advertising materials promoting the DL/PTL degree programme include complete and accurate information on: the specialisation, the type of degree obtained upon graduation, the official letterhead of the institution (name, logo, address, telephone number) and information on the partners involved in the programme, the materials/services included in the tuition fees. The words "free" or "guaranteed" will not be used for study materials and services included in the tuition fee. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
69	Publicity materials highlight the status of provisional operating authorisation or accreditation of the DL/PTL degree programme. *Findings from the analysis of the Internal Evaluation Report/Visit:*	

	Recommendations:	
70	Advertising materials promoting DL degree programmes, displayed or inserted in various publications or on the Internet, provide complete, accurate, uncorrupted data about the higher education institution and the services it offers. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
71	Promotional materials shall highlight any information that can give future and current beneficiaries of education services a clear picture of the career opportunities offered by the evaluated degree programme. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	CRITERION D.8. REFERENCE STANDARDS FOR THE USE OF IT PLATFORMS	
	D.8.1. Structure of services offered on IT platforms	
72	The IT platforms are promoted and managed by the higher education institution through the DL/PTL Department/Centre/specialised departments. All IT/electronic means used are fully functional. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
73	The IT platform has implemented functional technological solutions for user and resource management, communication between users, provision of diversified interactive study resources, evaluation and self-assessment tools, etc. The technological solutions allow the configuration of online courses with specific learning resources that facilitate self-paced self-study with diversified, easily accessible study resources. For each subject in the curriculum of the assessed study programme, an online course is implemented on the platform in accordance with the DL/PTL learning resource development strategy, approved by the DL/PTL Department/Centre, which has recorded and archived, for the last five years, user activities and student results. Functional procedures for registration, authentication and authorisation of access to the platform and its resources. For the accreditation of a degree programme, all students enrolled in the degree programme have valid access accounts and use the platform resources in their learning activity. When provisionally authorised to operate, procedures are in place and can be verified by user category (students, tutors, etc.) through demonstration accounts.	

	All users have access to information on how to access and use the educational services available on the platform: technical requirements for accessing the platform, how to structure the platform, online help, map of the learning environment, how to organise the information within the online course, the meaning of the icons used, etc. For each subject in the curriculum, specific information is available on the organisation and conduct of teaching activities on the platform: how to use the online resources, how to take continuous and final assessment, subject sheet, subject calendar, etc. Learning resources are diversified, organised by learning units and assignments, ensure active learning and interaction with the academic and study community, require students to reflect on course content and provide feedback on course requirements, and allow access to bibliographic resources from online databases, virtual libraries, specialist websites, etc. The learning outcomes, presented within each subject, are determined by the way in which the platform tools are used and the interaction with the study materials, the interactivity with the academic environment, including students, and the methods of assessing the expected outcomes;. For each subject in the curriculum, procedures are implemented on the platform to collect and record the control assignments, answers, comments and grades given by the tutor. Self-assessment tests embedded in the study units are implemented on the platform and can be taken offline or online with immediate feedback. Synchronous and asynchronous tutor-student, individual and group communication tools (e.g. news, e-mail, forum, tutor-student dialogue, chat, webinar, video-conference, etc.) are used to support students. These activities will be archived for internal or external audit purposes. For each subject in the curriculum, tools are implemented to record students' attendance at compulsory activities and marks awarded in mid-term and final evaluations. They will be archived for internal or external audit purposes. The platform provides statistical data on the pathway and progress of students in each degree programme. These data are used periodically to improve the teaching activity specific to DL/PTL degree programmes. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
74	The DL/PTL Department/Centre ensures that information on all learning and assessment activities is stored on the IT platforms for all enrolled students. *Findings from the analysis of the Internal Evaluation Report/Visit:*	

	Recommendations:	
75	The university management information system contains all the data on tuition fees and information on the tuition fee regime and the status of their payment, including in a personalised mode accessible by each user/student. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	D.8.2. Services offered to teaching, technical and administrative staff	
76	The DL Department/Centre is responsible for training teaching staff involved in the use of IT platforms. Staff involved in the development, implementation and use of online courses are provided with specific guidelines on the delivery of e-learning courses in accordance with the DL/PTL implementation strategy approved by the DL/PTL Department/Centre. The teaching staff is regularly trained in the use of specific tools for the development of online courses, in the implementation and management of DL/PTL specific teaching activities on IT platforms. For each subject, the periodic evaluation of the performance of teaching staff by students, in terms of the conduct of teaching activities on computer platforms, is carried out online. The results of these evaluations are publicly available and archived for internal and external audit purposes. *Findings from the analysis of the Internal Evaluation Report/Visit:* *Recommendations:*	
	D.8.3. Accessibility of services offered by IT platforms	
77	The IT platform is implemented on a communications infrastructure that allows stable and simultaneous access to a large number of users and correctly manages various electronic formats of learning resources. The platform allows simultaneous access for a large number of users. The communication infrastructure used by the higher education institution allows access to the platform to all registered users, regardless of where access is requested and the type of connection (modem, various protocols, etc.). The communication and Internet access infrastructure features cover the present and future needs of implementing learning resources in multi-media formats, synchronous student-learning environment interaction, access to learning resources via various portable devices, etc. These features are documented and demonstrated. The higher education institution has a strategy for maintaining and updating hardware and software products specific to the IT platform and qualified staff. *Findings from the analysis of the Internal Evaluation Report/Visit:*	

	Recommendations:	

In the fields "*Findings from the analysis of the internal/on-site evaluation report* ", facts should be recorded and no assessments should be made.



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