

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of
Dimitrie Cantemir University of Targu Mures, Romania
for the Reaccreditation of the Study Program "Clinical Psychology and
Intervention Techniques through Counselling and Psychotherapy",
Master of Psychology**

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Decision

May 14, 2024

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master' programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the European Association for Quality Assurance in Higher Education (ENQA) and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Furthermore, the AHPGS has been listed in the European Quality Assurance Register (EQAR) since 2009. On top of that, since 2023, the World Federation of Medical Education (WFME) has recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria¹:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance

¹ Approved by the AHPGS Accreditation Commission

7. Gender equality and equal opportunities

The AHPGS Accreditation Commission's decision regarding the accreditation of the study program is also based on the Romanian Specific Standards applicable to the evaluated study programs.

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria valid in Romania. Consequently, the experts comprise a short summary regarding the study programs.

III. Site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

IV. The AHPGS accreditation decision

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Information about the University

Dimitrie Cantemir University of Targu Mures was founded in 1991 as the first private University in Transylvania. It functions as a private University accredited by Law No. 136/2005 published in the Official Gazette No. 434 / 23.05.2005 part I.

The number of students in each faculty is reported in the following table:

Faculty	Number of students
1. Law	229 BA
2. Economic Sciences	
Finances and Banks	43
Economy of Trade, Tourism and Services	65
3. Psychology	240
4. Geography of tourism	60

Dimitrie Cantemir University of Targu Mures conducts scientific research through its Faculties and Research Centre, addressing fundamental and applied research topics based on demand. The institution emphasizes a balance between fundamental and applied research and encourages a multi-, inter-, and transdisciplinary approach. The details of the University's research activities are outlined in the Regulation on the organization, operation, and financing of the Scientific Research Centre. Over the past three years, their research efforts have yielded publications such as books, courses, articles, PhD theses, and habilitation theses. The University also actively involves Bachelor and Master students in organizing annual national and international scientific events (SER 3.1.1).

Information on the faculty

The Faculty of Psychology and Educational Sciences was established in 1993. Initially, it offered a double specialization in Psychology and Psychopedagogy with a 4-year program. In 2005, due to the growth of the Psychology specialization, students, and faculty, the name was changed to the Faculty of Psychology and

Educational Sciences. It became one of the five faculties at Dimitrie Cantemir University. Currently, there are 231 students enrolled in the faculty (SER 3.1.1).

The faculty offers a Bachelor program in Psychology and three Master programs: Clinical Psychology and Intervention Techniques through Counseling and Psychotherapy, Management of Human Resources, and Ensuring the Quality of Education. The main objectives of these programs are to train professionals capable of working in education, clinical, or industrial settings with skills to assess and plan psychological interventions. The curriculum emphasizes theoretical and practical foundations for addressing complex issues through interdisciplinary research, understanding psychological mechanisms, interpreting human behavior in various social contexts, and utilizing diagnostic, improvement, and intervention tools in the field of psychology (SER 3.1.1).

3 Overview

3.1 Procedure-related documents

The Self-Evaluation Report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study program (hereinafter the SER) of the Dimitrie Cantemir University of Targu Mures (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on September 27, 2023. The contract between the University and the AHPGS was signed on October 15, 2022.

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request for accreditation of the Master's study program "Clinical Psychology and Intervention Techniques through Counseling and Psychotherapy", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing).

Specific documents for the study program "Clinical Psychology and Intervention Techniques Through Counseling and Psychotherapy":

Annex 01	Curriculum
Annex 02	Modules
Annex 03	CVs
Annex 04	Declaration
Annex 05	Executive Summary

Alongside the study-program-specific documents, the following documents pertain to all study programs submitted for external evaluation:

Annex A	Practice Regulations
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Annex B	Student Rights
Annex C	International Relations Regulations
Annex D	Erasmus Recognition
Annex E	Student Activity Regulations
Annex F	Didactic Workload Regulations
Annex G	Teachers Selection and Promotion
Annex H	Tutoring and Mentoring Regulations
Annex I	Regulation for students with disabilities and chronic diseases
Annex J	Students Evaluation Regulations
Annex K	Credit Allocation Regulations
Annex L	Organization and Functioning Continuous Professional Training and Operational Programs Department
Annex M	Undergraduate and Dissertation Exam Organization
Annex N	Teaching Staff Evaluation
Annex O	Admission Procedures
Annex P	Organization and Functioning of the Teaching Staff Training Department
Annex Q	Functioning of the Quality Management Commission
Annex R	Code of Ethics
Annex S	University Charter
Annex T	Organization and Functioning of Duicu Serafim Library
Annex U	Teaching Personnel Selection and Promotion Standards
Annex V	Organization and Functioning of the Counseling, Psychotherapy and Professional Guidance Center
Annex W	Quality Manual
Annex X	Student Activities Regulations 2
Annex Y	Admission to University Cycles Regulations

Annex Z	Organigram
Annex AA	Overview of Romanian Higher Education System
Annex BB	Strategic Plan 22-27

The application, as well as the additional documents, build the basis for the present Assessment Report. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

3.2 Structural data of the study program

University	Dimitrie Cantemir University of Târgu Mures
Faculty/Department	Faculty of Psychology
Title of the study program	Clinical Psychology and Intervention Techniques Through Counseling and Psychotherapy
Degree awarded	Master of Clinical Psychology
Form of studies	Full-time, 2 years
Organizational structure	4 semesters of 14 weeks Classes take place Monday through Friday, 16–20.
Language of Studies	Romanian
Period of education	2 years, 4 semesters of 14 weeks
Credit Points (CP) according to the European Credit Transfer System (ECTS)	120 ECTS
Hours/CP	25 Hours/CP
Workload	Total: 3,382 hours Contact hours: 1,186 hours Individual study 2,196 hours hours:
Launch date of the study program	Winter semester 2008
First accreditation	2007
Time of admission	July / September

Number of available places on the program	50 available places
Number of enrolled students by now	286 since 2017
Tuition fees	5700 Lei per year

Chart 1: Structural Data of the study program

4 Expert Report

The site visit was carried out on January 30-31, 2024, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on January 29, 2024, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Psychology, the chair, vice chair and the teaching staff of the program "Clinical Psychology and Intervention Techniques Through Counseling and Psychotherapy" as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, the library, and computer classrooms. Moreover, the experts had the opportunity to examine the equipment and the capacity of the laboratories.

In the course of the site visit, the University submitted the following additional documents at the request of the experts:

- Erasmus mobilities for students 2017-2023

The expert report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University and Faculty of Psychology serve as the foundation for the statements made in the Assessment Report.

4.1 Program aims and their implementation

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment, and personal development.

Summary

The primary objectives of the Clinical Psychology and Psychotherapies Master's program are to excel in psychological research, professional education, continuous training, and the preparation of graduates for roles in both public and private psychological services, such as assessment, diagnosis, psychotherapeutic intervention, scientific investigation, and education. The program's goals include producing specialists in clinical psychology and psychotherapy who are competitive at both national and international levels (SER 1.5.1).

This program provides a foundation for understanding normal and abnormal behaviors, life situations, and client or patient difficulties. It focuses on developing skills in psychological assessment tools, counseling and psychotherapy methods, and the ability to make personalized intervention decisions for individual cases. The subjects covered in this Master's program align with the requirements of the Romanian College of Psychologists, enabling graduates to practice autonomously in clinical psychology (SER 1.7).

Graduates of the Clinical Psychology and Psychotherapies Master program are prepared for various professions, including self-employed clinical psychologists, psychologists practicing under supervision in psychological counseling, psychologists practicing under supervision in psychotherapy, teachers, and

scientific researchers. The job outlook for psychologists is generally positive, with growing demand for psychological services. However, competition for specific positions can be fierce, and salaries may vary based on specialization, experience, and location (SER 1.8)

The Master program in Clinical Psychology and Intervention Techniques through Counseling and Psychotherapy offers essential training for responsible psychologists. It focuses on scientifically validated practices, equipping students with competencies that meet the standards of the Romanian College of Psychologists and enable rapid entry into the job market or advanced research activities. Graduates from this program can pursue careers in the country or abroad, or they may choose to continue their studies at the doctoral level, either in their home country or abroad (SER 1.9)

Judgement

From the experts' point of view, the Master study program "Clinical Psychology and Intervention Techniques Through Counseling and Psychotherapy" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

According to the explanation of the University and the students, the employability after the graduation is very high.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.2 Structure of the study program

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit

Transfer System (ECTS)² and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly regarding the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, and workload).

The current state of research in the field is reflected in the curriculum of the study program.

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The arrangement of internships in the study program allows for the acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into the students' curriculum.

Study programs with special profile requirements (e.g., dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 18 modules, of which two are reserved for practical experience and one for thesis preparation. There are four to five modules in total provided for each semester. All modules have to be completed within four semesters.

The list of modules offered:

Nr.	Title	Sem.	CP
	Semester 1		

² http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

1.	Child psychopathology	1	7
2.	Counseling techniques and skills	1	6
3.	Introduction to systemic - strategic psychotherapy after the Palo-Alto School	1	6
4.	Ethics and academic integrity	1	5
5.	Methods of prevention and intervention in crisis situations and addictions	1	6
	Total		30
	Semester 2		
6.	Psychodiagnosis and psychotherapy of the child with attention deficit and hyperactivity syndrome.	2	6
7.	Clinical psychodiagnosis	2	6
8.	Specialized practice I	2	6
9.	Logotherapy and existential analysis	2	6
10.	Therapeutic interventions in children and adolescents	2	6
	Total		30
	Semester 3		
11.	Individual and group psychotherapies	3	8
12.	Assessment and remedial therapy of people with special needs	3	6
13.	Research methods and techniques used in clinical practice	3	8
14.	Specialized practice II	3	8
	Total		30
	Semester 4		
15.	Trauma, psychotherapy, and psychodrama	4	8
16.	Good practices in the clinical psychology profession	4	8
17.	Cognitive-behavioral psychotherapies	4	6
18.	Practice for the elaboration of the dissertation work	4	8
	Total		30
	Total:	4	120

Table 2: Module oversight

The module description/catalog covers the following aspects: the goals of the module, the skills each module aims to provide, the basic topics, the time allotment of lecture, seminar and application activities, the student assessment system, and a minimal bibliography (SER 1.3.4).

Didactic concepts and multimedia

The primary didactic concepts used are lectures, seminars, exercises, project work, and study groups (SER 1.2).

The program uses Microsoft Teams for online learning and communications, equipped with file sharing and app accessibility (SER 1.2.2).

Internship

An internship takes place in semesters one and two. The internship aims at: training specialists in the field of clinical psychology and psychotherapy, competitive on the national and international labor market; the training of graduates according to the researcher-practitioner model; and the achievement of a permanent transfer of specialized knowledge to the community and the professional environment (SER 1.3.1).

The internships are supervised by clinical psychologists with experience in the field of clinical psychology within the psychological offices where they are holders, based on collaboration contracts concluded with the University (SER 2.4)

Internationality of the study program

The University's approach is to select partners and establish cooperation agreements, particularly with institutions that are willing to mutually grant ECTS credits to both international students and those departing from the University. Within the Erasmus network, this approach aims to broaden the facilitation of international mobility for the exchange of students and staff between similar institutions in participating countries. Consequently, the University's approach seeks to enhance the quality and scale of mobility for Erasmus students, teachers, and staff across all educational and training programs (SER 1.4)

Master's students have the opportunity to develop and publish research in the fields of interest both within the symposium of students that take place annually within the University as well as within national and international conferences.

Research in the study program

The study program has its own research plan, integrated in the University's strategic scientific research plan. Generally, research topics in which the teaching staff is involved materialize into scientific articles published in the proceedings of the conference which takes place every year in November. The teaching staff's preoccupation for scientific research can also be measured by their presence in various scientific events – workshops, symposia, conferences etc., and by their endeavours to update their course and seminar materials with the latest discoveries in their field of research. Annually, the Faculty of Psychology takes part, through its students, coordinated by teachers, in the Communication session for Bachelor and Master students, which takes place in May. Master students are encouraged to take part in current or future research endeavours, alongside their teachers; these research plans are included in the strategic plan for scientific development.

Judgement

The study program "Clinical Psychology and Intervention Techniques Through Counseling and Psychotherapy" is affiliated with the Faculty of Psychology. The study program's mission, general and specific learning objectives, curriculum and outcome competences were presented in the written documentation. The curriculum description specifies the qualification objectives, competences (knowledge and understanding, explanation and interpretation etc.) and learning outcomes for each module. The experts point out that the structure of the study program includes a set of relevant topics.

The University explains that both the faculty and the University as a whole have focused on expanding research in recent years. According to the University, new research projects were started and students were involved in a number of these projects. The experts conclude that the expansion of research is clearly visible and validation criteria for research activities are provided. Nevertheless, the research plan is rather based on individual research goals of the teaching staff and less on a common goal or strategy of the faculty as a whole. In terms of further

development opportunities, the experts recommend developing an overall research strategy with goals and means of the faculty or institution and strategic considerations about a coherent research policy and research topics based on long-term considerations.

The study program's goal is to train professionals capable of working in education, clinical, or industrial settings with skills to assess and plan psychological interventions. The curriculum emphasizes theoretical and practical foundations for addressing complex issues through interdisciplinary research, understanding psychological mechanisms, interpreting human behavior in various social contexts, and utilizing diagnostic, improvement, and intervention tools in the field of psychology. The experts agree with the above-mentioned qualification objectives. Moreover, the study program "Clinical Psychology" also focuses on qualifying students for social responsibility and personal development throughout all modules. The experts conclude that graduates have good employment opportunities on the Romanian job market.

The experts state that there is a focus on child developments and couple and family therapy. The University explains that there is a strong connection with the Romanian Association of Psychology, which characterize this focus. The experts recommend a broader scope regarding the focus group.

The Master study program "Clinical Psychology" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the module descriptions. The module description/catalog covers the following aspects: goals of the module, skills each module aims to provide, the basic topics, time allotment of lecture, seminar and applicative activities, student assessment system and minimal bibliography.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The arrangement of internships in the study program allows the acquisition of credits. During the talks, the experts inquired about the practical training in the curriculum. The practical activities (22 CP) are carried out in the following forms: specialized practice (during semesters two and three), and Practice for the elaboration of the dissertation work (during semester four). The experts take note of the cooperation agreements and conclude that the University carefully selects its cooperative partners. It became sufficiently clear that the University strives to offer the same quality of practical training for all students at various cooperation partners.

The expert group also points out that research elements are integrated in some modules, for example in the module "Research methods and techniques used in clinical practice". Moreover, methods of teaching are related to research and to the transfer of research into legislation. Hence, students develop a basic understanding of qualitative and quantitative research. They also develop the ability to plan and conduct fundamental or applied research in their area of expertise. Yet, it is unclear in places whether the research takes place at Master's level since the research possibilities in the laboratories are limited.

Regarding the internationality, the experts take notice of the measures put in place by the University in order to pursue its international orientation. According to the University, the number of outgoing students increased during the last years. The University achieves mobility of its students by means of the European Credit Transfer System (ECTS) as well as taking part in Erasmus exchange programs.

The experts highly recommend expanding the possibilities of going abroad through short-term stays. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive and easier to finance for students. Furthermore, the experts recommend finding creative ways of internationalization, for example internationalization from home or online conferences, to include their students in the international scientific community.

The experts acknowledge the very detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.3 Admission and Feasibility

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

The admission process involves conducting an interview, where candidates are required to submit a research project related to the field of clinical psychology, focusing on psychological diseases or conditions. The candidate will select and develop a research project that is purely hypothetical and should not exceed four pages. This project must include the following components: research objectives, hypotheses, sample descriptions, research methods and techniques, expected results, and a bibliography (SER 1.1.12).

During the interview, candidates will discuss their project with the commission members. There is no need to prepare a PowerPoint presentation; instead, candidates should have a printed copy of their project for themselves and one copy for each of the three commission members. Admission sessions are conducted according to a specific schedule, which will be published on the University's website for reference (SER 1.12).

According to the University, the following student support mechanisms are offered: general academic counselling; department-specific academic counselling, office hours of the instructors; communication options between instructors and students; support of the students through tutoring, mentor programs, etc.

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. Admission requirements are centralized within the University. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program. The experts commend on the extensive admission procedure to evaluate the skills and knowledge of the applicants.

The University credibly conveys that the workload of the students is monitored. Asking the students on site about their workload, they consider the workload, the amount, and the examination cycle as appropriate. The type as well as the time of the different examinations is defined and communicated to the students transparently and at the beginning of the course.

The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study program.

The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an "open-door-policy". The availability and support by the teaching staff is very good, according to the students.

Furthermore, there is a financial aid system for students. Scholarships are offered for financially disadvantaged students.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.4 Examination system and transparency

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

There are a total of 18 exams in the study program:

- First semester: *4 written and 1 oral exam*
- Second semester: *3 written and 1 oral exam*
- Third semester: *3 written and 1 oral exams*
- Fourth semester: *4 written and 1 oral exams*

The timing of the exam is at the end of each semester. Exams can be repeated 2-3 weeks after the initial exam.

The academic evaluation system at this institution revolves around two main examination periods during the winter and summer semesters, each lasting three weeks. In addition, a one-week re-examination session is provided for students who don't pass on their first attempt, offering Master's students a chance to retake any initially failed exams.

The Master's program adheres to national and European legislation, allocating 60 ECTS credits over two semesters. Module credits are determined based on the estimated workload required for educational outcomes.

The ECT evaluation system complies with the current guidelines of the ECTS Users' Guide which was regulated in Annex K (Credit Allocation Regulation).

The recognition of credits transferred from other Universities (domestic and abroad) is regulated according to the requirements of the Lisbon Recognition Convention in Annex C (International Relation Regulation).

Regulations, in terms of timeline and formal guidelines for studies, concerning the compensations for students with disabilities and chronic illnesses can be found in Annex I.

Judgement

The University uses a continuous assessment process to ensure the quality of education for its students. The study program has a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students.

From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. The frequency of examinations, as well as their organizations, is appropriate.

Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits, attendance and formal requirements of the study process as well as all final and course-related performance records.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

Upon graduation, students are awarded a Bachelor graduation diploma, as well as a Diploma Supplement, composed in both Romanian and English.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.5 Teaching staff and material equipment

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel include teaching and research abilities correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

There are a total of nine teachers: eight are tenured professors, and one is an associated professor. The selection of the teaching staff is done based on the criteria established by the legislation in force, i.e., the Law of National Education No. 1/2011 of January 5, 2011 and no.199/2023 (SER 2.3).

From the total of 1008 course hours, 15,7% are held by professors (168 hours), 11,1% by associated professors (112 hours) and 38,9% by lecturers (392 hours)

and 15,7% practical stages by practitioners (168 hours). The ratio is 1 full-time teacher for 12 students, according to the University.

The professional development of teaching staff is achieved through their participation in short or long-term training courses or in workshops on topics in the teachers' area of activity.

Premises

The Faculty of Psychology "Dimitrie Cantemir" University is committed to providing comprehensive support for both practical and theoretical training by offering the necessary infrastructure and resources. Since its inception, the University has placed a high priority on ensuring that students receive optimal conditions to develop their professional skills, encompassing theoretical and practical aspects. The University boasts a range of facilities, including:

- 12 well-equipped classrooms for lectures.
- 17 seminar rooms designed to facilitate interactive learning.
- Offices for each department dean, fully furnished and equipped with modern office technology
- A centralized computer network that supports the administrative and accounting functions.
- Within the Faculty of Psychology, there are two specialized laboratories with specific equipment to enhance the learning experience:
 - o The Psychodiagnosis laboratory, equipped for various diagnostic assessments.
 - o The Experimental Psychology Laboratory is designed for research and experimentation.
 - o An IT laboratory for technology-assisted learning.

These facilities are intended to provide students with a holistic and well-rounded education, encompassing both theoretical and practical aspects of their chosen field.

Library

The University Library has a reading room and storage facilities with a total area of 340 m². The reading room is 38% of the area and can simultaneously accommodate approx. 200 students. Collection of treaties, books, course-books, magazines and periodicals comprises over 39000 volumes, over 18,000 titles (SER 2.3.2).

The library's primary function is to support the educational and research activities of the University. The library staff comprises two librarians. The library's location is within the "Dimitrie Cantemir" Campus on Bodoni Sandor Street in Targu-Mures, Mures county, Romania. The library's opening hours vary based on the academic calendar, with regular teaching hours from Monday to Friday between 8:00 AM and 2:00 PM and extended hours during exam sessions (Annex T).

Regarding its collections, the library houses a diverse range of materials, including textbooks, books in Romanian and foreign languages, reference journals, works from congresses, conferences, and symposiums, dictionaries, encyclopedias, and a special collection of digital media like diskettes, CDs, and DVDs. These resources are cataloged through both traditional and computerized systems, making information retrieval possible through the library's website (Annex T).

Collection development is guided by a Library Council consisting of four faculty members representing "Dimitrie Cantemir" University of Targu Mures and a librarian. Their responsibilities include ensuring that the curricula are adequately supported with necessary materials, reviewing suggestions for acquisitions, prioritizing acquisitions, approving titles for purchase, and overseeing the reception of acquired materials. The library allocates a maximum of three copies for each title, with exceptions made based on demand and subject to council approval. The council also considers the number of students in each specialization or faculty when making acquisition decisions (Annex T).

There are four computer rooms. Each room accommodates 12–13 students, ensuring there is one computer available for each student. Another room houses 23 computers for four departments.

Judgement

New teaching staff is thoroughly briefed about the program and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Dimitrie Cantemir University of Targu Mures shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. A high number of teachers already studied at the University, before starting to teach, and are therefore closely connected to the institution.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

The experts also visited the laboratories during the site visit. A well-equipped neuropsychological laboratory and a computer lab in which common digital diagnostic assessment with adults can be carried out was visited. Diagnostic hands-on materials (for example intelligence tests for children, paper-and-pencil-tests for personality assessment) were not presented by the University.

The University informs its employees about opportunities for personal and professional development transparently and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

In discussions with students and teaching staff, it became clear that an elevator is necessary to support students with disabilities and chronic illnesses and to guarantee the accessibility for students and staff. The experts highly recommend equipping the building with an elevator.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.6 Quality assurance

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Summary

To ensure a high-quality education that aligns with international standards, the University has implemented several mechanisms for quality assurance. Throughout the Master's program, courses, seminars, and practical work are overseen by experienced instructors, and specialized practice is conducted under proper supervision. Master students are encouraged to engage in research and practical activities based on their interests and availability, and support is provided for international internships. For those interested, the Master's program can be followed by a doctoral and postdoctoral program (SER 1.13).

The Quality Manual outlines the University's quality policy, which includes setting and achieving academic standards, ensuring qualified and competent academic staff, ensuring a high degree of filling in of teaching positions, and defining the orientation, scope, and quality of scientific research. The University's quality assurance concept is supported by various organizational and decision-making structures, including the Quality Assurance Committee, the Quality Assurance Department, and the Internal Quality Assurance System (SER 1.6.1).

Furthermore, the University places a strong emphasis on measuring and monitoring educational and related processes to ensure compliance with specified requirements, their Quality Management System (QMS), planned goals, and outcomes. The Quality Management Representative (QMR) continually assesses client satisfaction, which includes students and other key stakeholders, to obtain

direct feedback on how well the organization meets their needs. This feedback is gathered through various means such as student surveys, academic staff performance evaluations, and assessments of educational processes. The process of measuring client satisfaction is documented in internal procedures like "Student Satisfaction Assessment" and "Effective Resolution of Students' Suggestions and Requirements." Any necessary corrective or preventive actions are taken as per requirements. The data from this measurement process are analyzed during QMS analysis meetings. The results of monitoring and verification confirm the QMS's ability to meet quality objectives and defined requirements. If results fall short of requirements, corrective or preventive actions are taken. Additionally, the University follows specific procedures for student assessment, staff performance appraisal, graduation assessments, and testing in line with curriculum requirements. Re-examination sessions and procedures are provided for students who do not meet module completion deadlines, and students can suspend programs and resume them as per ECTS guidelines and specific study documents (SER 1.6.2).

The University constantly analyzes students satisfaction, supported by student surveys, staff appraisals, and assessments of educational and related processes, implementing corrective and preventive measures as needed. Responses from former graduates can be found on SER 1.6 (quality assurance section).

The University monitors and measures the characteristics of the teaching process to ensure educational services meet internal procedures' requirements. Any nonconformities are recorded, and corrective actions are taken. The University is also dedicated to continuous improvement, considering both internal and external proposals. Corrective actions are implemented to prevent the recurrence of nonconformities. The Quality Management Commission registers and monitors these actions, which may lead to procedure modifications when necessary. All staff members, based on their qualifications and competencies, participate in these corrective actions. The Quality Management Commission oversees the registration and monitoring of corrective actions and their outcomes.

According to the regulation, the QMC is responsible for several key tasks, including the development of a Quality Manual and Procedures Manual, monitoring their implementation, preparing an annual quality report for the University, evaluating the quality of educational services, conducting surveys among students and other stakeholders, and maintaining a database related to management and quality assurance. The QMC also identifies areas for improvement based on identified nonconformities and quality standards.

The structure of the QMC includes a Quality Management Representative (QMR), a secretary, and commission members representing teaching staff and students from different faculties. The QMR is nominated by the Chairman of the Board of Directors, and the secretary of the Commission is the University's lawyer.

The regulation specifies that the QMC meets quarterly to discuss and make decisions related to quality management. Decisions are recorded in meeting minutes, and the Commission ensures the execution of these decisions. The QMR represents the Commission in interactions with the Board of Directors and other academic governing bodies.

The regulation emphasizes the QMC's subordination to the Board of Directors and its role in implementing the University's policies, mission, and strategy. The QMR is required to present an annual report of the Commission's activities to the Board of Directors, including the Annual Report of Audit and Evaluation of Institutional Quality (Annex Q).

The Career Counseling and Orientation Center (CCOC) plays a vital role in offering new opportunities to students within the University's educational system through career counseling and orientation activities. Its main objective is to guide students in planning and managing their educational paths optimally, thereby reducing University dropouts caused by career-related issues, personal reasons, or difficulty adapting to the University environment. Additionally, the center facilitates the connection between students and the job market, helping them understand the real needs and challenges of the labor market and enhancing their employability in their respective fields of study (SER 1.14).

The Center for Career Counseling and Orientation has specific goals, including informing candidates, students, and graduates about the educational opportunities available at the University. It also offers counseling on individual profiles, professional aspirations, interests, motivation, and more. Specialized services related to career choices are provided, fostering responsible and informed decision-making regarding academic and career paths. The center promotes effective communication between instructors and students and supports students through mentoring programs and tutoring, among other initiatives (SER 1.14).

Academic year	Year of study	Total	Advanced to next year	Withdraw	Graduates	Awarded degrees	Study interruption
2021-2022	I	50	47	24	-		3
	II	50	-	2	5	37	2
2020-2021	I	50	43	7	-		7
	II	50	-	1	4	40	1
2019-2020	I	50	47	3	-		3
	II	50	-	2	2	31	1

Of the total number of Master students, 8% are male and 92% are female.

The documents required for admission are annually published on the University's website. Examination criteria related to student performance are established and made available on the University's website. Additionally, themes for bachelor's theses are proposed at least six months before the exam.

Various information such as schedules, announcements, etc., are also posted on the website for students to consult. The University is committed to establishing a distinctive identity within the higher education and Romanian scientific research framework. This involves promoting receptivity to students' concerns and needs while ensuring equal opportunities for all members of the University community.

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has developed and documented a concept of quality assurance in the education process, teaching,

and research, which serves as the basis for the quality-oriented development and implementation of the study program “Clinical Psychology and Intervention Techniques through Counselling and Psychotherapy”.

On site, the University explains the relevance of the quality assurance system at the University. Feedback from students is highly appreciated and taken into consideration, according to students and the University.

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal

quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4.7 Gender equality and equal opportunities

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Summary

The University aspires to establish a unique identity within the higher education and Romanian scientific research landscape by prioritizing student well-being, offering equal opportunities to all members of the University community, and evaluating student performance based on educational engagement, final exam results, and active involvement in university life. Furthermore, the institution is committed to ensuring accessibility and tailored support for students with physical disabilities in line with relevant legal provisions. Any adjustments to the regulations are subject to approval by the University Senate, primarily in response to legislative changes or proposals from Faculty Councils (Annex I).

Judgement

During the visit, it became clear that the University has a well-established concept for gender equality. Both, the students and the University report that the concept is being put into practice.

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented transparently.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

5 Conclusion

The experts are in favor of the possibility of further qualification in the form of a Master's study program at the University, since a high number of Bachelor graduates are interested in continuing their education.

The number of applicants in the program are high. The examination system is well-regulated and fair, with various tools available to assess student progress. The staff is qualified and there is a good balance between research and teaching. The quality assurance system in place is robust. Evaluation results are used to make changes and shared with students. The institution has non-discriminatory practices in place for admission and promoting gender equality.

Based on the information from written documents and the results of the site visit, the experts concluded that the Bachelor study program "Clinical Psychology and Intervention Techniques through Counselling and Psychotherapy" offered at "Dimitrie Cantemir" University of Targu Mures fulfil the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- an overall research strategy including faculty goals and long-term strategic considerations about a coherent research policy and research topics should be developed
- the scope of the focus group of the study program should be broadened
- the literature in the study program should be updated to international standards.
- the possibilities of going abroad through short-term stays should be expanded. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive and easier to finance for students.

- Creative ways of internationalization, for example internationalization from home or online conferences, to include students in the international scientific community should be sought.
- The buildings should be barrier-free. It became clear that an elevator is necessary to support students with disabilities and chronic illnesses, and to guarantee the accessibility for students and staff.

6 Decision of the accreditation commission

Decision of the accreditation commission May 14, 2024

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on January 30-31, 2024, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA) as well as the Art. 150 of Romania's Law no. 1 of National Education 2011; the Quality Evaluation Activities Guide for University Study Programs and for Higher Education Institutions: Part 1 Study Programs Accreditation External Evaluation Guide, and the Methodology for External Evaluation, Standards, Standards of Reference, and List of Performance indicators of the Romanian Agency for Quality Assurance in Higher Education ("Methodology").

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Master study program requires the obtainment of 120 credit points according to the European Credit Transfer System (ECTS). The regulated study period in the program "Clinical Psychology and Intervention Techniques through Counselling and Psychotherapy" is two years (four semesters). The study program comprises a total of 18 modules, out of which all modules are mandatory. The language of instruction is Romanian. The Master study program "Clinical Psychology and Intervention Techniques through Counselling and Psychotherapy" is completed

with awarding of the academic degree “Master of Psychology”. Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2008/2009.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Master study program “Clinical Psychology and Intervention Techniques through Counselling and Psychotherapy” is recommended for accreditation for the duration of five years until September 30, 2029.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.