

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 "Ensuring the Quality of
Education"
Master of Psychology**

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: +49 (0) 761/208533-0
E-Mail: ahpgs@ahpgs.de

Expert group

Prof. Dr. Jochen Baier

University of Education Schwaebisch Gmuend,
Germany

Anita Eggert

University of Münster, Germany

Prof. Dr. Ursula Fasselt

Frankfurt University of Applied Sciences, Germany

Dr. Felix Martin Hofmann

Albert-Ludwigs-University Freiburg, Germany

Prof. Dr. Katharina Kunze

Georg-August-University Göttingen, Germany

Prof. Dr. Björn Maier

Baden-Wuerttemberg Cooperative State University
Mannheim, Germany

Prof. Dr. Silke May-Landgrebe

Westphalian University of Applied Sciences,
Germany

Prof. Dr. Gerd Morgenthaler

University of Siegen, Germany

Prof. Dr. Claudia Mähler

University of Hildesheim, Germany

Prof. Dr. Alexander Pundt

Medical School Berlin - University of Applied
Sciences for Health and Medicine, Germany

Prof. Dr. Kim-Patrick Sabla-Dimitrov

University of Vechta, Germany

Prof. Dr. Silke Wiegand-Grefe

Medical School Hamburg – University of Applied
Sciences and Medical University, Germany

Prof. Dr. Jana Wolf Sussman

Aalen University, Germany

Decision

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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	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 about the Faculty

The Faculty of Psychology was established in 1993, offering a dual specialization in Psychology and Psychopedagogy with a 4-year duration of studies. In 2005, it was proposed to rename it the "Faculty of Psychology and Educational Sciences", incorporating the Psychology specialization. This was one of the five faculties of Dimitrie Cantemir University. In the same year, the Psychology specialization received accreditation. As of the current academic year 2022-2023, the

department/faculty has 239 students and offers a single study program, Psychology, along with three Master-level specializations: Quality Assurance in Education, Clinical Psychology and Intervention Techniques through Counseling and Psychotherapy, and Human Resources Management (SER 3.2.1).

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 towards accreditation of the Master study program “Ensuring the Quality of Education”, 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 “Ensuring the Quality of Education”

Annex 01	Curriculum
Annex 02	Modules
Annex 03	List of Teaching Staff
Annex 04	CVs
Annex 05	Declaration

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 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
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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 and Educational Sciences
Title of the study program	Ensuring the Quality of Education
Degree awarded	Master of Psychology
Form of studies	Full-time, 2 years
Organisational 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: 3,120 hours Contact: 944 hours Individual: 1,438 hours Tutoring: 292 hours Consultations: 446 hours
CP for the final paper	10
Launch date of the study program	Winter semester 2008/2009
First accreditation	2008
Time of admission	July and September
Number of available	50 available places

places on the program	
Number of enrolled students by now	31 students in the academic year 2022
Tuition fees	4200 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 “Ensuring the Quality of Education” 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 general objective of the program is to contribute to increasing the quality of education, by training a high-quality teaching staff, capable of exercising in optimal conditions, the functions and attributions described by each hierarchical level of the school.

The study programs seek to impart the following:

General Competencies: These competencies are foundational and encompass skills that underpin effective teaching. They include:

- The ability to learn and adapt to new knowledge and practices.
- Proficiency in working with educational concepts and methodologies, including scientific principles.
- Strong communication skills for engaging with the social environment and professional colleagues.
- The capacity for cognitive analysis and evaluation of the broader socio-cultural and political contexts.
- Competence in using computers and accessing information and communication networks.

Specific Competences: These competencies are directly related to the teaching profession and involve the practical aspects of education. They encompass:

- Skills for designing, planning, implementing, evaluating, and self-assessing the teaching process.
- Proficiency in using information technology for educational activities.
- The ability to tailor instruction to meet the diverse needs of learners.
- Organizational and management skills for effective classroom and school operation.
- Competence in fostering effective communication and relationships among learners.
- Knowledge and basic counseling skills related to educational contexts.
- Expertise in implementing intercultural practices in educational activities.
- Skills for effectively utilizing school documents.
- The capability to develop and manage partnerships between the school and the community.
- The capacity to design and create professional development projects to enhance teaching skills.

Transversal Competences: These competencies are more holistic and encompass qualities and attributes that are essential for effective teaching and personal development. They include:

- autonomy and responsibility, which are crucial for independent decision-making and accountability.
- An attitude of open, honest, cooperative, and responsive communication to facilitate positive interactions.
- The ability to analyze and interpret values in various situations, events, and behaviors.
- Substitutive imagination, which involves adjusting behavior based on messages with emotional content from others.
- A willingness to accept evaluations and feedback from peers and supervisors.
- Demonstrating moral integrity, character balance, a critical attitude, and the ability to advocate for authentic, positive societal values (SER 1.1.3)

Labor market

The Master's program offers graduates the opportunity to occupy various positions in the field of education specific to the core group in COR/ISCO-08/ESCO representative of the program – 2351 – Specialists in didactic methodology, namely:

- Researcher in pedagogy
- Research assistant in pedagogy
- Education advisor
- Education expert
- School inspector
- Education Specialist

Of the graduates in 2018, 2019, 2020, 2021, and 2022, 98% were employed in the educational field (SER 1.41).

Judgement

From the experts' point of view, the Master study program "Ensuring the Quality of Education" 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 high.

Even though the qualification objectives are clear, the question of the target group and the unique selling point of the study program could not be clarified. The experts therefore highly recommend working out the core objective of the study program.

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 17 modules and one Thesis project. There are 4-5 modules provided for each semester. All modules have to be completed within one semester. Part of the fourth semester is dedicated to practical experience.

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

The list of modules offered:

Nr.	Title	Sem.	CP
	Semester 1		
1	Quality management of education	1	8
2	Curriculum design and development	1	8
3	Management of school organizations	1	7
4	Learning models and theories – educational consequences	1	7
	Semester 2		
5	Legislative policies in the field of education	2	8
6	Scientific research	2	7
7	Management of educational projects	2	8
8	Communication and partnership in education	2	7
	Semester 3		
9	New trends in didactic methodology	3	7
10	Evaluation of educational programs	3	7
11	Implementation of e-Learning systems in education	3	7
12	Specialized practice	3	6
13	Ethics and academic integrity	3	3
	Semester 4		
14	Alternative education systems	4	8
15	Educational strategies for critical situation management	4	8
16	In-service training and development of human resources in education	4	8
17	Practice in order to elaborate the dissertation thesis	4	6
18	Elaboration, support and promotion of the dissertation thesis	4	10
	Total:	4	120 + 10

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 practices and use of multimedia

The teaching program emphasizes student-centered teaching methods and strategies aimed at enhancing student learning based on their needs, expectations, and goals. These strategies include the use of active-participative methods, knowledge of student perceptions, attitudes, and mentalities, technical and internet support for educational purposes, fully equipped laboratories, computer-linked projection systems, audiovisual equipment for improving lecture support, and maintaining teacher-student dialogue through electronic mail (SER 1.2.4).

Among the methods employed, the program utilizes:

- **Demonstration-Based Learning:** This method is used to present axioms, postulates, definitions, and conclusions that involve valid assumptions and rational-deductive reasoning. It transforms learning content into interrogative or descriptive statements, highlighting the logical foundation and scientific-teaching value.
- **Analytical and Synthetic Techniques:** These techniques involve breaking down complex concepts into components, understanding their relationships, and reconstructing the whole learning plan logically. Segmentation and knowledge transfer exercises are integral to this approach.
- **Critical Thinking Strategy:** Encouraging independent learning, critical thinking, and the development of opinions based on rational and argumentative grounds. It fosters independent thinking, idea generation, and respectful debate.

Action-based strategies are also incorporated, such as computer-assisted instruction (CAI), experiments, case studies, and role-playing, which are chosen based on the specific subject's characteristics (SER 1.2.4). For online learning, the program uses Microsoft Teams (SER 1.2.5).

Practical experience

Practical activities adhere to approved programs by the Faculty of Psychology and Educational Sciences Council, overseen by module coordinators.

Specialized practice is conducted under the direct guidance of the module coordinator, based on a practical agreement between Dimitrie Cantemir University and the hosting institution. It involves supervision by a designated teacher responsible for planning, organizing, and overseeing practical training. The supervising teacher and the partner's tutor jointly determine practice topics and required professional skills. Practical training tutors have leadership positions in education or coordinate different departments within educational institutions (SER 1.2.6).

Research practice for dissertation preparation occurs in the fourth semester under the supervision of the module coordinator and the thesis coordinator.

Practical activities serve to solidify course knowledge by actively engaging with the presented concepts and tools. These activities also involve contributing to the development and application of these concepts and tools (SER 1.2.6).

For specialized practice, the objectives include:

- Developing tools for quality assurance procedures in education.
- Crafting and executing various types of curricular projects, such as draft plans, programs, textbook modules, and learning packages.
- Critically evaluating key curriculum products.
- Analyzing the training needs of teaching staff in educational institutions.
- Utilizing techniques to create professional training projects for education-related human resources.
- Gaining proficiency in using information and communication technology (ICT).
- Designing and implementing didactic strategies that encourage active student participation in the learning process.
- Implementing effective classroom management strategies for addressing specific student-related challenges.
- Incorporating fundamental concepts, norms, and strategies related to education quality into the student's personal and professional values.

As for the practice related to dissertation preparation, it involves:

- Designing and conducting scientific research within the field of educational sciences.

- Applying techniques for organizing and planning actions to address educational issues.
- Executing optimal interventions to resolve organizational problems.

The teaching and research facilities provided are in line with contemporary scientific knowledge, aligned with European universities, and adhere to international standards for technical requirements, safety, and sanitation (SER 1.2.6).

International aspects of the curriculum

According to the University, options for studying abroad include the following Universities:

- Fatih University (Turkey)
- University of Poitiers (France)
- Cag University (Turkey)
- University of Malta (Malta)

Options for mobility: placement in any country in the EU. Students have been to Turkey, Italy, and France (SER 1.2.8).

Integration of research into the course of study

The study program integrates its research plan with the Faculty of Psychology and Educational Sciences. The teaching staff actively engages in research, leading to the publication of scientific articles in conference proceedings held annually in November. This year, articles will be published in Filodiritto Proceedings and other recognized scientific journals, books, or book chapters. The Faculty demonstrates a commitment to scientific research by participating in workshops, symposia, and conferences, and continuously updating their course materials to incorporate the latest research findings (SER 1.2.7).

Additionally, the Faculty encourages student participation in research, coordinating their involvement in the Communication session for undergraduate and master's students held in May. This event provides a platform for students to present their research results, often related to their thesis topics. Outstanding works receive recognition and are published by the Risoprint Publishing House.

Furthermore, students are motivated to join ongoing or upcoming research projects alongside their professors, aligning with the strategic scientific development plan. For instance, the Faculty conducted a research study through the "Student Innovative Practice" project (SER 1.2.7).

Judgement

The study program "Ensuring the Quality of Education" 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 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 contribute to increasing the quality of education, by training a high-quality teaching staff, capable of exercising in optimal conditions, the functions and attributions described by each hierarchical level of the school.

Graduates should be able to work in various fields: researcher in pedagogy, research assistant in pedagogy, education advisor, education expert, school inspector, education specialist. The experts agree with the above-mentioned qualification objectives. Moreover, the study program "Ensuring the Quality of

Education” 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 Master study program “Ensuring the Quality of Education” 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.

Alongside the theoretical curriculum, practical training is part of the curriculum. Specialized practice hours in ensuring the quality of education are introduced in the 3rd semester referring to specialized practice (6 CP). These practice periods are carried out in alignment with the description of the approved module and under the coordination of the Faculty. The experts take note of the cooperation agreements and come to the conclusion 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 points out that the curriculum contains a module for scientific research (7 CP).. Hence, students develop a basic understanding of research. They also develop the ability to plan and conduct a fundamental or applied research in their area of expertise. The experts strongly recommend using synergies by increasing interdisciplinarity among the study programs wherever possible, e.g. when communicating research methods.

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 applicable, student selection procedures are specified. They correspond to the standards of the study program.

The 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

To be eligible for admission to the Master's studies program, candidates must have completed a Bachelor's degree from undergraduate studies in compliance with

Law No. 288/2004 regarding University studies. They may also hold a Bachelor's degree or an equivalent qualification from long-term undergraduate programs established under the Law of National Education No. 1/2011 and no.199/2023. Alternatively, candidates with degrees earned from foreign institutions and recognized by the MNE's specialty directorate are also eligible (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 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 intended 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 program comprises a total of 17 exams and one dissertation project:

No.	Category	Code	No. of Exams
1	Exam	E	15
2	Oral exam	C	2
3	Final Exam	FE	1
	TOTAL CREDITS		120 + 10

The exam session is organized at the end of each semester, lasting three weeks. Students from non-terminal years, not promoted or those who did not appear in

the exam session, have two more possibilities to take their exam, within the outstanding sessions - two weeks in September. Final year students - have only one re-examination session - one week in June (SER 1.2.3).

The curricula have been updated and adjusted according to current legislation so that all educational processes meet the requirements of the Bologna Process and European Credit Transfer System (ECTS) and reflect the policy of balance and synergy between education and scientific research.

The rights of students with physical disabilities to participate in academic activities are safeguarded by Article 118, paragraph 3, of Law No. 1/2011, along with any subsequent changes or additions. Students with physical disabilities have the right to access all University spaces and should have accommodations that cater to their specific requirements, allowing them to engage in academic, social, and cultural activities just like any other student. The University ensures fair and equitable treatment for its students and is committed to preventing discrimination, whether it is positive or exploitative, whether it occurs directly or indirectly. The University upholds the principle that justice is rooted in the fair and equitable distribution of rights and responsibilities. Furthermore, the institution implements rigorous measures to promote non-discrimination, equal access to education and employment, and the elimination of conflicts of interest. It is dedicated to preventing and addressing all forms of corruption, favoritism, and nepotism (SER 1.2).

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.

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 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 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. The 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 considered.

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

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

Summary

The teaching staff is composed of 10 members: three professors, four associate professors and three lecturers. For specialized practice, each student is coordinated by a mentor from the education system, so that in each year of study, depending on the number of students enrolled in the master's program, the University collaborates with as many mentors. The teacher to students ratio is 1:5.

Teaching staff are involved in their continuous development, participating in exchanges of experience through Erasmus programs, conferences, seminars and workshops. The program's operations are overseen by the Faculty Council, consisting of three teaching staff members: the dean and two others, including the scientific secretary and a professor with expertise in instructional education and scientific research, who are tenured at the University. Additionally, a student representative is part of the Faculty Council.

Premises

The Faculty of Psychology and Educational Sciences at "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 and Educational Sciences, there are two specialized laboratories with specific equipment to enhance the learning experience:
 - o The Psychodiagnosis laboratory is 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 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

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 University'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 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.

In order to evaluate the success of the study program, in October 2022, a survey was initiated among the graduates of the last five promotions, aimed at evaluating the relevance of the Master's study program in Education Quality Assurance. The research sample consisted of 118 people.

The evaluation was carried out on the basis of a telephone interview, aiming at the following objectives:

1. Degree of placement in education of the graduates;

2. Upward professional mobility of graduates;
3. The impact of the program on the development of professional skills;
4. Involvement of graduates in the program to increase the quality of education
5. Subjects' perception of the need for the master's program to increase the quality of education

The results highlighted the following:

- all graduates of the master's program in Education Quality Assurance are included in the education system,
- most of them have advanced in their teaching career, occupying the positions of school principals, school inspectors, etc., in ensuring the quality of education at school level, managing financing projects,
- the master's program, according to the subjects, contributed essentially to the improvement of pedagogical performance,
- some of the graduates have published studies and scientific research in specialized volumes and journals,
- all the graduates consider the master's program as fundamental to the training of teaching staff, the goal being to increase the quality of education.

The average number of hours per week is 22-28. The ratio between course hours and applied didactic activities must be 1/1, with a maximum allowed deviation of +50% for applied activities. The hours allocated to the specialized practice and the development of the dissertation thesis will not be taken into account. 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).

In the last five years, 132 students (116 female and 16 male) enrolled in the program and 118 graduated.

Detailed table by semester and gender

an	semester	enrolled	Promoted next year	expelled	licensed	graduates without a dissertation
2017-2018	I	20 (17 F; 3 M)	18 (15 F; 3 M)	2 (2F)		
	II	31 (26 F; 5 M)	-	1 (1M)	30 (26 F; 4 M)	-
2018-2019	I	25 (21 F; 4 M)	24 (20 F; 4 M)	1 (1 F)		
	II	18 (15 F; 3M)	-	-	16 (13 F; 3 M)	2 (2F)
2019-2020	I	32 (29F; 3 M)	20 (19 F; 1M)	6 (6F)	-	-
	II	24 (20F; 4 M)	-	-	23 (19 F; 1M)	-
2020-2021	I	24 (23 F; 1 M)	20 (19 F; 1 M)	4 (4F)	-	-
	II	26 (23 F; 3 M)	-	-	26 (23 F; 3M)	-
2021-2022	I	37 (27 F; 10 M)	37 (27 F; 10 M)	-	-	-
	II	20 (19F; 1M)	-	1 (1F)	18 (17F; 1M)	1 (1F)
2022-2023	I	31 (23F; 7 M)	-	1 (1F)	-	-
	II	38 (28F; 10M)	-	-	-	-

The documents required for admission are annually published on the University's website. Examination criteria related to student performance are established and made available. Additionally, themes for dissertation 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 “Ensuring the Quality of Education”.

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 appreciate the fact that the University continuously develops new study programs like "Ensuring the Quality of Education". The study program is part of the Faculty of Psychology.

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.

Yet, the target group and the unique selling point of the study program are not fully clear.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Ensuring the Quality of Education" fulfils 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:

- The unique selling point and the core objective of the study program should be worked out.
- 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.
- 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 "Ensuring the Quality of Education" is two years (four semesters). The study program comprises a total of 17 modules, out of which all modules are mandatory. The language of instruction is Romanian. The Master study program "Ensuring the Quality of Education" 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 “Ensuring the Quality of Education” 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.

In addition to the experts' recommendations, the Accreditation Commission advises awarding an appropriate degree, taking into account the national guidelines.