



## VISIT REPORT

### c) PERFORMANCE STANDARDS AND INDICATORS

for the external evaluation carried out for the award of the EUR-ACE label



Bachelor's (Master's) degree academic programme .....

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Line: .....

Faculty: .....

Institution: .....

Purpose: Authorization / Accreditation / External Quality Evaluation .....

Date of visit: .....

#### Signatures:

1. Commission Coordinator .....

2. Expert .....

3. Expert .....

#### A-1. Compulsory standards for qualification for the EUR-ACE label - cycle I (BACHELOR DEGREE)

Item no.	COMPULSORY STANDARD	FINDINGS (Please, specify acts and documents, however NO assessments)
1	The higher education institution is accredited	
2	Following the external institutional evaluation, the rating for the institution is "confidence" or "high confidence"	
3	Inter-institutional collaboration documents, whenever several higher education institutions participate in an academic programme, either from the country or from abroad.	

4	Managing and drawing up documents, as well as appointing the staff responsible for the accuracy and validity of the data concerning the fulfilment of the EUR-ACE label application criteria are in place and easy to be followed.	
5	Documents concerning the professional acknowledgement of the competences, the existence of an added value and of a high scientific level.	
6	A theoretical study or practical academic programme is in place, either in the country or abroad, providing for the practical use of a foreign language (English, French, German, Italian, Spanish), which is completed by a written assessment, assumed by the education institution and by at least one relevant employer (with a number of employees and a line of business close to the field of study for which the EUR-ACE label is requested).	
7	Complementary disciplines (ARACIS-specific standards, see Annex 4) include disciplines regarding the economic and administrative legislation at a national and European level (business contracts, administrative litigations, manpower, circulation of goods, etc.) or, failing this, themes within other disciplines, however at least 28 hours/cycle of academic studies in either of the cases.	
8	All the provisions of the ARACIS-specific academic evaluation standards in the fundamental field of engineering science are fulfilled, without any reserve or favourable interpretations, for the study cycle and the field being evaluated.	

\*The non-fulfilment of any of the compulsory standards leads to the non-award of the EUR-ACE label. The evaluation continues, based on the performance standards and indicators, for drawing up all the recommendations regarding the integration of the academic programme with the socio-economic environment.

**A-2. Compulsory standards for qualification for the EUR-ACE label - cycle II (MASTER DEGREE PROGRAMME)**

<b>Item no.</b>	<b>COMPULSORY STANDARD</b>	<b>FINDINGS (Please, specify acts and documents, however NO assessments)</b>
1	The higher education institution developing the academic programme is a Master's Degree Studies Organizing Institution (Romanian IOSUM), in compliance with the legal provisions.	
2	At the external institutional ARACIS evaluation, the higher education institution, as a Master's Degree Studies Organizing Institution (Romanian IOSUM), obtained the "confidence" or "high confidence" rating.	
3	Inter-institutional collaboration documents, whenever several higher education institutions participate in an academic programme, either from the country or from abroad.	
4	Managing and drawing up documents, as well as appointing the staff responsible for the accuracy and validity of the data concerning the fulfilment of the EUR-ACE label application criteria are in place and easy to be followed.	
5	Documents concerning the professional acknowledgement of the competences, the existence of an added value and of a high scientific level.	
6	IOSUM has research centres or laboratories recognized by the academic community or the business environment (certification or successfully completed evaluation programmes), with modern equipment, in the field of study of the Master's degree programme for which the EUR-ACE label is requested.	
7	The academic programme offers the Master's degree students the possibility of proving their capacity to use an international language (drawing up documents or studies and articles,	

	participating in international activities in the country or abroad).	
8	The academic programme includes disciplines regarding the economic, administrative and environmental legislation, at a national and European level (business contracts, administrative litigations, manpower, circulation of goods, environment protection, etc.) or themes within other disciplines, at least 28 hours/cycle of academic studies.	
9	All the provisions of the ARACIS-specific academic evaluation standards in the fundamental field of engineering science are fulfilled, without any reserve or favourable interpretations, for the study cycle and the field being evaluated.	

\*The non-fulfilment of any of the compulsory standards leads to the non-award of the EUR-ACE label. The evaluation continues, based on the performance standards and indicators, for drawing up all the recommendations regarding the integration of the academic programme with the socio-economic environment.

### **Criterion 1: NEEDS, OBJECTIVES AND OUTCOMES**

#### **1.1 Reference standard (SR): NEEDS OF THE STAKEHOLDERS**

**1.1.1 Minimum standard (SM): HAVE THE NEEDS OF THE STAKEHOLDERS (SUCH AS STUDENTS, INDUSTRIAL ENVIRONMENT, ENGINEERING ASSOCIATIONS ETC.) BEEN IDENTIFIED?**

**1.1.1.1 Performance indicators (IP): MODE AND PERIOD OF RELATIONSHIP WITH STAKEHOLDERS. NEEDS IDENTIFIED FOR EACH STAKEHOLDER.**  
*Sheet-S-6, Sheet-S-7, Sheet-S-20.*

<b>Evaluation parameters for obtaining the ACCEPTABLE (A) rating</b>	<b>DOCUMENTS IN PROOF and OTHER EVIDENCE</b>	<b>FINDINGS (Please, specify acts and documents, however NO assessments)</b>
<b>1</b>	<b>2</b>	<b>3</b>
Databases including the social partners within the	Databases including the social partner associations as described.	

economic area of the university are available in support of the programme specificity.	Databases including the representative companies in the area, in support of the programme being evaluated.	
	Databases including companies running a business line that meets the programme specificity.	
	Databases including organizations supporting the specific industrial environment (consulting, brokerage <sup>1</sup> , clustering <sup>2</sup> , etc.)	
	Other, as might be relevant to the programme specificity.	
Graduate organisations under the university or institutionalized contacts between the university and the graduates are available.	Graduates have a specific association under the higher education institution.	
	Graduates have regular meetings, know about their former mates and make such information available to the higher education institution.	
	Databases including programme graduates are available, and there are also other ways of keeping in touch with them and acquiring and systemizing data related to their professional evolution.	
At least two meetings are held per academic year with each of the social partner groups, which necessarily include the business environment, specialists and graduates (associations in the field).	Convening letters / invitations for the representatives of the social partner groups to participate in the meetings of the programme-related academic staff.	
	Reports on the organized meetings.	
A specialized framework is in place for surveying the identified social partners' needs and level of satisfaction. Such surveys are carried out with the social partners' support. This framework necessarily includes the business environment,	Identification of the specialized framework within the organizational chart of the programme.	
	Specific questionnaires and acknowledgement by the social partners. Such questionnaires include questions related to the programme objectives and expected outcomes, the social partners' specific educational needs and level of satisfaction in terms of the programme.	
	Surveys as performed, including the statistics, conclusions and suggestions thereof.	

specialists and graduates (associations in the field).	The number of questionnaires is equal to the number of social partner groups, and the number of annual surveys is of at least two per social partner group.	
The specialized structure also deals with collecting and systemizing data on good practice in Europe and the world, drawing up reviews and recommendations.	Reviews on good educational and partnership practice in Europe and throughout the world.	
	Recommendations for improving the programme structure and partnerships.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>1.2 Reference standard (SR): EDUCATIONAL OBJECTIVES</b>		
<b>1.2.1 Minimum standard (SM): ARE THE OBJECTIVES OF THE ACADEMIC PROGRAMME CONSISTENT WITH THE MISSION OF THE HIGHER EDUCATION INSTITUTION AND WITH THE NEEDS OF THE STAKEHOLDERS (STUDENTS, INDUSTRY, ENGINEERING ASSOCIATIONS)?</b>		
<b>1.2.1.1 Performance indicator (IP): OBJECTIVES OF THE ACADEMIC PROGRAMME VS. MISSION OF THE HIGHER EDUCATION INSTITUTION AND THE NEEDS OF THE STAKEHOLDERS. TRANSPARENCY AND PUBLICITY FOR THE EDUCATIONAL OBJECTIVES OF THE PROGRAMME.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
The objectives of the academic programme are consistent with the mission of the higher education institution.	The mission of the higher education institution is clearly identified and specifies the relationship with the social partners as well as the mission thereof within the process of the educational programme.	
	The programme objectives are consistent with the mission of the higher education institution.	
The objectives of the academic programme	The programme objectives define the six expected outcomes according to Section 1 of the standard.	

define the professional subjects and those related to the social partners. The social partners and their relationship with the higher education institution are identified.	The programme objectives define the relationship between the higher education institution and the identified social partners.	
The implementation degree of the recommendations resulting from the performed surveys and prior assessments are correctly and clearly identified.	Programme objectives vs. social partner objectives are compared in a tabular form.	
	The social partners' needs and the survey recommendations in terms of the programme objectives are correctly and clearly identified.	
	The objectives resulting from the surveys on the social partners' needs are included in the programme objectives.	
The academic programme objectives are made available to all stakeholders.	The university web page includes under the programme its objectives, FAQ and a possibility to post comments.	
	A brochure is available in either electronic or printed format, showing the mission, scope and objectives of the higher education institution, as well as its detailed programme / syllabus, and curriculum.	
	Dedicated representations are available on its programme and objectives to be used during the meetings with the social partners.	
(it can be continued with the institution's own performance indicators, at higher levels)		

### 1.3 Reference standard (SR): EXPECTED OUTCOMES OF THE ACADEMIC PROGRAMME

**1.3.1 Minimum standard (SM):** DO THE EXPECTED ACADEMIC PROGRAMME OUTCOMES COVER THE PROGRAMME OUTCOMES FOR THE EUR-ACE ACCREDITATION (as per SECTION 1)?

**1.3.1.1 Performance indicator (IP):** EXPECTED ACADEMIC PROGRAMME OUTCOMES VS. PROGRAMME OUTCOMES FOR THE EUR-ACE STANDARD ACCREDITATION (as per SECTION 1). *Sheet-S-8, Sheet-S-9, Sheet-S-12.*

1	2	3
The expected outcomes (effects) and the assessment parameters thereof are correctly and clearly identified for the academic programme according to the six parameters as shown in Section 1 of the standard.	The expected outcomes (effects) of the programme as well as the assessment parameters thereof in terms of "Knowledge and Understanding" are correctly and clearly identified and included in the programme.	
	The expected outcomes (effects) of the programme as well as the assessment parameters thereof in terms of "Engineering Analysis" are correctly and clearly identified and included in the programme.	
	The expected outcomes (effects) of the programme as well as the assessment parameters thereof in terms of "Engineering Design" are correctly and clearly identified and included in the programme.	
	The expected outcomes (effects) of the programme as well as the assessment parameters thereof in terms of "Investigations" are correctly and clearly identified and included in the programme.	
	The expected outcomes (effects) of the programme as well as the assessment parameters thereof in terms of "Engineering Practice" are correctly and clearly identified and included in the programme.	
	The expected outcomes (effects) of the programme as well as the assessment parameters thereof in terms of "Transferable Skills" are correctly and clearly identified and included in the programme.	
Traceability <sup>3)</sup> between the programme outcomes and the expected outcomes according to the parameters as shown in Section 1 of the standard is provided for.	Partial and final assessments of the parameters related to the "Knowledge and Understanding" programme outcomes are compared in a tabular form including the expected parameters, as well as conclusions, suggestions and corrective actions. The outcomes shall meet the "knowledge, understanding and abilities" as set forth in the standard for students completing educational cycle I or cycle II according to the accredited academic programme.	



	Partial and final assessments of the parameters related to the "Engineering Analysis" programme outcomes are compared in a tabular form including the expected parameters, as well as conclusions, suggestions and corrective actions. The outcomes shall meet the "knowledge, understanding and abilities" as set forth in the standard for students completing educational cycle I or cycle II according to the accredited academic programme.	
	Partial and final assessments of the parameters related to the "Engineering Design" programme outcomes are compared in a tabular form including the expected parameters, as well as conclusions, suggestions and corrective actions. The outcomes shall meet the "knowledge, understanding and abilities" as set forth in the standard for students completing educational cycle I or cycle II according to the accredited academic programme.	
	Partial and final assessments of the parameters related to the "Investigations" programme outcomes are compared in a tabular form including the expected parameters, as well as conclusions, suggestions and corrective actions. The outcomes shall meet the "knowledge, understanding and abilities" as set forth in the standard for students completing educational cycle I or cycle II according to the accredited academic programme.	
	Partial and final assessments of the parameters related to the "Engineering Practice" programme outcomes are compared in a tabular form including the expected parameters, as well as conclusions, suggestions and corrective actions. The outcomes shall meet the "knowledge, understanding and abilities" as set forth in the standard for students completing educational cycle I or cycle II according to the accredited academic programme.	

	Partial and final assessments of the parameters related to the "Transferable Skills" programme outcomes are compared in a tabular form including the expected parameters, as well as conclusions, suggestions and corrective actions. The outcomes shall meet the "knowledge, understanding and abilities" as set forth in the standard for students completing educational cycle I or cycle II according to the accredited academic programme.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>1.3.2 Minimum standard (SM): ARE THE ACADEMIC PROGRAMME OUTCOMES CONSISTENT WITH THE EDUCATIONAL OBJECTIVES OF THE ACADEMIC PROGRAMME?</b>		
<b>1.3.2.1 Performance indicator (IP): ACADEMIC PROGRAMME OUTCOMES VS. EDUCATIONAL OBJECTIVES OF THE ACADEMIC PROGRAMME.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
The programme outcomes (effects) are consistent with the programme objectives. The programme outcomes (effects) are as shown in <b>critterion 1</b> and are also consistent with the need of the social partners.	The educational objectives of the programme are consistent with the outcomes (effects) as set forth in Section 1 of the standard for each of its six parameters, i.e. "Knowledge and Understanding", "Engineering Analysis", "Engineering Design", "Investigations", "Engineering Practice" and "Transferable Skills".	
	The educational outcomes of the programme are consistent with the social partners' needs as identified further to the surveys.	
	The survey on the social partners in terms of the educational objectives of the programme reveals a high level of satisfaction in such social partners.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>Criterion 2: EDUCATIONAL PROCESS</b>		

## 2.1 Reference standard (SR): PLANNING

### 2.1.1 Minimum standard (SM): DOES THE CURRICULUM ENSURE THE ACHIEVEMENT OF THE ACADEMIC PROGRAMME OUTCOMES?

**2.1.1.1 Performance indicator (IP):** CURRICULUM AND SYLLABUS ACCORDING TO SUBJECT MATTERS, TRANSPARENCY AND PUBLICITY THEREOF. IDENTIFICATION/DESCRIPTION OF MODULE FEATURES (CREDITS, CONTENTS, SPECIFIC LEARNING OUTCOMES, METHODS OF EVALUATION FOR EACH MODULE), TRANSPARENCY AND PUBLICITY THEREOF. INTEGRATION OF THE PROFESSIONAL PRACTICE (EXTERNAL PRACTICAL EXPERIENCE, LABORATORY WORKS, PROJECTS ETC.). FINAL EXAMINATION, DIPLOMA WORK, THESES ETC. CONSISTENCY OF THE CURRICULUM AND OF THE MODULES WITH THE PROGRAMME OUTCOMES. TEACHING PLANNING. TEACHING METHODS AND MODES (FULL-TIME, PART-TIME, IN PARALLEL TO OR FULLY INTEGRATED IN PROFESSIONAL WORK, USING MULTIMEDIA OR DEVICES TELEMATICS ETC.). STEPS TO PROMOTE STUDENT MOBILITY. *Sheet-S-4, Sheet-S-5, Sheet-S-10, Sheet-S-11, Sheet-S-21, Sheet-S-22.*

1	2	3
The specific academic assessment standard requirements in terms of the academic programmes for basic engineering sciences are met.	ARACIS-specific standards are implemented and the related documentation is available.	
	The identification /description of the module features is consistent with the educational objectives of the programme and the standard outcomes (effects), as shown in <i>critterion 1</i> , with the needs of the social partners and with the expected outcomes of the programme.	
	The identification /description of the professional practice and the assessment thereof is consistent with the educational objectives of the programme and the standard outcomes (effects), as shown in Section 1, with the needs of the social partners and with the expected outcomes of the programme.	
	The professional practice is interweaved and integrated in the curriculum and meets standard and good practice requirements.	
	The curriculum and module features meet the requirements for the expected programme outcomes.	
	Multimedia and telematics devices are used in the teaching process, and presentations are consistent with the characteristics featured by the curriculum and the modules.	

A section dedicated to the academic programme on the higher education institution web site shows all relevant data in terms of the programme, the modules and the curriculum.	The section covers the programme, its outcomes, the modules including their characteristics, the professional practice, the educational process and the examinations including their adjacent assessment items.	
	The section covers statistics including the academic programme outcomes, the modules including their characteristics, the way practice is provided for, as well as other forms of professional training.	
	The section covers scientific and engineering research and development works.	
	The section covers adjacent lifelong learning programmes for updating and supplementing the knowledge and the practices of students who complete the programme.	
	The section covers the programme partnerships and student mobility possibilities within the framework of programmes and partnerships.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>2.2 Reference standard (SR): DELIVERY</b>		
<b>2.2.1 Minimum standard (SM): IS TEACHING DELIVERED ACCORDING TO PLANNING??</b>		
<b>2.2.1.1 Performance indicator (IP): CORRESPONDENCE OF THE DELIVERY WITH THE PLANNING. RESULTS OF THE STUDENTS' EVALUATION OF TAUGHT MODULES. RESULTS OF THE STUDENTS' AND TUTORS' EVALUATION OF EXTERNAL PRACTICAL EXPERIENCES. RESULTS OF STUDENTS' MOBILITY.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
Registered (certified) quality monitoring of teaching delivered over the	This monitoring covers both the knowledge transfer efficiency and the improvement of the professional and transferable skills development.	

entire period of the programme, by the internal quality assurance system (Quality Assessment and Assurance Commission). <ul style="list-style-type: none"> <li>• The Commission's Annual Report;</li> <li>• Documents on the students' evaluation results;</li> <li>• Availability and taking into account of the assessment documents concerning the academic staff ;</li> <li>• Surveys and reviews;</li> </ul> Other documents concerning the students' evaluation results	Records are available showing the correspondence of the students' results with the programme objectives and social partners' objectives.	
	Records are available showing the academic staff improvement using such specific forms of higher education that are relevant to the programme being evaluated.	
	Records are available concerning the students' mobility and the way the acquired experience is capitalized (number of incoming students and number of outgoing students, <b>place and period</b> ).	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>2.2.2 Minimum standard (SM): ARE COUNSELLING AND SUPPORT-WORKLOAD OFFERED TO THE STUDENTS ADEQUATE TO PROMOTE THE ACHIEVEMENT OF THE MODULES' SPECIFIC LEARNING OUTCOMES?</b>		
<b>2.2.2.1 Performance indicator (IP): NUMBER OF STAFF FOR COUNSELLING AND SUPPORTING STUDENTS, AS WELL AS THEIR WORKING TIME. <i>Sheet-S-13, Sheet-S-14, Sheet-S-15.</i></b>		
<b>1</b>	<b>2</b>	<b>3</b>
A clearly identified counselling programme is available for students (classroom teaching: lectures, seminars and	The educational counselling programme is posted on the higher education institution web page under the section dedicated to the programme, showing the place and the periods of time as well as the contents and the person in charge with such counselling.	

projects).	The practical counselling programme is posted on the higher education institution web page under the section dedicated to the programme, showing the place and the periods of time as well as the contents and the person in charge with such counselling (practical work within the university, higher education institution).	
	The professional practice counselling programme, either related to a factory providing for the practice or to an internship <sup>4)</sup> , is posted on the higher education institution web page under the section dedicated to the programme, showing the place and the periods of time as well as the contents and the person in charge with such counselling (practical work outside the university, higher education institution).	
	Other forms of counselling that are relevant to the programme.	
The number of academic staff and number of hours dedicated to counselling students is consistent with the programme requirements and objectives.	The qualification and number of academic staff that provides counselling to students as well as the number of hours dedicated to such counselling are consistent with the quality regulations and standards for institutional accreditations.	
	The qualification and number of academic staff that provides counselling to students as well as the number of hours dedicated to such counselling are consistent with the programme requirements and the training needs of the students and of the social partners.	
(it can be continued with the institution's own performance indicators, at higher levels)		

### 2.3 Reference standard (SR): LEARNING ASSESSMENT

**2.3.1 Minimum standard (SM):** HAVE EXAMINATIONS, PROJECTS AND OTHER ASSESSMENT METHODS BEEN DESIGNED TO EVALUATE THE EXTENT TO WHICH STUDENTS CAN DEMONSTRATE ACHIEVEMENT OF THE LEARNING OUTCOMES OF SINGLE MODULES AND PROGRAMME OUTCOMES RESPECTIVELY THROUGHOUT THE PROGRAMME AND AT ITS CONCLUSION??

**2.3.1.1 Performance indicator (IP): EXAMINATIONS, ORAL EXAMINATIONS, CONTINUOUS ASSESSMENT (MEANTIME TESTS), COURSEWORK, PROJECT A.S.O. TRANSPARENCY AND PUBLICITY OF STANDARDS AND REGULATIONS CONCERNING STUDENT PERFORMANCE ASSESSMENTS.**

1	2	3
All student assessment procedures of any type (examination, project, etc.), including the ones related to the students' scientific research work, are settled in a public regulation.	A registered document is available that covers the programme, including the entire range of student assessments over the entire learning period (modules, laboratories, professional practice, projects, subjects, research and development work etc.).	
	All assessments are consistent with the expected intermediate and final outcomes of the programme.	
	The forms, the assessment methods and the related credits are published in the section dedicated to the programme on the higher education institution web site.	
Awareness-raising activities are performed for the better understanding of the programme content, method of assessment and expected outcome of completing the academic programme.	A clearly identified and registered (certified) programme is available for raising awareness in students and prospective students as to the subject of the seminars and the objectives and expected outcomes of the programme.	
	Academic programme presentation and awareness-raising events are provided for.	
	Registered (certified) events are available, including the list of participants and their contact details.	
(it can be continued with the institution's own performance indicators, at higher levels)		

**Criterion 3: RESOURCES AND PARTNERSHIPS**

**3.1 Reference standard (SR): ACADEMIC AND SUPPORT STAFF**

**3.1.1 Minimum standard (SM): IS THE ACADEMIC STAFF ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES??**

**3.1.1.1 Performance indicator (IP): NUMBER, COMPOSITION, COMPETENCY AND QUALIFICATION OF THE TEACHING STAFF. PROFESSIONAL AND RESEARCH WORK (PUBLICATIONS, PARTICIPATION IN RESEARCH PROJECTS, PARTICIPATION IN CONFERENCES, ETC.) AND/OR PROFESSIONAL ACTIVITIES AND CONSULTING WORK OF THE TEACHING STAFF. *Sheet-S-1, Sheet-S-2, Sheet-S-3, Sheet-S-16, Sheet-S-17.***

1	2	3
The number, composition, competency and qualification of the teaching staff are consistent with the expected programme outcomes.	The ARACIS-specific standards are implemented, and the related documentation is available, as well.	
The professional and/or research work is registered and documented.	Each tenure academic teacher publishes at least one scientific work per year, and is active in research contracts / works.	
	The research subjects are consistent with the programme objectives.	
	Students are involved in research and development contracts.	
	At least 25% of the number of contracts are directly concluded / executed with industry.	
	The research work results are capitalized on the market by way of technology transfer, in a quantum of at least 20% of the contracts value.	
	Research works resulted in scientific papers, reports, publications, etc.	
	The resulting works have been admitted for conference and publication purposes. At least one external quotation refers to such published works.	
Academic staff provides surveys and consulting.	Surveys and consulting provided by the academic staff of the higher education institution to the benefit of third parties.	
	The survey and consulting programme is publicly made available on the higher education institution web site under the programme section.	
	Students are also involved in such consulting activities provided to third parties.	
(it can be continued with		



the institution's own performance indicators, at higher levels)		
<b>3.1.2 Minimum standard (SM): IS THE TECHNICAL AND ADMINISTRATIVE SUPPORT STAFF ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES?</b>		
<b>3.1.2.1 Performance indicator (IP): NUMBER, COMPOSITION, COMPETENCY AND QUALIFICATION OF THE TECHNICAL-ADMINISTRATIVE SUPPORT STAFF.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
The number, composition, competency and qualification of the technical-administrative support staff are consistent with the academic programme requirements.	Each laboratory has at least one specialized academic staff or laboratory-assistant of its own.	
	The qualifications do meet the programme objectives.	
	A laboratory maintenance system (provided by specialized staff, or specialized subcontractor), is in place.	
The number, composition, competency and qualification of the administrative support staff are consistent with the academic programme requirements.	A sufficient number of support staff is involved in administration in order to provide for hygiene, routine maintenance and repair work, equipment and consumables procurement, financial and accounting services etc., who are available for the programme purposes according to its needs.	
	A sufficient number of qualified support staff is involved in the administration in order to provide for the conditions as set forth in Section 1 of the standard (see the job descriptions).	
	The administrative support staff is aware of the needs as imposed by the programme and provides for the timely and qualitatively appropriate fulfilment of the programme requirements (see the administrative support staff's briefings).	
(it can be continued with the institution's own performance indicators, at higher levels)		

<b>3.2 Reference standard (SR): FACILITIES</b>		
<b>3.2.1 Minimum standard (SM): ARE THE CLASSROOMS ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES?</b>		
<b>3.2.1.1 Performance indicator (IP): CLASSROOMS AND ASSOCIATED EQUIPMENT AVAILABLE TO STUDENTS.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
The number of classrooms is sufficient for courses and provides the necessary comfort for the purpose thereof.	The ARACIS-specific standards are implemented, and the related documentation is also available.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>3.2.2 Minimum standard (SM): ARE THE COMPUTING FACILITIES ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES?</b>		
<b>3.2.2.1 Performance indicator (IP): COMPUTING FACILITIES AVAILABLE TO STUDENTS.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
Computing facilities are available to students for the purpose of learning and exercising by means of specific research and design software.	The ARACIS-specific standards are implemented, and the related documentation is also available (see Chapter 2.5, Material resources).	
	Access to computers is provided for students even after courses, and such opening hours are clearly identified and made visible.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>3.2.3 Minimum standard (SM): ARE THE LABORATORIES, WORKSHOPS AND ASSOCIATED EQUIPMENT ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES?</b>		
<b>3.2.3.1 Performance indicator (IP): LABORATORIES, WORKSHOPS AND ASSOCIATED EQUIPMENT ARE AVAILABLE TO STUDENTS.</b>		

1	2	3
The laboratories, workshops and associated equipment, instruments and consumables are consistent with the academic programme objectives.	The ARACIS-specific standards are implemented, and the related documentation is also available (see Chapter 2.5, Material resources).	
	A sufficient number of workstations are set up and equipped, providing seats for two students at most at one and the same workstation.	
	On request, access to laboratories is provided for students even beyond scheduled hours, and such opening hours are clearly identified and made visible.	
(it can be continued with the institution's own performance indicators, at higher levels)		

**3.2.4 Minimum standard (SM): ARE THE LIBRARIES AND ASSOCIATED EQUIPMENT AND SERVICES ADEQUATE TO ACCOMPLISH PROGRAMME OUTCOMES?**

**3.2.4.1 Performance indicator (IP): LIBRARIES AND ASSOCIATED EQUIPMENT AND SERVICES ARE AVAILABLE TO STUDENTS.**

1	2	3
Libraries are available where students can learn or borrow the recommended reference literature.	The CEP SI I and CEP SI II standards are implemented, and the related documentation is also available ( <i>see Chapter 2.5, Material resources, items 15, 16</i> )	
	The library is in possession of the international reference literature and also publications on a subscription basis of at least two internationally acknowledged universities, or two countries of reference in the relevant field.	
	The library employs qualified staff in support of the selection and lending out of the requested documentation.	
	The opening hours are posted and made available to all students, and are consistent with the students' availability and needs.	
(it can be continued with the institution's own performance indicators,		

at higher levels)		
<b>3.3 Reference standard (SR): FINANCIAL RESOURCES</b>		
<b>3.3.1 Minimum standard (SM): ARE THE FINANCIAL RESOURCES ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES?</b>		
<b>3.3.1.1 Performance indicator (IP): BUDGET FOR TEACHING AND SUPPORT STAFF. BUDGET FOR RUNNING AND UPGRADING FACILITIES. BUDGET FOR TRAINING.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
The budget for the programme covers the necessities according to the programme needs (see explanatory notes).	The budget for the programme covers the employed teaching and administrative staff's salary, according to the legal provisions in force and the internal regulations (see explanatory notes).	
	The budget for the programme covers the current operating and maintenance costs of the buildings and facilities (see explanatory notes).	
	The budget for the programme covers the necessary teaching material, consumables and facilities, with a view to meeting the programme objectives and a proper access to learning.	
	The budget provides for the proper fulfilment of the research contracts under the programme.	
	The budget provides for upgrading the facilities and equipment with a view to fulfil the educational process according to the programme objectives (see explanatory notes).	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>3.4 Reference standard (SR): PARTNERSHIPS</b>		
<b>3.4.1 Minimum standard (SM): DO THE PARTNERSHIPS WHERE THE HIGHER EDUCATION INSTITUTION (HEI) PARTICIPATES AND THE PROGRAMME</b>		

CONTRIBUTE TO THE ACCOMPLISHMENT OF THE PROGRAMME OUTCOMES AND FACILITATE THE STUDENTS' MOBILITY?

**3.4.1.2 Performance indicator (IP): LOCAL / REGIONAL / NATIONAL / INTERNATIONAL INDUSTRIAL PARTNERSHIPS AND COOPERATION AGREEMENTS. LOCAL / REGIONAL / NATIONAL / INTERNATIONAL PARTNERSHIPS AND COOPERATION AGREEMENTS WITH RESEARCH INSTITUTIONS. LOCAL / REGIONAL / NATIONAL / INTERNATIONAL COOPERATION AGREEMENTS, PROGRAMMES, MEASURES OR COOPERATION AGREEMENTS WITH OTHER HIGHER EDUCATION INSTITUTIONS.**

1	2	3
Cooperation agreements and partnerships are concluded with the business environment, research institutions, consulting entities and other stakeholders, both at a local and at a regional, national and international level, with a view to contributing to the accomplishment of the programme outcomes and facilitate students' mobility.	There are cooperation agreements and partnerships concluded with the industry, research and other higher education institutions and supporting entities for research, transfer of good educational practice and transfer of technology, with a view to contributing to the accomplishment of the programme outcomes and facilitating the students' practice and mobility.	
	There are cooperation agreements and partnerships concluded with business environment entities, for cluster initiatives and professional organizations with a view to identifying the local industrial needs and competitive clusters to contribute to the accomplishment of the programme outcomes and facilitate students' mobility.	
	There are cooperation agreements and partnerships concluded with the industry, research institutes and other higher education institutions for the exchange of students and students' practice with local employers, according to the programme objectives, with a view to contributing to the accomplishment of the programme outcomes and facilitating the students' mobility.	
	There are cooperation agreements and partnerships concluded with the higher education institutions, research institutions and other students' mobility organizations to contribute to the accomplishment of the programme outcomes and facilitate the students' mobility.	
(it can be continued with the institution's own performance indicators,		

at higher levels)		
<b>Criterion 4. ASSESSMENT OF EDUCATIONAL PROCESS</b>		
<b>4.1 Reference standard (SR): STUDENTS</b>		
<b>4.1.1 Minimum standard (SM): DO THE STUDENTS ENROLLED IN THE PROGRAMME HAVE THE RIGHT KNOWLEDGE AND ATTITUDES TO ACHIEVE THE PROGRAMME OUTCOMES IN THE EXPECTED TIME?</b>		
<b>4.1.1.1 Performance indicator (IP): ENTRANCE REQUIREMENTS. ADMISSION REQUIREMENTS (ONLY FOR “NUMERUS CLAUSUS” PROGRAMMES).</b>		
<b>1</b>	<b>2</b>	<b>3</b>
There are clearly identified entrance requirements for students enrolling in the programme.	The documents attesting the applicants' knowledge and aptitudes are relevant to the educational programme being evaluated.	
	All requirements related to the enrolment in the entrance examination are made public on the higher education institution web site (under the section concerning the programme).	
	A procedure is implemented for checking the documents upon which the applicant's admission in the programme relies.	
There are clearly identified admission requirements for students enrolling in the entrance examination for the programme (only for “numerus clausus” programmes).	The documents attesting the applicants' knowledge and aptitudes as required for the enrolment in the entrance examination, as well as the minimum conditions required for the participation in the programme are clearly identified and posted on the higher institution web site (under the section dedicated to the programme).	
	The minimum knowledge for taking the entrance examination, the conditions under which the entrance examination takes place and the method of the papers' assessment are made public and posted on the higher education institution web site under the section dedicated to the programme.	
	As soon as the entrance examination is completed, the test points and the solutions thereto are posted on the higher institution web site.	

	The final results of the examination and of any subsequent claim related thereto are posted on the higher education institution web site.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>4.2.1 Minimum standard (SM): DO THE RESULTS RELATED TO THE STUDENTS' CAREER ATTEST THE ACHIEVEMENT OF THE PROGRAMME OUTCOMES IN THE EXPECTED TIME?</b>		
<b>4.2.1.1 Performance indicator (IP): STUDENTS' CAREER PROGRESS. LEARNING LEVELS ACHIEVED. SUCCESS RATES AND TIME TAKEN TO COMPLETE THE PROGRAMME. <i>Sheet-S-19, Sheet-S-23, Sheet-S-24, Sheet-S-25.</i></b>		
<b>1</b>	<b>2</b>	<b>3</b>
The evolution of the students' career, the learning levels achieved, the success rates and the time taken to complete the programme are systematically monitored by the higher education institution.	Records are kept and reports are made as to the consistency of the results related to the students' career with the expected programme outcomes.	
	The outcomes are jointly reviewed with the social partner groups or the organisations thereof (students, the business environment and specialists in the field shall necessarily be involved).	
	Students' opinion is collected, systematized and reviewed as to the programme modules and the academic staff.	
	A monitoring system is operated for the programme outcomes (effects) enabling to take corrective steps.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>4.2 Reference standard (SR): GRADUATES</b>		
<b>4.2.1 Minimum standard (SM): DO GRADUATES ENTER AN OCCUPATION CORRESPONDING TO THEIR QUALIFICATION?</b>		
<b>4.2.1.2 Performance indicator (IP): TIME TAKEN TO ENTER THE WORKFORCE. MATCH BETWEEN EMPLOYMENT AND EDUCATION RECEIVED.</b>		

1	2	3
The elapse of time within completing the programme and entering the workforce, and the harmonization between job and schooling is systematically monitored by the higher education institution.	An annual survey is made or the available means are used for acquiring data and polling the time taken to enter the workforce, and the overlap between job and schooling.	
	The survey is jointly performed with the social partner groups or the organizations thereof (students, the business environment and specialists in the field shall necessarily be involved).	
	A monitoring system is operated for the programme outcomes (effects) in terms of graduates, enabling to take corrective steps.	
(it can be continued with the institution's own performance indicators, at higher levels)		

**4.2.2 Minimum standard (SM): DO STAKEHOLDERS (GRADUATES, EMPLOYERS, ETC.) CONFIRM THE ACHIEVEMENT OF THE PROGRAMME'S EDUCATIONAL OBJECTIVES?**

**4.2.2.1 Performance indicator (IP): GRADUATES' OPINIONS ON THE EDUCATION RECEIVED. OPINION OF EMPLOYERS ON THE GRADUATES' EDUCATION.**

1	2	3
The graduates' opinions on the education received / competencies acquired and the opinion of employers on the graduates' education are monitored in terms of their meeting or not meeting the educational objectives of the programme.	An annual survey is made or the available means are used for acquiring data and polling on the graduates' opinions on the education received as well as the employers' opinions on the graduates' education received under the programmes.	
	The survey questionnaires are drawn up with the support and the agreement of the social partners, beneficiaries of the labour force produced by the completion of the programme. Employers' and graduates' groups shall necessarily be involved.	
	A monitoring and assessment system is operated in terms of the graduates' opinions and the employers' opinions on the programme outcomes, enabling to take corrective steps as to the programme.	



(it can be continued with the institution's own performance indicators, at higher levels)		
<b>Criterion 5. MANAGEMENT SYSTEM</b>		
<b>5.1 Reference standard (SR): ORGANISATION AND DECISION-MAKING PROCESSES</b>		
<b>5.1.1 Minimum standard (SM): ARE THE HIGHER EDUCATION INSTITUTION'S AND PROGRAMME'S ORGANISATION AND DECISION-MAKING PROCESSES ADEQUATE TO ACCOMPLISH THE PROGRAMME OUTCOMES?</b>		
<b>5.1.1.1 Performance indicator (IP): DOCUMENTATION ON HEI'S AND PROGRAMME'S ORGANISATIONAL STRUCTURES AND DECISION-MAKING PROCESSES (STATUTES, ORGANISATIONAL CHARTS, MANAGEMENT OF ORGANISATIONAL PROCESSES, ETC.) POSITIONS OF RESPONSIBILITY FOR THE VARIOUS ACTIONS TO DIRECT AND CONTROL THE EDUCATIONAL PROCESS, THEIR RELATIONSHIPS OF LINK AND DEPENDENCE. EXISTENCE AND USE OF EFFECTIVE CO-ORDINATION MECHANISMS OF DECISION-MAKING PROCESSES, BOTH HORIZONTAL AND VERTICAL. EXISTENCE AND USE OF RELIABLE INFORMATION SOURCES FOR DECISION-MAKING.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
There are documents referring to decision-making processes and the organizational structures of the higher education institution and the academic programme being evaluated, and consistency with the social partners' requirements.	Reviews are made for comparing the educational planning and the recommendations of the specialized organizational structure.	
	The decisions are consistent with the recommendations of the specialized structure for statistics, surveys on good international practices and polling.	
	The decisions are consistent with the recommendations resulting from such polling surveys on the need of the social partners and the programme objectives.	
	A code of ethics and ethical procedures are implemented including all social parameters that are pertinent to the programme.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>5.2 Reference standard (SR): QUALITY ASSURANCE SYSTEM</b>		

**5.2.1 Minimum standard (SM): ARE HIGHER EDUCATION INSTITUTION'S AND PROGRAMME'S QUALITY ASSURANCE SYSTEMS EFFECTIVE TO ENSURE THE ACHIEVEMENT OF THE PROGRAMME OUTCOMES?**

**5.2.1.1 Performance indicator (IP): THE HIGHER EDUCATION INSTITUTION'S AND THE PROGRAMME'S POLICY AND PROCEDURES FOR QUALITY ASSURANCE.**

1	2	3
The higher education institution's quality assurance system assures the accomplishment of the expected programme outcomes.	The higher education institution is in possession of an institutional accreditation according to the legal provisions in force.	
	The programme's quality assurance policy and procedures do meet the scope and the objectives of the programme and the educational law.	
	The procedures include the relationship with the social partners and transparency features towards them.	
	The procedures meet the corrective steps of the programme as recommended by the specialized structure.	
(it can be continued with the institution's own performance indicators, at higher levels)		

**5.2.2 Minimum standard (SM): ARE THE DELIVERY PROCESS', STUDENTS' AND GRADUATES' RESULTS ANALYSED AND USED TO PROMOTE CONTINUAL IMPROVEMENT OF THE PROGRAMME?**

**5.2.2.1 Performance indicator (IP): EXISTENCE OF A REGULATED AND SYSTEMATIC PROCESS FOR CONTINUAL PROGRAMME REVIEW, DEVELOPMENT AND IMPROVEMENT BASED ON THE ANALYSIS OF THE DELIVERY PROCESSES, STUDENTS' AND GRADUATES' RESULTS. RESULTS OF IMPROVEMENT ACTIONS. *Sheet-S-26.***

1	2	3
There is a regulated and systematic process for continual programme review, development and improvement.	There is a periodical programme assessment procedure relying upon the parameters described in Section 1 of the standard for cycle I, and, respectively, cycle II, and the systematic registration of the obtained outcomes.	
	There is a traceability process in terms of the programme outcomes as compared to the expected outcomes.	

	The expected programme outcomes are compared to the results and recommendations resulting from the assessments / evaluations thereof.	
	Conclusions and corrective steps are taken further to consulting the social partners.	
(it can be continued with the institution's own performance indicators, at higher levels)		
<b>5.2.3 Minimum standard (SM): ARE NEEDS, OBJECTIVES AND OUTCOMES, EDUCATIONAL PROCESS, RESOURCES AND PARTNERSHIPS, THE MANAGEMENT SYSTEM PERIODICALLY RE-EXAMINED?</b>		
<b>5.2.3.1 Performance indicator (IP): EXISTENCE OF A REGULATED, SYSTEMATIC AND PERIODIC PROCESS FOR RE-EXAMINING NEEDS, OBJECTIVES AND OUTCOMES, EDUCATIONAL PROCESS, RESOURCES AND PARTNERSHIPS, MANAGEMENT SYSTEM. RESULTS OF RE-EXAMINATION ACTIVITY.</b>		
<b>1</b>	<b>2</b>	<b>3</b>
There is a regulated, systematic and periodic process for re-examining the needs, objectives and results of the educational process which is applied at least once a year.	Correlated and comparative tables are used for showing the requirements related to the programme, to the standard as per the descriptions in Section 1 for cycle I and cycle II, and the social partners' needs as shown in the surveys reviews performed by the specialized structures.	
	There is a regulated, systematic and periodic process for re-examining the own resources and the social partner's resources, in order to correlate the same with the objectives and the expected outcomes of the programme.	
	There is a periodic and systematic process for re-examining the programme management resources in order to correlate the same with the needs of the programme.	
	Such re-examinations result in conclusions and recommendations agreed by the social partners.	
	The recommendations are included in corrective steps and are used for the improvement of the programme.	
(it can be continued with the institution's own		

performance indicators, at higher levels)		
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- a) mainly educational universities;
- b) educational and scientific research and artistic creation universities;
- c) advanced research and educational universities.