

Accreditation Agency  
in Health and Social Sciences



# Audit Report

**Institutional Audit  
of Dimitrie Cantemir University (DCU)  
in Tîrgu-Mureş, Romania**

AHPGS Akkreditierung gGmbH  
Sedanstr. 22  
79098 Freiburg  
Germany  
Phone: +49 761 2 08 53 30  
Email: [ahpgs@ahpgs.de](mailto:ahpgs@ahpgs.de)

## Contents

<b>1</b>	<b>Introduction</b> .....	<b>3</b>
1.1	Information about the AHPGS and Institutional Audit .....	3
1.2	The Romanian Higher Education System.....	4
1.3	General Information on the University .....	8
<b>2</b>	<b>Audit Process</b> .....	<b>12</b>
2.1	Submitted Documents.....	12
2.2	Expert Group .....	15
2.3	Agenda of the On-Site Visit .....	16
<b>3</b>	<b>Expert Report based on Assessment Areas</b> .....	<b>18</b>
<b>A.</b>	<b>Profile, Objectives and Strategy of the Institution</b> .....	<b>18</b>
A.1	Profile and Strategy .....	18
A.2	Objectives .....	20
A.3	Participation.....	21
A.4	Institutional Autonomy .....	22
<b>B.</b>	<b>Quality Assurance and Quality Management System</b> .....	<b>22</b>
B.1	Quality Management .....	23
B.2	Documentation and Improvement .....	25
<b>C.</b>	<b>Institutional Management and Administration</b> .....	<b>25</b>
C.1	Organisation and Responsibilities .....	26
C.2	Information System .....	27
C.3	Cooperation .....	27
<b>D.</b>	<b>Educational Activities Including Study Programmes</b> .....	<b>28</b>
D.1	Study Programmes .....	28
D.2	Study Process .....	30
D.3	Advanced Training.....	31
D.4	International Mobility .....	31
<b>E.</b>	<b>Infrastructure and Functional Resources</b> .....	<b>31</b>
E.1	Functional Resources.....	32
E.2	Staff	33
E.3	Finances .....	34
<b>4</b>	<b>Summary</b> .....	<b>35</b>
4.1	Strengths .....	35
4.2	Weaknesses .....	36

## 1 Introduction

### 1.1 Information about the AHPGS and Institutional Audit

The **Accreditation Agency in Health and Social Sciences (AHPGS)** is an interdisciplinary, multi-professional organisation, whose mission is to contribute to enhancing the quality of teaching and learning in higher education in the current European and international context. It focuses on the fields of health and social sciences as well as such related spheres of knowledge as medical care or nursing. By implementing quality assurance procedures, it aims to share and promote values and good practices.

In an effort to guide and encourage institutional autonomy, the AHPGS performs and implements external quality assurance procedures at higher education institutions in Germany and abroad. Peer review and agreement on a common set of guidelines is the key to ensuring a qualitative standard in higher education. The goal of external quality assurance procedures is to provide a framework for the joint understanding of these guidelines as well as to verify compliance with national and international standards.

The AHPGS is member of the following international associations and networks: the European Association for Quality Assurance in Higher Education (ENQA), the European Consortium for Accreditation in Higher Education (ECA), the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The AHPGS is also listed in the European Quality Assurance Register (EQAR). As an organisation, the AHPGS is an independent body.

The **Institutional Audit Process** is carried out in the following steps: the University submits its self-evaluation report which clearly and explicitly formulates the University's strategy and objectives as well as its quality management system and educational activities. The University gives an overview of its resources, facilities and responsibilities. Additional documentation and annexes are also submitted. The AHPGS reviews the presented documentation and its compliance with the University's strategies and objectives. If required, additional information can be requested from the University. The Accreditation

Commission of the AHPGS nominates the Audit Panel for a peer review. The complete documentation submitted by the University is forwarded to the expert group. The on-site visit of the expert group and the AHPGS takes place at the University. During the on-site visit, the consistency of the submitted documentation is verified. Additional aspects, which might not be covered by the written documentation, are also reviewed. Following the visit, an *Audit Report* is produced; it sums up the key aspects and preliminary outcomes of the visit and the reviewed documents. The summary concludes the strengths and weaknesses of the institution. The University could comment on the *Audit Report*. The *Audit Report*, the University's comment, and the complete documentation are presented to the Accreditation Commission of the AHPGS which takes the report into account.

The **Institutional Audit** focuses on the following five main *Assessment Areas*:

- A. Profile, Objectives and Strategy of the Institution
- B. Quality Assurance and Quality Management System
- C. Institutional Management and Administration
- D. Educational Activities, including Study Programmes
- E. Infrastructure and Functional Resources

The evaluation procedure is based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* of the European Association for Quality Assurance in Higher Education (ENQA).

The *Audit Report* summarizes the results of the on-site visit and the evaluation of the self-evaluation report. As it investigates the fulfilment of the assessment areas, its structure corresponds to these assessment areas.

## 1.2 The Romanian Higher Education System

In Romania, education is regulated under the jurisdiction of the Ministry of Education, Research, Youth and Sports. The legal framework is provided by the Law of National Education No.1 of 2011. Education at all levels takes place predominantly in public institutions. The state ensures free education at

all levels (from early education to higher education). Nonetheless, there is an ever increasing number of private educational institutions.

Higher Education Institutions are organised in Romania as universities, academies, institutes or colleges. These can be state-owned, private or confessional. State-owned institutions usually provide tuition-free education; however, they also have a number of study places for which tuition fees are foreseen. Privately-owned institutions generally provide study places for which a tuition fee is set. All universities in Romania are non-profit, apolitical and aim at the public's best interest.

<b>Overview of Romanian Higher Education System (submitted by DCU)</b>	
<b>Number of higher education institutions in the country // Out of which public (%) // Out of which private (%)</b>	116 // 55 (47.5 %) // 61 (52.5 %) // 36 accredited; 20 authorized for temporary functioning; 5 authorized for temporary functioning with postgraduate and master studies.
<b>Structure of the national higher education system If the case, international frameworks integrated in the system (e.g. Bologna Convention)</b>	According to the Law of National Education, any higher education institution may include the following organizational components: faculties, departments, institutes, centres and laboratories, design units, consultancy centres, University clinics, art studios and workshops, theatres, museums, centres for continuing education of human resources, units of micro-production and services, experimental stations and other entities for the manufacture and transfer of knowledge and technology. Within the structure of higher education institutions (HEIs) there are technical and administrative services. HEIs may set up separate research units for certain periods and projects; these research units are distinct in terms of revenue and expenditure having autonomy and their own statutes approved by the University Senate.
<b>National requirements for admission to higher education // Requirements for admission to further levels in higher education</b>	The high-school graduates who obtain their Baccalaureate diploma or its equivalent can participate in the admission to the first cycle of higher education. Within their own methodology, higher education institutions may establish facilities or special conditions for admission of certain candidates to their undergraduate degree programmes, i.e. those candidates who have achieved distinction in high school competitions and/or other

	<p>national or international competitions. The Ministry of Education, Research, Youth and Sport elaborates annually a methodology framework for admission to state and private higher education institutions in Romania. Each higher education institution develops and applies its own rules of organization of admission to the offered study programmes. These rules are developed according to the general methodology framework. The conditions of admission, including enrolment capacity, must be made public each year by universities within at least 6 months prior to the admission examination.</p>
<p><b>Percentage of high-school graduates that pursue higher education</b></p>	<p>For the last two years, the number of Romanian high school graduates enrolled in higher education institutions has accounted for 40-45 %.</p>
<p><b>Division of the academic year</b></p>	<p>The national framework for calculation of students' workload has been adapted to the recommendations of the Bologna Convention. According to the National Education Law No. 1/2011, the academic year usually starts on the first working day of October and includes two semesters. One semester usually includes 14 weeks of teaching activities, followed by a three-week examination period. The structure of the academic year is approved by the University Senate.</p> <p>The allocation of transferable credits from one semester envisages a minimum of 17 weeks. The University Senate of each higher education institution approves annually, at least 3 months before the start of each academic year, the regulations about students' professional activity as well as the calendar of specific educational activities for each semester.</p>
<p><b>National and international frameworks for counting the student workload (e.g. ECTS)</b> <b>Within this framework, average workload intended for one division of the academic year (e.g. semester, trimester)</b></p>	<p>University programmes provide for the students' workload calculated for the corresponding teaching, learning, practical application and examination activities and expressed in accordance with the ECTS in terms of transferable credits. A transferable credit is the amount of guided and independent intellectual work required by the student to complete an individual component of a unit of a course within an academic programme completed by validation of learning outcomes. A student's intellectual individual work may not be lower than that corresponding to an annual total of 60 transferable credits. The minimum number of credits required to be promoted to the next academic year is established by the University Sen-</p>

	<p>ate.</p> <p>The duration of undergraduate and master studies in different areas of specialization is established by the Ministry of Education, Research, Youth and Sport and approved by the decision of the Government. The cumulative total duration of the first and second cycles of higher education corresponds to at least 300 transferable study credits obtained. The number of transferable study credits for doctoral studies is established by each University according to its scientific or artistic domain.</p>
<p><b>Types of higher education institutions in the country</b></p> <p><b>Types of programmes and final qualifications provided by the University</b></p>	<p>The national higher education system includes all accredited higher education institutions. A higher education institution provisionally authorized under the procedures in force becomes part of the national higher education system only after accreditation. Higher education institutions can be public, private or religious. These institutions have legal personality, are of public interest, non-profit and apolitical. Bachelor programmes can be organized in the following types of education: full-time, part-time, and distance education. Master programmes can be organized in the following types of education: full-time and part-time. Exceptions are: undergraduate and master programmes in the spheres of knowledge regulated at the European Union level, which are only full-time studies. Doctoral study programmes can be organized only as full-time education. For doctoral study programmes, the obligations of frequency (attendance) are determined by the board of a doctoral school according to the methodology elaborated by the Ministry of Education, Research, Youth and Sports. The obligations of attendance represent a criterion for assessing the quality of the doctoral school, including its funding.</p>
<p><b>Types of national recognition/accreditation for universities</b></p> <p><b>Mechanism of awarding recognition /accreditation</b></p>	<p>Accreditation of a programme of undergraduate studies and establishment of a number of students that can be enrolled in a programme and obtain a graduation diploma is established through the decision of the Government, following the external evaluation conducted by the ARACIS (the Romanian Agency for Quality Assurance in Higher Education) or another quality assurance agency, domestic or foreign, registered in the European Register for Quality Assurance in Higher Education (EQAR). Undergraduate studies correspond to between minimum 180 and maximum 240 transferable study credits according to ECTS/ETCS and end by level 6 of EQF/CEC.</p>

<b>Bodies entitled to awarding accreditation/recognition in the country</b>	As previously mentioned, in Romania, the only institution entitled to provide accreditation is the Romanian Agency for Quality Assurance in Higher Education Accreditation (ARACIS).
---	--

Table 1: Overview of Romanian Higher Education System (submitted by DCU)

For the past 20 years the number of both private and public Universities has increased considerably, from 56 in the academic year 1991-1992 to 109 in the academic year 2009-2010. This corresponds to a 95 % rise in universities, 25 % of which accounts for public universities and 54 %—for private Universities.

The boost of private universities in Romania since 1989 (from 0 to 54 %) corresponds to the ever-increasing number of students that opt for higher education. Overall, in both public and private universities, the number of students increased more than fivefold between 1989 and 2007 (Monographs on Higher Education, 2011: 34), from approximately 190,000 students in 1990-1991, to 785,000 students in 2006-2007. In the private sector, within the same time period the number of students hiked from 0 to approximately 322,000 matriculated students.

In order to be granted access to higher education, potential graduates must hold a Bacalaureate diploma which is a school-leaving (Lyceum) final examination certificate. In 1999, Romania became a signatory to the Bologna Declaration and a member of the European Higher Education Area. Accordingly, it began implementing the Bologna process in 2005-2006. Since then the higher education system in Romania has been restructured in three cycles: Bachelor studies (1st cycle), Master studies (2nd cycle) and Doctoral studies (3rd cycle).

### **1.3 General Information on the University**

The Dimitrie Cantemir University of Tîrgu-Mureş was established in 1991, when the Faculty of Law was founded, to become the first private University in Transylvania, Romania. Later, three more faculties were added: the Faculty of Economic Sciences, the Faculty of Psychology and Educational Sciences, and the Faculty of Geography. The University was accredited in 2005 by the



Romanian Ministry of Education, Research, Youth and Sports and has been involved in implementing the Bologna process by providing higher education at the Bachelor and Master levels. In addition to this, the University offers its students and teaching staff vocational programmes, work-related training, and scientific research programmes. The University has set its mission to become a local leader in higher education by training future graduates that can adapt to and be employed in the local, regional, national, and European labour market.

All programmes available at the University are currently run in the Romanian language, with the exception of the “Economy of Trade, Tourism and Services” Bachelor programme that is offered in English, alongside with its Romanian version.

Apart from the four faculties and the Department of Master Studies, the University also features the Teaching Staff Training Department, the Continuous Professional Training and Operational Programmes Department, the Department of Practice, the Department of International Relations and Community Programmes; and the Department of Promotion, Public Relations and Image of the University. Besides this, the structure of the University also includes the Centre for Counselling, Psychotherapy and Professional Guidance as well as various committees for Academic Ethics and Integrity; Quality Management; Scientific Research; Extracurricular Activities, and Alumni Relations.

The University has currently 1,419 matriculated students, with 1,115 students at the Bachelor level and 304 at the Master level. For the academic year 2013-2014, there are 271 and 141 students enrolled in the first semester for Bachelor and Master studies, respectively. According to the statistics provided in Section I.4 of Annex 1, 357 students graduated from Bachelor and Master programmes in the academic year 2012-2013. As for the academic and administrative staff, in addition to 59 teachers and researchers, 55 people are engaged with technical and administrative duties.

The campus of Dimitrie Cantemir University has buildings and lands at its own disposal to organize educational, research, and extra-curriculum (cultural and sport) activities as well as provide appropriate conditions for living and studying.

The University owns two buildings with a total area of 3,500 m<sup>2</sup>, of which 2,260 m<sup>2</sup> of area is used for teaching and learning. All classrooms and study halls are said to be modern and have multimedia equipment. Two percent of this space is used for specifically equipped IT laboratories. Their total area is 300 m<sup>2</sup>, 84 % of which is used as research and practical training facilities for undergraduate/postgraduate students. Besides, the University offers its own dormitory with a total area of 3,400 m<sup>2</sup> capable to accommodate up to 180 students. The dormitory complies with European standards. There is also a 500 m<sup>2</sup> sports field on the University premises.

<b>Basic Information about the University (submitted by DCU)</b>	
<b>Name of the University/faculty</b>	Dimitrie Cantemir University of Tîrgu-Mureş
<b>Founding year</b>	1991
<b>Status of the University (public/private; if the case, accredited or recognized)</b>	Accredited private University
<b>Location of the University applying for institutional audit</b>	România, 540545 Tîrgu-Mureş, str. Bodoni Sandor, nr. 3-5
<b>Main legal acts regulating the functioning of the University</b>	Law of National Education No. 1 of 2011 with subsequent amendments and additions.
<b>Departments/Faculties at the University</b>	Faculty of Law; Faculty of Economic Sciences; Faculty of Geography; Faculty of Psychology; Department of Master Studies; Department of Teaching Staff Training; Department of Practice; Department of Continuous Professional Training and Operational Programmes; Department of International Relations and Community Programmes; Department of Promotion, Public Relations and Image of the University
<b>Types of study programmes offered by the higher education institution // Number and title of</b>	6 accredited BA programmes: Finances and Banks; Economy of Trade, Tourism and Services (in Romanian); Economy of Trade, Tourism and Services (in English); Law; Psychology; Tourism Geography

<b>Bachelor programmes (or equivalent) // Number and title of Master programmes (or equivalent) // Study programmes planned for future</b>	7 MA programmes: Banks and Capital Markets Within European Context; Financial Administration of Business; Judicial Proceedings and Liberal Professions; Touristic Resources and Environment Protection; Quality Insurance in Education; Clinical Psychology and Intervention Techniques Through Counselling and Psychotherapy; Management of Human Resources Study programmes planned for future: Business Administration (in English); Control, Expert Appraisal and Audit
<b>Total number of students enrolled // Out of which at Bachelor level (%) // Out of which at Master level (%)</b>	1,419 // 1,115 (78.58 %) // 304 (21.42 %)
<b>Average number of students annually enrolled at the University</b>	650
<b>Institutes, research centres, other academic-related facilities at the higher education institution</b>	Committee for Academic Ethics and Integrity, Commission for Quality Management Center of Scientific Research, Center of Extracurricular Activities Center of Counselling, Psychotherapy and Professional Guidance Center of Alumni Relations
<b>Significant recognitions already awarded to the University</b>	Romanian College of Psychologists

Table 2: Basic Information about the University (submitted by DCU)

## 2 Audit Process

### 2.1 Submitted Documents

The Self-Evaluation Report for the Institutional Audit of Dimitrie Cantemir University (DCU) was submitted to the Accreditation Agency in Health and Social Sciences (AHPGS) on 26 February 2014. The contract between Dimitrie Cantemir University and the AHPGS was signed on 26 July 2013.

Annex	Description
1	Self-Evaluation Report
2	Strategic plan of "Dimitrie Cantemir" University of Tîrgu-Mureş for 2013-2016
3	Operational plan for quality insurance in education and research for 2013-2014
4	Law of National Education No. 1/2011
5	Government Decision No. 1418/2006 on methodology of external evaluation, standards and reference standards, and of performance indicators of ARACIS (Romanian Agency of Quality Assurance in Higher Education)
6	Classification of specializations for Bachelor specializations
7	Classification of specializations for Master studies
8	Quality Policies and Strategies
9	Research Policies and Strategies
10	Organizational chart of "Dimitrie Cantemir" University
11	University Charter
12	University Code of Ethics
13	Internal regulation of "Dimitrie Cantemir" University from Tîrgu-Mureş
14	Advertising leaflet
15	Regulations regarding the functioning of Quality Management Commission
16	Quality Manual
17	Operational Procedure PO_06_Procedure of teaching staff self-evaluation and evaluation by the management
18	Operational Procedure PO_07_Procedure of teaching staff evaluation by students

19	Operational Procedure PO_10_Procedure of teaching staff peer evaluation
20	Activity report of the Commission of Quality Management for academic year 2012-2013
21	Report on teaching staff self-evaluation and evaluation by management for academic year 2012-2013
22	Report on administrative staff evaluation by management for academic year 2012-2013
23	Report on teaching staff peer evaluation for academic year 2012-2013
24	Report on students' evaluation of the teaching staff and subjects for academic year 2012-2013
25	Regulation for the selection and promotion of the teaching personnel
26	Compulsory and minimum standards for awarding didactic positions
27	Regulation for recruiting administrative staff
28	Regulation regarding the organization and functioning of the Teaching Staff Training Department
29	Regulation regarding the organization and functioning of the Continuous Professional Training and Operational Programs Department
30	Regulation regarding the organization and functioning of International Relations and Community Programs Department
31	Regulation regarding the Organization, Operation and Financing of the Scientific Research Center
32	Regulation regarding the functioning for Promotion, Public Relations and Image of the University Commission
33	Regulations regarding the organization and functioning of the Counselling, Psychotherapy and Professional Guidance Center
34	Regulation regarding the organization and functioning of Academic Council
35	Regulation regarding the organization and functioning of Extracurricular Activities Center
36	Regulation regarding the organization and functioning of the Alumni Relations Center
37	Activity report of Promotion, Public Relation and Image of the University Commission
38	Syllabi for Finances and Banks as example
39	Curriculum for Finances and Banks as example
40	Bachelor Diploma for Finances and Banks as example

41	Operational Procedure PO_14_Admission to study programmes
42	Regulation on the admission in the University cycles
43	Regulation on students activities
44	Operational Procedure PO_08_Students examination
45	Regulation on students evaluation methods
46	Regulation on credit allocation
47	Regulation for study recognition under Erasmus Programme
48	Practice regulation
49	Regulation on graduate exam
50	Activity report of Teaching Staff Training Department
51	Activity report of the Continuous Professional Training and Operational Programmes department
52	Regulation regarding the organization and functioning of Duicu Serafim Library
53	Activity report of International Relations and Community Programmes Department for academic year 2012-2013
54	Activity report of for Counselling, Psychotherapy and Vocational Guidance Center for academic year 2012-2013
55	Activity report of Extracurricular Activities Center
56	Activity report of Alumni Relations Center for academic year 2012-2013
57	Activity report of Practice Department for academic year 2012-2013
58	Regulation regarding the student merit and social welfare scholarships
59	Activity report of the Scholarship Commission for academic year 2012-2013
60	Regulation regarding tutoring and mentoring activities
61	Regulations for students with locomotor disabilities and chronic diseases
62	Activity report of Scientific Research Center for the academic year 2012-2013
63	Teaching interdependence matrix at University level
64	Teaching interdependence matrix for Finances and Banks for academic year 2013-2014, part of teaching interdependence matrix at University level (as example)

65	Curriculum vitae of the teaching staff for Finances and Banks as example
66	List of papers, presentations and grants of the teaching staff for Finances and Banks as example

Table 3: Documents Submitted by DCU

On 6 August 2014 the relevant documents submitted by the University were made available to the expert group for a written evaluation. The results of the written evaluation were forwarded to the AHPGS by 16 September 2014.

## 2.2 Expert Group

The Institutional Audit is based on a peer-review procedure. The Accreditation Commission of the AHPGS appointed the following experts:

### **Ms. Prof. Dr. Ursula Fasselt**

Frankfurt University of Applied Sciences, Germany  
Professor at the Department of Social Work and Health

### **Ms. Amalia Kalinca**

Multinational Consumer Product Company, Warsaw, Poland

### **Mr. Prof. Dr. Axel Olaf Kern**

University of Applied Sciences Ravensburg-Weingarten, Germany  
Professor and Vice Dean at the Department of Social Work, Health and Nursing

### **Mr. Prof. Dr. Edgar Köster**

Catholic University of Applied Science Freiburg, Germany  
Professor for Management and Formation, President and CEO

### **Ms. Isabelle Schatz**

B.A. Health Economics, University of Applied Sciences Ravensburg-Weingarten, Germany / GlaxoSmithKline GmbH & Co. KG, München, Germany

### **Mr. Prof. Dr. Gerd Spiesmacher**

University of Applied Sciences Würzburg-Schweinfurt, Germany

Professor at the Department of Economics

The expert group represents different categories: University staff, employers and students. The experts have experience in the field of University management, quality management as well as accreditation procedures.

### **2.3 Agenda of the On-Site Visit**

The on-site visit of the University as part of the Institutional Audit of the Dimitrie Cantemir University of Tîrgu-Mureş took place on 7 and 8 October 2014 alongside with the on-site visit of the University as part of the accreditation procedure of the "Business Administration" Master programme.

Prior to the on-site visit, the submitted documents were preliminary assessed in a written form. Each expert carried out written evaluation of the Assessment Areas from the evaluation questionnaires that were also used for the on-site visit.

The expert group gathered in the evening on 6 October for preliminary discussions. At these meetings, the submitted documents as well as the arising questions and problems were discussed. Furthermore, the on-site visit scheduled for 7 and 8 October was also planned. Separate discussion rounds were in turns moderated by the experts.

The on-site visit was carried out on 7 and 8 October 2014 in accordance with the specified time schedule. The expert group was accompanied by representatives from the head office of the AHPGS. The expert group conducted interviews with the management of the University, its quality assurance staff, programme directors, teaching staff and students. During the excursion around the University and the students' hall of residence, the experts could check the quality of the available facilities. During the tour around the premises of the University, employees' offices, cafés, seminar and lecture halls as well as the library and IT labs the expert group got an idea of the resources available at the University. The experts also visited the University's dormitory.

The debriefing took place on 8 October 2014. The following additional documents were made available to the expert group during the on-site visit:



- Evaluation results;
- Evaluation reports;
- Report “Interdisciplinary Practical Training – A Chance for Your Future”. Best Practice Guidelines, Project co-funded by European Social Fund through the Sectoral Operational Programme Human Resources Development 2008-2013.

### **3 Expert Report based on Assessment Areas**

The structure of the present Expert Report follows the five Assessment Areas under evaluation that served as assessment parameters for the experts. The summary at the end of the document presents an analysis of strong and weak points based on the Assessment Areas.

#### **A. Profile, Objectives and Strategy of the Institution**

##### **Assessment Areas**

##### **A.1 Profile and Strategy**

The University has established a clear profile and its mission and strategy correspond to it. It has developed a strategic plan and formulated short-, medium-, and long-term development plans. It sets future-oriented goals and develops feasible strategies for their implementation. The University has also developed a strategy for its research activity.

##### **A.2 Objectives**

The objectives formulated by the University can be traced back to its overall strategy and development plans which are internally and externally oriented. The objectives allow for diversity and ethical aspects.

##### **A.3 Participation**

The University's teaching and non-teaching staff as well as its students are actively involved in the University's strategy development process. They are aware of the goals established by the University and work towards their achievement. The University's external stakeholders also participate in the strategy development process.

##### **A.4 Institutional Autonomy**

Institutional autonomy is a key value of the University; academic freedom is encouraged within the educational institution.

##### **A.1 Profile and Strategy**

The mission of the Dimitrie Cantemir University of Tîrgu-Mureş is to "significantly contribute to the development of our society through competitive education at local, national and European level thus stimulating the intellectual and personal development as well as the scientific research and service brought to our community". In the course of the on-site visit, it has become evident that the University successfully pursues its ambitiously set mission not only on the local but also national and international levels. The conversa-

tion with those in charge of the University has revealed that the University provides education primarily to fulfil the needs for the local labour market, which is being partly internationalized. Nevertheless, Dimitrie Cantemir University has formulated a clear mission to meet its short-, medium- and long-term objectives. The long-term strategic plan focuses greatly on local specifics.

Furthermore, the University shares its vision to become a local leader of higher education institutions that would provide readily employable graduates for the local, regional, national, and European labour market. Besides, the University's vision includes the following: "[a]cademic and scientific research performances [that] will make the difference on the local market and will consequently attract the best students, teaching and administrative staff. The contribution to sustainable social and economic development of the region leads to building competitive advantages for the private sector and improvement of the private sector performance which in turn leads to the benefit of the local and regional community".

The four strategic directions are as follows: competitive education within the reference framework of the Bologna process, creative research, people-centred approach, and strategic partnerships.

The University has established a clearly and consistently defined mission (vision) and four strategic directions which seem very ambitious. The profile of the University, however, covers a wide range of research activities based on both fundamental and more applied approaches. Therefore, the University could refine its profile. The unique selling point (USP) in different business areas (faculties, programmes, client segments, etc.) and the competitive structure cannot be identified completely. This means that the University could have specified its competitive advantage more distinctly.

The experts' group evaluates the University's profile as a controversial one. The experts identified that the University has created a distinct profile which is professionally oriented to the needs of the local and regional labour markets. This conforms to the strategic goal of the University to develop into a strong local and national academic competitor. Concerning the professional orientation of the profile, the experts ascertain that the University's specialist

area is partly blurred as content-wise the study programmes are composed very differently. In this manner, at Dimitrie Cantemir University, one can study Geography, Psychotherapy, Economics or Law. As already stated, such a wide range of the study programmes is based on the needs of the region.

The University fosters scientific research conducted within its faculties and has established a Research Centre. The students of the University are encouraged to discover and participate in scientific research, for instance, through such events as the Annual Symposium of Master Students. In addition, scientific reports of the University's Master students are promised to be published in Academia Journal of Science of the Dimitrie Cantemir University's Annals or in the volume of the Dimitrie Cantemir University Symposium for Bachelor and Master Students.

The strategy and aims of the general and applied research correspond to the dual mission of the University: employability and social development. Despite the well-developed research plan, there is a potential to enhance the research strategy and its implementation.

Overall, the University has developed a clear strategy how to increase its role at the national and international levels. What is more, the University has implemented strategies for enhancing its scientific research and quality assurance. A strategic plan designed for the period from 2012 to 2016 duly corresponds to the market and academic demands of Tîrgu-Mureş County.

## **A.2 Objectives**

In order to implement the four strategic objectives, the University has devised a strategic plan for the period from 2012 to 2016 that focuses on four different spheres. What is more, the University has also devised an operational plan for quality assurance in education and research for 2013 and 2014 that could partly contribute to the realization of the strategy. The expert group establishes that the implementation strategy is well defined.

The experts understand that the University is pursuing a dual mission: to contribute to the development of an autonomous individual as such and of the region of Tîrgu-Mureş. The discussion with the staff responsible for the strat-

egy has revealed that the decision to create study programmes in Law, Psychology, Economics and Geography/Tourism reflect the both leading visions. The expert group recommends the University to develop this interrelation to strengthen its profile. For instance, students of a BA programme in Geography / Tourism continuing their education in Business Administration (Master programme) can gain the competences to start up their own small business (such as running a B&B or a restaurant). At the same time they will contribute to the development of the region.

The University's strategic objectives also provide for ethical aspects, which is regarded positively by the expert group. The strategic objectives similarly include the research sphere. Such inclusion of ethics correlates with the awareness of the University's social commitment, which is also evident from the choice of the study programmes (Law, Economics, Psychology and Geography). From the experts' point of view, this facilitates the implementation of the social and individual educational aims. Besides this, the diversity aspect has also been taken into consideration when developing the strategic objectives.

The general vision is not completely divided into quantitative figures per business segments. The University's strategic plan is generally consistent, but it is not clear, if it is based on solid facts. The strategic plan could be supplemented with an operationalized plan of measures based on and evaluable through the corresponding figures.

There is a demand of graduates in the covered segments. So, the University should evaluate the expected progress of its students as well as the development of the market share(s) to assure its long-term capacity planning. This could contribute to focusing on meeting the demands in different segments when recruiting applicants.

### **A.3 Participation**

25 % of the Senate members are students. But, it is not specified how actively the University's teaching staff, students, and external stakeholders participate in the development of the University's strategy. The experts recommend integrating both the students and the staff into the University's strategy de-

velopment process. The involvement of external stakeholders seems to be quite low. Thus, it is strongly recommended to provide for the integration of external participants into the University's strategic development plan. In the course of the on-site visit, it has become evident that the students and the teaching staff are generally involved in many decision-making processes. However, these processes are not formal enough and their intensity and quality still lack transparency.

The external stakeholders are separate companies and partner universities that effectively collaborate with the University management. However, there it would be useful to strengthen research partnerships.

#### **A.4 Institutional Autonomy**

Great value is assigned to securing institutional autonomy and an individual's academic freedom. Overall, the University maintains the institutional autonomy in an excellent manner having developed an extensive Code of Ethics, a University Charter and other corresponding internal regulations. These documents comply with the Law of National Education and encourage diversity and academic freedom. The experts' group believes this is a sufficient legal framework to ensure autonomy.

## **B. Quality Assurance and Quality Management System**

### **Assessment Areas**

#### **B.1 Quality Management**

The University has a quality management system and clearly defined objectives. Internal steering processes are identifiable and aim at continuous improvement. Policies and procedures for quality assurance are implemented and quality culture is promoted. The quality management system applies a quality control loop (the PDCA cycle).

Tasks are divided among the bodies and the staff of the University.

The quality assurance mechanisms are designed to accomplish the set objectives, monitor effectiveness and seek improvement. Quality assurance includes evaluation mechanisms that are run regularly and cover all activities within the University.

#### **B.2 Documentation and Improvement**

Evaluation results are documented and taken into consideration for the further improvement of the University and its study programmes.

The University continuously develops plans to improve the quality management system, which is part of the University's strategic plan. It works at different organisational levels and involves the entire University staff.

## **B.1 Quality Management**

The University has a complex, structurally differentiated quality assurance and quality management system that takes into consideration the dimension of product and process quality and meets the requirements of the SR EN ISO 9001:2001 standard. The concept of the system is elaborately described in the Quality Manual. However, the dimensions of structural quality and quality of results are not covered. Quality objectives alongside with indicators and time perspectives for implementation are defined for the enhancement of the University performance as well as efficiency in teaching, research and quality management. The University has developed a working quality management system based on policy, strategic objectives, quality criteria and standards of educational and related services. The University's Quality Management Commission has been established in accordance with Law 87/2006. Quality management tasks are divided among the University bodies and staff (Chairman of the Administration Council, Scientific Vice-Rector, Quality Management Representative, a teacher representative from each faculty, and a student representative). The Quality Management System (QMS) at DCU is elaborated in detail: its regulations and procedures seem to be extremely well defined. Nonetheless, the actual roles, tasks and involvement of different participants are not clearly defined (for instance, a student representative). The QMS conforms to the respective national regulations as stated in the Law of National Education. The system is set to meet the performance indicators. As the University states, its QMS has been established in accordance with European regulations. Besides, it corresponds is meant by DCU to correspond to the ENQA guidelines and the Bologna requirements.

The University has formulated clearly defined objectives set for procedural and structural quality of education. DCU complies with the national quality assurance standards as set by the national accreditation bodies as well as to the

European quality assurance standards as set by the ENQA. The performance indicators are regarded positively. The methodology of the Quality Management System is well elaborated. Furthermore, the University submitted description of different procedures for self-evaluation of the teaching staff and their assessment by the management. Besides, separate procedures were presented for external evaluation of the teaching staff by the University students. The on-site interview has demonstrated University's intention to manage quality, the engagement of the persons in charge of quality management and eagerness to develop well defined instruments and procedures.

Evaluation has great significance at DCU. Both the teaching staff and the management are evaluated. Assessment is conducted at different levels: as self-evaluation, evaluation of the teaching staff by students as well as evaluation by the University managers. Evaluation results are discussed with those responsible for quality management. Yet, the quality control loop is not properly introduced; similarly, there are few discussions of the results with the students of the University.

Thus, it is not clear what happens to the results of the conducted surveys and how they contribute to the University's further improvement. That means that it is not transparent, what corrective actions are taken and how organizational learning is fostered. Result-based conclusions should be drawn by the persons in charge of quality management. Besides, students do not seem to learn the outcomes of quality management. Furthermore, the expert group recommends implementing a total quality management which would include the whole University as well as involve all University departments and personnel. With such a management system, the University could effectively fulfil its expressed aspirations.

The quality assurance system monitors the performance of the teaching staff, the faculties and the study programmes. It is encouraged to extend its function among the Senate and the management team. External stakeholders are insufficiently involved in the quality management at DCU.



## **B.2 Documentation and Improvement**

General processes are implemented. The Commission publishes a yearly report on the quality of education at the University, which is made public on the University website. The continuity and high level of transparency is acknowledged. The results are documented and used for further improvement.

For implementation purposes, the University has established a Quality Management Commission whose duties are well regulated. By means of this Quality Management System the University continuously reviews and enhances central processes in learning, research and service. Although evaluation results are sufficiently documented, the measures for improvement based on these results are insufficiently elaborated.

The QMS is constantly improved and its effects are monitored through the short-, medium- and long term objectives. General processes are implemented, but the experience in applying the system should be reported. There is a great involvement of the quality management staff to strengthen the QMS of DCU.

## **C. Institutional Management and Administration**

### **Assessment Areas**

#### **C.1 Organisation and Responsibilities**

The University's organisational structure demonstrates a clear and transparent division of responsibilities, duties and authorities. External stakeholders, students and other relevant parties are involved in the administrative and decision-making processes; the organisational structure corresponds to the strategy and objectives set by the University.

#### **C.2 Information System**

The University regulates the allocation of tasks and responsibilities, which is done in an unambiguous and transparent way. The University members are aware of their tasks and responsibilities.

An information system has been developed for monitoring and evaluating the effective management of the study programmes and all other activities within the University.

#### **C.3 Cooperation**

Collaborations and partnerships with universities, companies and other institutions are described and documented. The agreements underlying the collaboration are supported with documentation.

### **C.1 Organisation and Responsibilities**

DCU has a University Charter and adheres to the principle of academic autonomy. The University declares that its structure corresponds to the stipulations given in Chapter IV of the University Charter approved by the Ministry of Education, Research, Youth and Sport in compliance with the provisions of Article 128, Paragraph 5 of the Law of National Education No. 1/2011. The University has an Administration Council that is a management body, and a Senate which acts as a body of decision and academic management. The Senate represents the University community and is elected by the University members. 25 % of the Senate are students. The Rector performs the operative management and is elected through direct secret voting.

The organizational structure, the duties of the organizational units and their bodies are clearly described in the Charter (Constitution). DCU has a clear structure, at both management and academic level. The Commission supports the activity of the University management.

The functions of the Supervisory Board as a superior management body and academic self-government as well as the Senate as a superior academic self-administration are well separated. The rector is an executive manager and represents the three-headed Supervisory Board. It is only the rector who is elected in the Senate by ballot. For the rest of the positions, the founder of the University (the foundation) appoints candidates. It would be conceivable that both the rector and the managing director of the Senate could be elected and approved by the Supervisory Board (dual legitimacy). The organizational structure further includes numerous faculties and departments and due to the size of the University appears to be too widely ramified.

The Senate consists of the teaching staff (75 %) and the University students (25 %). Other staff such as contract teachers or research members is not represented in the Senate. The Senate elects its own president.

The on-site visit has revealed that the teaching staff and the students largely identify themselves with the University and all participants show enormous commitment. The basic idea of the University seems to create a big 'family'; the concept was repeatedly referred to for the description of the educational institution during the on-site visit. The University is very proud of its graduates

and further keeps close contact with them, which has impressed the expert group.

DCU has a good methodology for the institutional management. The University's regulations, the Charter and the Code of Conduct cover transparently the segregation of duties and responsibilities of the management.

The structure of the educational institution is very detailed. However, there is not enough evidence how effectively and efficiently the system works as well as little proof of the way it is managed in reality.

## **C.2 Information System**

An evaluation and controlling system has been established. A particular department coordinates international cooperation based on the Erasmus programmes and implements strategic objectives. Duties, responsibilities and authorities are clearly structured and documented.

On the whole, the University has transparent organizational structures and well documented regulations.

## **C.3 Cooperation**

The University has established few international partnerships. Besides, no external partners seem to be involved in the University management. It is not clear to what extent the University collaborates with other educational institutions, though all cooperation with other universities is described in the Self-Evaluation Report. The University has already built a number of Erasmus partnerships. However, international partnership should be developed further to foster the mobility of students.

In contrast, the University has made good connections with regional companies and economic organizations of Tîrgu-Mureş to organize practical training for its students. It has also arrangements with companies for its students' internships. The experts recommend the University to enhance and formalize its collaboration with other institutions, especially local employers. Furthermore, regional and local companies could be integrated more in the development strategy of the University. A market analysis could be conducted.

DCU has concluded agreements with partner institutions for research, library exchange and mobility windows.

## **D. Educational Activities Including Study Programmes**

### **Assessment Areas**

#### **D.1 Study Programmes**

The University defines clear goals for each study programme and additional educational programmes, which corresponds and relates to the University's profile and mission.

The study programmes include research-related components depending on the profile and final qualification. They are consistently differentiated and show individual particularities. They are comparable in the higher educational system and correspond to the educational and qualification level they are aimed at.

#### **D.2 Study Process**

The University has procedures for the planning of the teaching and learning processes as well as implementation of its study programmes.

Admission requirements and student evaluation methods are clear, manageable and made publicly available. The University has established mechanisms to support and counsel its students.

#### **D.3 Advanced Training**

The University also provides subject-specified and advanced didactic training for its staff.

#### **D.4 International Mobility**

The University promotes exchange programmes and international mobility among its students and teaching staff.

#### **D.1 Study Programmes**

The four faculties (Law, Economic Sciences, Geography and Psychology) adhere to the University's strategic plan in their study programmes. The University has formulated a mission for each faculty and every study programme. The activity of the four faculties is supported in an efficient manner by the University departments and their educational efforts.

The University has four faculties offering six Bachelor programmes (Finances and Banks; Economy of Trade, Tourism and Services (in Romanian); Economy of Trade, Tourism and Services (in English); Law; Psychology; and Geography

of Tourism). All programmes are either accredited or are in the process of accreditation. The University has established a Department of Master Studies that organizes and implements seven Master programmes all of which are accredited or authorized (Quality Assurance in Education; Legal Procedure and Liberal Professions; Banks and Capital Markets within European Context; Financial Management of Businesses; Management of Human Resources; Clinical Psychology and Intervention Techniques Through Counselling and Psychotherapy; as well as Touristic Resources and Environment Protection).

The University has set clear aims for each study programme that correspond to the general Mission of the educational institution. The programmes' objectives and learning outcomes appear to be well structured. They aim at covering a broad range of competencies. Moreover, in accordance with DCU, all study programmes successfully comply with Romanian legislation and the requirements of the Bologna process.

The orientation of the faculties is very diverse. The educational offer is varied; it specializes in the regional market and targets the local employment needs. Nevertheless, it is not particularly clear how the University graduates enter the labour market as well as what kind of a job they have and where they work after graduation.

The Teacher Training Department is an independent unit within the University. It provides initial, pedagogical and methodological, theoretical and practical training to the students and University graduates who aim to work in the field of education. It is also entitled to organize continuous training activities for professional development of the staff as well as specific activities in the sphere of scientific research and technological development.

The expert group is convinced that one way for the University to benefit from the different study programmes could be to develop trans- or interdisciplinary research and teaching. The expert group encourages the University to evaluate possibilities for bringing together students and teachers from different disciplines. Student research projects or problem-based learning could be a starting point. Another field where the departments/different study programmes could work together is intercultural training. Modern economies and societies are diverse but there are still traditional cultural differences. There-

fore, intercultural competences should be part of the curriculum of all study programmes.

Different exam, teaching and learning forms suitable for the learning objectives and the qualification levels are provided for.

The University stresses the relation between research and teaching. Students' participation in research projects is also part of the University's concept. During the on-site visit, the University claimed that research was encouraged through the study programmes, which is highly appraised by the expert group. The experts counsel recommends the University to define for its study programmes and generally what is understood by empirical research. It is highly recommended to use recognized empirical methodology. The possibilities to affiliate a doctoral programme to Master studies at the University are limited. The expert group strongly commends that the University should enhance its research activity and set research areas to specialize in.

During the on-site visit it became evident that many students had a job while studying. The expert group has taken note of it and encourages the University to launch part-time studies.

## **D.2 Study Process**

There are structural guidelines in the University's constitution provided for the planning and implementation of study programmes. The University has distinct procedures for the planning of teaching and learning processes and implementation of study programmes.

Admission requirements and student evaluation methods are clear, manageable and made publicly available. The University's main educational activity focuses on Bachelor and Master programmes. All study programmes are accredited or authorized according to the Romanian Law of National Education. All regulations and procedures are well documented.

At DCU, evaluation of the curricula and syllabi is done by both the students and the teaching staff (see Paragraph B.1). The Faculty Council reviews syllabi and contents of each course. During their on-site visit, the experts had a possibility to examine the evaluation measures. However, it remains unclear how

the evaluation results affect the improvement of the teaching process. There is ongoing monitoring and verification of the syllabus content. The University has, nonetheless, presented little evidence how the experience with implementing the study programmes influences (if influences at all) the way additional learning programmes are carried out.

### **D.3 Advanced Training**

The University sets high demands for its principles of teaching. There are institutional services available for academic improvement of the staff.

### **D.4 International Mobility**

The University encourages international exchange programmes for its students and teaching staff. The experts were impressed by the fact how many interviewed students had already participated in the Erasmus programmes and by the zealous efforts of the University and the Department of International Relations and Community Programmes to conclude new partnerships. The expert group became convinced that the Department of International Relations and Community Programmes provided support to the students in organizing and implementing their studies abroad. So far the University has established few international partnerships. The University makes much effort to develop further cooperation with foreign universities in order to offer its students more study exchange possibilities. In particular, the on-site visit has revealed that the University has potential local partners in China and the first attempts to establish contacts have already been taken.

Mobility windows of the Erasmus programme are not available for all study programmes. The University should encourage the teaching staff to take part in exchange programmes as well.

## **E. Infrastructure and Functional Resources**

### **Assessment Areas**

#### **E.1 Functional Resources**

The resources are an essential element of the University's strategic plan. The University provides sufficient resources for all teaching, learning, research and administrative activities. The resources meet the requirements of the numbers of the enrolled students as well as the teaching and administrative staff. The University develops plans to constantly enhance its resources.

The University has a library that provides adequate learning resources for its study programmes. If required, the University employs additional premises available for further activities (for example, laboratories and computer rooms).

### **E.2 Staff**

The University has mechanisms for recruiting its teaching and administrative staff that are clear, transparent and based on qualification and experience requirements. The duties and responsibilities of the staff correspond to their qualifications and experience. The number of University employees allows for developing all the University's current and planned activities.

### **E.3 Finances**

The University's financial planning considers short- and long-term aspects. The University secures sufficient turnover; its budget is clearly and transparently planned and covers all expenses.

## **E.1 Functional Resources**

As part of the on-site visit, the buildings and premises of the University campus were inspected. During the tour around the library, seminar and lecture halls, employees' offices, and the University's own publishing house, the expert group could visualise available material and space resources of the University. Moreover, the expert visited a hall of residence that could house 180 students. The expert group has come to the conclusion that the University provides sufficient resources for all teaching, learning, research and administrative activities taking into account the number of the enrolled students and the teaching and administrative staff. The University has at its disposal well-equipped computer labs, a library with working places, and a sports ground. The University offers accommodation in a student dormitory. Studying and learning activities are further supported with laboratories for research and practical training, IT laboratories, a sports hall, and recreational spaces. The University has sufficient resources to offer its matriculated students qualitatively appropriate study programmes. What is more, the University is planning to move into a new up-to-date building that is now under construction.



Although the University library supports the teaching activity well, it does not provide enough profile-related publications. The University explains that its library is linked to libraries of other universities and due to this cooperation its students enjoy access to a wider selection of literature. The Serafim Duicu University library participates in the interlibrary exchange and maintains relations with similar institutions in the country and abroad. Regarding international cooperation, the library has exchange partnership with the University of Pécs, Hungary.

Besides this, the University offers its students numerous services and assistant programmes. For example, there is an occupational medicine office on the campus.

The expert group also addressed the question of access-friendly facilities for students with disabilities. Concerning accessibility for students with special needs, there is no elevator for disabled students. The University assured that classes are arranged in such a manner that such students may attend these without impediments. For example, seminars and courses are arranged at the ground floor of the building and special assistance is provided.

## **E.2 Staff**

The teaching staff of DCU comprises in total 3 professors, 17 associate professors, 22 lecturers, and 18 assistant professors. All in all, there are around 60 teaching positions, 41 of which are occupied by PhD holders. Besides, there are about 55 employees working in the administration of the University (Human Resources, Secretaries, Accounting, etc.). The number of the staff employed at DCU is sufficient for developing all current and planned activities. The University states that the academic community encourages a policy of equal opportunities regulated by the University Charter.

Recruiting procedures are well documented. They secure a required level of qualification and experience for a member of the University's teaching staff. The University shows clear awareness of qualification requirements set for the members of the academic staff. The required experience and activities assigned to the staff members are also well defined. The student-teacher ratio is currently comfortable for the teaching process.

Furthermore, the University has established a support structure for its members, including the Centre for Counselling, Psychotherapy and Professional Guidance as well as various committees for Academic Ethics and Integrity; Quality Management; Scientific Research; Extracurricular Activities, and Alumni Relations.

There are also other services available for the academic improvement of the University's staff.

### **E.3 Finances**

The University is a non-profit organization which was established by a foundation (the Ecological Foundation).

The University is self-financed. Its funds consist of fees, donations and third party funding. These monetary resources are used for organization of teaching, research, and improvement of the University's facilities. The decisions concerning the use of the funds are made by the Administration Council upon the Senate's or the Rector's request. The University has its own profit and loss budget. The University states that material and financial resources are managed in compliance with legal provisions and internal regulation of the University.

The provisioned budget for the period 2013-2014 appears to be well balanced but to secure its funding the University relies on a larger number of enrolled domestic and foreign students. The University states that an increase of students from Romania and abroad is expected. The University has developed a plan to raise and allocate financial resources. From the experts' point of view, the University could raise more funds by attracting investment of third parties to its research projects. However, there is no detailed financial short-term or long-term planning. The financial impact of the expected development is not transparent. The University's main source of financing is tuition fees that the students pay monthly. The University offers a possibility for scholarships for the students who cannot afford paying tuition fees. Annually, tuition fees for Bachelor and Master programmes do not exceed 2,400 Lei (500 Euro) per student.

## 4 Summary

The expert group appreciates the open and constructive atmosphere of the meetings at DCU. They underline that the submitted documentation is very well detailed and preparation for the on-site visit demonstrated active involvement of the participants. The institutional audit was well organized. The on-site visit has also revealed that both the teaching staff and the students largely identify themselves with the University and all participants show great commitment. The basic idea of the University is to create a big 'family'; the concept was repeatedly referred to for the description of the educational institution during the on-site visit, which has impressed the expert group.

The expert group states that the University performs well in all rated assessment areas. Although the on-site visit revealed some weaknesses and a potential to enhance the quality of the institutional processes, the experts were impressed by the overall performance of DCU. If the University addresses the identified weaknesses and improves further, the excellence of the institution will be distinguished. The expert group encourages DCU to continue in developing its academic profile in close cooperation with regional organisations and stakeholders. DCU should always bear in mind though that its students are the source for the University's most outstanding performance.

### 4.1 Strengths

- The University has a general mission and strategic orientation.
- The University has developed an ambitious strategy.
- The choice of the study programmes addresses the needs of the local market and focuses on the economic development of the region.
- The strategic plan is generally consistent and the implementation strategy is well outlined.
- The University has a clear mission to meet short-, medium- and long-term objectives.
- The University's strategic objectives also provide for ethical aspects.
- The QMS is constantly improved and its effects are monitored through the short-, medium- and long term objectives

- The University has transparent organizational structures and well documented regulations. The University's regulations, the Charter and the Code of Conduct cover transparently the segregation of duties and responsibilities of the management.
- The University has set clear aims for each study programme that correspond to the general Mission of the educational institution. The programmes' objectives and learning outcomes appear to be well structured.
- The University has distinct procedures for the planning of teaching and learning processes and implementation of study programmes.
- The University makes much effort to develop further cooperation with foreign universities.
- The University provides sufficient resources for all teaching, learning, research and administrative activities.
- Recruiting procedures are well documented. They secure a required level of qualification and experience for a member of the University's teaching staff.
- The provisioned budget for the period 2013-2014 appears to be well balanced but to secure its funding the University relies on a larger number of enrolled domestic and foreign students.

## **4.2 Weaknesses**

- The profile of the University could be refined concerning its competitive advantage.
- The competitive advantage could be expressed better for external stakeholders. The long-term strategic plan focuses mainly on local specifics. The strategic plan could be supplemented with an operationalized plan of measures based on and evaluable through the corresponding figures.
- There is a potential to enhance the research strategy.
- The University should evaluate the expected progress of its students as well as the development of the market share(s) to assure its long-term capacity planning.

- The quality control loop is not properly introduced; similarly, there are few discussions of the results with the students of the University.
- For a more consistent profile, the University is recommended to use interdisciplinary resources.
- The financial impact of the expected development is not transparent. It is not apparent whether the University's resources cover its strategic needs.
- It is not particularly clear how the University graduates enter the labour market as well as what kind of a job they have and where they work after graduation
- Result-based conclusions should be drawn by the persons in charge of quality management. Besides, students do not seem to learn the outcomes of quality management
- It seems unclear how the evaluation results affect the improvement of the teaching process
- Mobility windows of the Erasmus programme are not available for all study programmes
- Concerning accessibility, there is no elevator for disabled students.
- There is no detailed financial short-term or long-term planning identifiable. The financial impact of the expected development is not transparent.