

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 “Economy of Trade, Tourism
and Services”, Bachelor of Economic Sciences**

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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
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 graduation theses. The University also actively involves Bachelor and Master students in organizing annual national and international scientific events (SER 3.1.1).

Basic data of the department

The Faculty of Economic Sciences was established in 1992 as part of the Târgu Mures Branch of the "Dimitrie Cantemir" Ecological University from Iași, with two specializations for the "Dimitrie Cantemir" Ecological Foundation in Târgu Mures. Accredited by Law no. 136/2005, its mission is to educate professionals in economic sciences according to international standards. The focus is on flexible

and innovative Bachelor-level studies that meet the requirements arising from the socio-economic and legislative transformations in Romania post-1989. In 2002, following a comprehensive evaluation of the Finance and Banks specialization, a new specialization, "Economy of Trade, Tourism, and Services," was introduced within the Faculty of Economic Sciences.

The students of the Faculty of Economic Science registered in the academic year 2022-2023 are distributed as follows:

Faculty of Economic Sciences	Number of students
Bachelor degrees	
Finances and Banks	43
Economy of Trade, Tourism and Services	65
Master degrees	
Business Financial Management	28
Total	136

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 towards accreditation of the Bachelor study program "Economy of Trade, Tourism, and Services", 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 "Economy of Trade, Tourism, and Services":

Annex 01	Modules
Annex 02	CVs
Annex 03	List of Teachers (Faculty of Economics)
Annex 04	Executive Summary

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

Annex A	Practice Regulations
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 Teaching Staff Training Department
Annex Q	Functioning of Quality Management Commission
Annex R	Code of Ethics
Annex S	University Charter
Annex T	Organisation and Functioning of Duicu Serafim Library
Annex U	Teaching Personnel Selection and Promotion Standards
Annex V	Organization and Functioning of Counselling, 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 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 Economic Sciences
Title of the study program	Economy of Trade, Tourism and Services
Degree awarded	Bachelor of Economic Sciences
Form of studies	Full-time, 3 years
Organizational structure	Five 14-week semesters and one 12-week semester Minimum of 22 hours per week Classes take place Monday through Friday
Language of Studies	Romanian
Period of education	3 years, 6 semesters
Credit Points (CP) according to the European Credit Transfer System (ECTS)	180 + 3 + 10 ECTS
Hours/CP	25 Hours/CP
Workload	Total: 4,501 hours Lecture hours: 1,865 hours Individual work: 2,636 hours
CP for the final paper	10 ECTS for the final thesis
Launch date of the study program	academic year 2002-2003
First accreditation	2011
Time of admission	Fall semester
Number of available places on the program	120 available places
Number of enrolled students by now	453 since 2017

Tuition fees	3900 Lei
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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 Economic Sciences, the chair, vice chair and the teaching staff of the program "Economy of Trade, Tourism and Services" 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 Economic Sciences serve as the foundation for the statements made in the expert 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 Specialization in Economy of Trade, Tourism, and Services is designed to equip graduates with a comprehensive set of competences across four main categories: cognitive, functional, personal, and general. In terms of cognitive competences, students acquire theoretical and practical knowledge related to economic principles, international economic relations, trade company operations, and the fundamental concepts of commerce and tourism. The curriculum emphasizes the use of information systems, mathematical analysis of economic phenomena, marketing strategies, legal principles, statistical methods, and human resource management (SER 1.3.3).

Functional competences encompass the development of English language skills, familiarity with modern management techniques, and the systematic management of service improvement processes. Students also learn specialized knowledge for various organizational, management, and financing activities, including resource identification, financial decision-making, and the study of financial instruments within a market economy. The program further covers the utilization of databases, cost calculation methods, and practical knowledge related to budgeting (SER 1.3.3).

Personal competences focus on ethical and professional norms, understanding the uses and limitations of technology in electronic business, computer proficiency, strategic planning, promotional techniques, human resource management, and professional knowledge in trade, tourism, and services. The ability to evaluate the impact of cost, quality, and time on organizational processes is emphasized (SER 1.3.3).

General competences include understanding the importance of integrated computer systems, the development of business strategies based on marketing

philosophy for sustainable growth, efficient resource management, recognition of global human resources trends, and the significance of continuous learning as a competitive advantage (SER 1.3.3).

The curriculum is structured to align with the University's performance criteria, emphasizing the development of student orientation, initiative, and creativity. The study process integrates individual study time, the assimilation of bibliography, and engagement in scientific research activities. Subjects are logically sequenced to build general and specialized competences, facilitating easy access to the second cycle of education (master's level). The curriculum aligns with European standards and includes practical stages, a graduation paper, and agreements with external units for real-world experience (SER 1.3.3).

Labor market

The demand for skilled professionals in business administration, commerce, tourism, and services is on the rise in the local and regional labor market, driven by the growing presence of international and multinational companies in Mures County. Graduates of the Bachelor program "Economy of Trade, Tourism, and Services" not only meet the immediate needs of the local job market but also acquire competencies that enable them to seamlessly transition to positions beyond the region. These competencies position them well for integration into both the national and European labor markets (SER 1.4.1)

Judgement

From the experts' point of view, the Bachelor study program "Economy of Trade, Tourism and Services" 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.

The experts further inquire about the possibility to continue studying after the Bachelor's degree. The University assures a good connectivity to the University's Master study programs.

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 with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, 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 acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into 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 as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 42 modules in the program divided in fundamental 29,54%, specialized 25,31%, domain 35,18%, complementary 5,36% and relevant 4,61%. There are three to six modules in total provided for each semester. All modules have to be completed within one semester. Practice modules take place in semesters four.

The list of modules offered:

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

Nr.	Title	Sem.	CP
Semester 1			
1	Microeconomy	1	5
2	Informatics	1	2
3	Accounting	1	5
4	Mathematics applied in the economy	1	5
5	English language	1	3
6	Finances	1	5
7	Management	1	5
Semester 2			
8	Macroeconomy	2	5
9	Operating systems and office applications	2	3
10	European economy	2	5
11	English for business	2	4
12	Marketing	2	5
13	Law	2	3
14	Statistics	2	5
Semester 3			
15	Promotional techniques	3	5
16	Commodity science basics	3	5
17	Trade Economy	3	4
18	Services economy	3	5
19	Economic projects and games theory in business	3	3
20	Business administration in commerce, tourism and services	3	5
21	Sports	3	3
22	Optional: Banks and banking operations	3	3
23	Optional: Financial control and audit	3	3
Semester 4			

24	Foodstuffs and consumers safety	4	4
25	Financial Accounting	4	5
26	French Language	4	4
27	Business ethics	4	5
28	Business communication and public relations	4	5
29	Practice	4	3
30	Optional: Commercial transactions	4	4
31	Optional: Techniques and banking operations	4	4
32	Facultative: Scientific Research		
	Semester 5		
33	Human resources management	5	5
34	Tourism Economy	5	5
35	Prices and competition	5	5
36	Insurance and reinsurance	5	5
37	Investment strategies in business	5	5
38	Optional: Consumers behavior	5	5
39	Optional: Ecotourism and rural tourism	5	5
	Semester 6		
40	Internet business technologies	6	5
41	Non-Food and User Security	6	5
42	Financial and economic analysis	6	5
43	Managerial Accounting	6	5
44	Technique of tourism operations	6	5
45	Elaboration of the bachelor thesis	6	10
46	Optional: International monetary financial relations	6	5
47	Optional: Resources and tourist destinations	6	5
	Total:		180

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, time allotment

of lecture, seminar and applicative activities, student assessment system and minimal bibliography (SER 1.3.4).

The mission of this study program is to ensure the increase of understanding capacities of businesses in the field of trade, tourism and services and the increase of efficiency of operational activities in economic organizations. The programme ensures a specialized knowledge with the conceptual and practical framework of the economy's tertiary sector, knowledge connected to the technique and management of processes which take place, management of all the categories of resources within the economic organizations.

The curriculum for the study program "Economy of Trade, Tourism, and Services" is tailored to the University's performance criteria. Following an introduction to the foundational aspects of the field, the study process is aligned with research activities. Its primary goal is to cultivate students' orientation in their field, fostering initiative and creativity. The curriculum, developed by a faculty commission, incorporates feedback from the Curriculum Council, ensuring ample time for individual study, comprehensive assimilation of the bibliography, and initiation into scientific research.

The study subjects are logically sequenced, aligning with both general and specialized competences for business administration in the field of "Economy of Trade, Tourism, and Services" at the Bachelor level. These competences not only prepare students for immediate entry into the workforce but also facilitate smooth progression to the second cycle of education (Master's level). The curriculum has been in alignment with similar curricula and syllabi from European Union states.

At the Bachelor's level, the University curriculum for the specialization involves practical stages and the completion of a graduation paper in the final year. Notably, the Faculty of Economic Sciences has established agreements with external units where students can actively participate in practical activities during these stages (SER 1.3.4)

Didactic Concepts and multimedia

The didactic methodology for the "Economy of Trade, Tourism, and Services" Bachelor's degree employs a student-centered approach, incorporating various teaching strategies. These include interactive group discussions, creative critical analysis using current didactic technologies, and IT-based methods. The teaching strategy is tailored to enhance student training according to their needs,

expectations, and targets, employing active-participative methods and leveraging technical and Internet support for educational purposes (SER 1.2.3).

For this program, teaching methods focus on maintaining a full-time teacher-student dialogue through electronic mail, implementing new teaching procedures, and utilizing fully equipped laboratories, computer-linked projection systems, and audio-visual equipment for improved graphic support during lectures and other activities. The didactic methodology aims to complete a sequence of events within specific interactions, resulting in changes in knowledge, skills, attitudes, and more (SER 1.2.3).

Various strategies are employed, including a learning method based on demonstration for presenting axioms, postulates, and conclusions, emphasizing rational-deductive conduct. Analytical and synthetic techniques are applied for separating components and understanding relationships. Additionally, a critical thinking strategy encourages independent learning, fostering personal opinions based on rational and argumentative grounds. This approach involves engaging constructively in academic debates, respecting diversity of opinion, and presenting original solutions (SER 1.2.3).

Furthermore, action-based strategies such as computer-assisted instruction (CAI), experiments, case studies, and role play are included, chosen by teaching staff based on the characteristics of each subject. These diverse teaching methods collectively contribute to a dynamic and engaging learning environment (SER 1.2.3).

The University have access to the Microsoft Teams platform accessible to all registered students and professors at "Dimitrie Cantemir" University of Targu Mures. The Microsoft Teams platform empowers professors to create electronic courses with features including publishing course materials, establishing online bibliographical references, generating quizzes, setting up discussion forums, creating databases, developing online themes, managing online assessments, and implementing feedback components. Students can access these features based on criteria established by the respective course professor, enhancing information dissemination and course accessibility.

Internship

Internships at the University follow the requirements outlined in National Education Law no. 1 of 2011, Law no. 199/2023 and law no. 258 of 2007, specifically

Order No. 3955 of 09/05/2008, which approves the General framework Convention for the conduct of internships in undergraduate and Master's studies programs. The supervisory teacher, designated by "Dimitrie Cantemir" University of Tg. Mures, is responsible for planning, organizing, and overseeing the internship. The practical contents of the internship correlate with the study program objectives, and the internship theme is determined collaboratively by the supervisory teacher and the tutor from the internship partner. The Internship Syllabus, attached to the Framework Convention, outlines these details.

Quality assurance of the internship is ensured by the internship partner, who, guided by one or more tutors, guarantees that the conditions of training and the acquisition of professional proficiencies by the student align with the planned objectives during the internship period. This includes qualifications of practical instructors, practical instructor meetings, and the submission of work placement regulations if applicable.

The Faculty of Economic Sciences is partner of a great number of Universities within the Erasmus Programme financed by the European Commission, fact which allows the students of our faculty to earn study grants abroad.

Integration of research in the program

The scientific research activity at the Faculty of Economic Sciences is primarily conducted by its teaching staff, both individually and collaboratively. This involvement encompasses participation in scientific community sessions, publication of research in prestigious journals and publishing houses, engagement in research contracts, and contribution to University courses. The Bachelor's studies program incorporates a strategic scientific plan aligned with the faculty's research goals.

The teaching staff demonstrates commitment to scientific research, producing studies and books with recognized scientific prestige. Evaluation criteria include individual performance, publications in specialized literature nationally and internationally, published books, relevance of results to the economy and society, and participation in international scientific events. The faculty actively promotes international scientific cooperation, particularly through the ERASMUS program, and collaborates with national and European education and research institutions, resulting in numerous published books and scientific articles.

The faculty further enhances research impact by organizing national and international scientific events, and its teaching staff regularly participates in prestigious scientific manifestations both nationally and internationally. The quality of the teaching staff is substantiated by their membership in various scientific and professional organizations, both within the country and abroad.

Through its scientific research plan, the Faculty of Economic Sciences aims to establish itself as a significant entity within Târgu Mures "Dimitrie Cantemir" University and contribute to the broader European educational and research landscape. Additionally, the faculty seeks to involve students in research activities, with the outcomes being published in the Annals of "Dimitrie Cantemir" University, specifically the "Economic Sciences" series (SER 1.2.6).

Judgement

The study program "Economy of Trade, Tourism and Service" is affiliated with the Faculty of Economic Sciences. The study program's mission, general and specific learning objectives, curriculum and outcome competences were presented in the written documentation and on site.

The experts inquire about the impact of the previous accreditation of the study program "Economy of Trade, Tourism and Service" in 2018 and the changes that had been made since then. The University explains that both the faculty and the University as a whole have focused on expanding research in recent years. Every four years the University prepares overarching topics and the faculty creates a research plan on faculty-level. 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 mission of this study program is to ensure the increase of understanding capacities of businesses in the field of trade, tourism and services and the increase of efficiency of operational activities in economic organizations. The programme ensures a specialized knowledge with the conceptual and practical framework of

the economy's tertiary sector, knowledge connected to the technique and management of processes which take place, management of all the categories of resources within the economic organizations. The experts agree with the above-mentioned qualification objectives. Moreover, the study program "Economy of Trade, Tourism and Services" 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 curriculum of the study program "Economy of Trade, Tourism and Service" comprises obligatory, elective and facultative subjects. Obligatory and elective subjects are a mandatory part of the curriculum. The experts appreciate the optional modules which complement the offered courses very well. The program is well-structured; modules are described in detail (e.g. with objectives, aimed competences, content and literature) and the program is relevant as the intended career is clear. The experts take note of the fact that approximately 80% of the curriculum is laid down as a rule on a national level. According to the experts, the academic freedom is therefore limited.

On site, the experts discuss the modules and content of the study program. The experts are in support of acquiring language skills and also the skills in "Business communication and public relations". Nevertheless, the experts recommend integrating a module on intercultural communication into the study program.

The experts further inquire about blended learning and online teaching. According to the University, online teaching is limited to 25 % of total teaching. The online teaching mainly takes place in the winter months. Students and teaching staff welcome this limitation and appreciate face-to-face teaching.

The Bachelor study program "Economy of Trade, Tourism and Services" 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 inquire about the practical training in the curriculum. In the 4th semester, students undergo a 90-hour practice internship within the city, county institutions or businesses. 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 internship partner, as per the Framework Convention, guarantees that the student, guided by one or more tutors, fulfills the conditions of training and acquires the professional proficiencies outlined for the internship period.

The expert group also points out that research elements are integrated in some modules (for example "Scientific Research"). 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 a fundamental or applied research in their area of expertise. The experts recommend using synergies between the study programs wherever possible, e.g. when communicating research methods.

Regarding the internationality, the experts took notice of the measures put in place by the University in order to pursue its international orientation. The students and staff of the Faculty of Economic Sciences for example completed an excursion in Prague. 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

Admission to undergraduate studies during the July/September sessions follows a specific procedure, clearly stipulating that only individuals who have graduated from high school and hold a baccalaureate diploma are eligible to enroll. Candidates for admission to Bachelor's study programs can be high school graduates with a Baccalaureate degree. The selection criteria do not consider factors such as age, gender, ethnicity, religion, race, political or legal affiliations (provided their activities align with Romanian laws), or chronic diseases (SER 1.5.1).

The University is committed to creating an inclusive environment, ensuring equal opportunities for all members of the University community. Students with physical disabilities have rights in academic activities, as outlined in Article 118, paragraph (3) of Law no. 1/2011, with subsequent modifications and completions (SER 1.5.1).

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 determine a relatively high number of exams to be passed during the study program. 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. Additionally, every batch of students has their own tutor and a representative in the Senate for overarching topics.

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

The modules are evaluated through written and oral exams at the end of the module, alongside tests throughout the course of the module. The evaluation process involves a written exam where students present mainly theoretical topics and solve applications; this assessment considers students' analytical and synthetic capabilities, use of terminology and language, and creative problem-solving skills. Combined exams include specific evaluation criteria for written exams, along with an assessment of how projects and reports were developed during the study period. Evaluation during classes with applications and projects employs diverse methods such as knowledge testing, problem-solving, participation in interactive dialogues, and the creation of reports and applicative projects (SER 1.2.2).

A course spans one semester and involves various forms of assessment to qualitatively and quantitatively evaluate students, enabling them to accumulate course credits. The qualitative assessment, conducted at the course's conclusion and graded on a scale from 1 (one) to 10 (ten), signifies the extent of knowledge acquisition throughout the instructional process. The final assessment comprises all points accumulated by a student for a specific course. The midterm examination serves as a method for both qualitative and quantitative evaluation of a student's work during the teaching and learning activities.

For each course, students may sit for examination no more than 5 (five) times, during the sessions, as follows: students can repeat two times the examination if they didn't pass it the first time; should the student not pass the verification three times, he/she can ask for re-examination I and II.

The examination sessions throughout the academic year are as follows: winter session; summer session; Autumn session; First re-examination session, second re-examination session.

The primary determinant of the credits allocated to each subject is the anticipated workload required to attain the desired educational objectives. The teaching staff actively participates in the credit allocation process. The total annual credits amount to 60, with individual components being assigned credits ranging from three to eight. Notably, the number of contact hours is not the sole criterion for credit allocation, as it represents only a portion of the overall student activity. The accurate distribution of credits is integral to both internal and external quality assurance measures at the University (SER 1.2.2).

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. Nevertheless, in the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. 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 and 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

The study program counts 16 academic staff members, namely: two professors, three associate professors, ten PhD lecturers and one PhD assistant. 100% of the program is taught by professors, lecturers and adjunct professors (SER 2.1.1).

The students to teachers ratio is 65 students to 16 teachers, so 1 to 4,1.

The University has attached the "Compulsory and Necessary Minimum Standards for Awarding Didactic Titles in the Higher Educational System, Professional Degree of Research-Development and the Authorization Certificate for the Scientific Fields Pertaining to the Panel on the P4 Fundamental Fields – Social Sciences within the National Council for the Attestation of Academic Titles, University Diplomas and Academic Certificates". All teaching positions are established in compliance with the requirements of legal norms and completed with tenured teaching staff in higher education, according to the Romanian law.

The University has a Teacher Training Department. One objective of the Teacher Training Department is the continuous training of the didactic personnel.

Premises and library

All faculties, including the Faculty of Economic Sciences, utilize shared resources at the University. These include twelve classrooms with capacities ranging from 60 to 120 seats, 17 seminar rooms equipped with projectors and computers accommodating 30 students each, four smaller computer rooms for 12-13 students, and a larger computer room for 23 students. Practical training, integral to the program, occurs in institutions with which the University has contractual agreements, such as banks, travel agencies, and museums (SER 2.3.1).

The University's library, accessible to students and staff, operates daily, including Saturdays during examination sessions. It houses printed and electronic media, including CDs, DVDs, and access to databases like JSTOR and EBSCO. The reading room has 200 seats, and the total library fund for all faculties is

approximately 34,000 volumes. The Faculty of Economic Sciences contributes 5,704 volumes, with 3,993 being more recent than 10 years (SER 2.3.2).

The specialization "Economy of Trade, Tourism and Services" is equipped with 4 computer rooms, each accommodating 12-13 students, and a larger room with 23 computers. All rooms have a computer network for didactic activities, featuring new computers installed in 2010. Additionally, all course and seminar rooms are equipped with projectors, whiteboards, and meet performance criteria.

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 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. On site, the teaching staff and the experts discuss the lack of time for research due to teaching responsibilities. According to the University, the teaching hours are not reduced to participate in research. The experts recommend finding a regulation for this issue

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

The University has established a documented Quality Assurance System to ensure that educational and related services are provided in compliance with established quality assurance objectives. The Quality Manual contains policies, strategies, and elements of the Quality Assurance System that satisfy the requirements established through specific objectives. The Procedures Manual, associated with the Quality Manual, describes in detail the processes and responsibilities assigned to the members of the organization. The faculty's quality assurance measures are integrated into the overarching quality assurance measures of the entire University, and the University is committed to maintaining and continuously improving academic, research, and related standards.

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 open/vacant 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. Information on the quality assurance measures of the study program to be accredited are integrated into the overarching quality assurance measures of the entire University (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 required. 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. Students can suspend and resume their study program as per ECTS guidelines and specific study documents (SER 1.6.2).

The University constantly analyzes student's 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 in 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 leads 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.

One specific sub-committee within the Quality Management Committee is dedicated to assessing the relevance of study programs. This subcommittee,

comprising members appointed by deans and directors, conducts various activities, including opinion polls among students, organizing meetings and symposiums, and conducting market studies. The subcommittee analyzes changes in qualification profiles and regularly reviews study programs based on peer input from students, graduates, and employers' representatives.

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 as well as 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, for example through mentoring programs and tutoring (SER 1.14).

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, topics 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 "Economy of Trade, Tourism and Services".

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 students' 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 appreciate the positive development of the University over the last five years since the last accreditation of the study program "Economy of Trade, Tourism and Services".

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 promotes gender equality.

Based on the information from written documents and the results of the site visit, the experts concluded that the Bachelor study program "Economy of Trade, Tourism and Services" 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
- Synergies between the study programs should be used wherever possible, e.g. when communicating research methods.
- A module on intercultural communication should be integrated into the study program
- 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.
- Teaching hours should be reduced to participate in research projects

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 Bachelor study program requires the obtainment of 180 credit points according to the European Credit Transfer System (ECTS). The regulated study period in the program "Economy of Trade, Tourism and Services" is three years (six semesters). The study program comprises a total of 42 modules. The language of instruction is Romanian. The Bachelor study program "Economy of Trade, Tourism and Services" is completed with awarding of the academic degree "Bachelor of Economic Sciences". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2002/2003.

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

The Bachelor study program “Economy of Trade, Tourism and Services” 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.