

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 "Psychology",  
Bachelor of Psychology**

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## List of Contents

1	Introduction.....	5
2	Information about the University .....	8
3	Overview .....	10
	3.1 Procedure-related documents.....	10
	3.2 Structural data of the study program .....	12
4	Expert Report .....	13
	4.1 Program aims and their implementation.....	14
	4.2 Structure of the study program .....	16
	4.3 Admission and Feasibility .....	25
	4.4 Examination system and transparency .....	27
	4.5 Teaching staff and material equipment.....	30
	4.6 Quality assurance .....	34
	4.7 Gender equality and equal opportunities .....	40
5	Conclusion .....	41
6	Decision of the accreditation commission.....	43

## 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 criteria<sup>1</sup>:

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

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<sup>1</sup> 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 and Romanian specific 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 habilitation 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 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 Bachelor's study program "Psychology", 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 "Psychology":

Annex 01	Curriculum
Annex 02	Teaching Staff List
Annex 03	CVs
Annex 04	Bibliography
Annex 05	Declaration
Annex 06	Executive Summary
Annex 07	Module descriptions

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

Annex A	Practice Regulations
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Annex B	Student Rights
Annex C	International Relations Regulations
Annex D	Erasmus Recognition
Annex E	Student Activity Regulations
Annex F	Didactic Workload Regulations
Annex G	Teachers Selection and Promotion
Annex H	Tutoring and Mentoring Regulations
Annex I	Regulation for students with disabilities and chronic diseases
Annex J	Students Evaluation Regulations
Annex K	Credit Allocation Regulations
Annex L	Organization and Functioning Continuous Professional Training and Operational Programs Department
Annex M	Undergraduate and Dissertation Exam Organization
Annex N	Teaching Staff Evaluation
Annex O	Admission Procedures
Annex P	Organization and Functioning of 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 Psychology
Title of the study program	Psychology
Degree awarded	Bachelor of Psychology
Form of studies	Full-time, 3 years
Organizational structure	6 semesters of 14 weeks each Classes take place Monday through Friday, 10–18.
Language of Studies	Romanian
Period of education	3 years, 6 semesters of 14 weeks each
Credit Points (CP) according to the European Credit Transfer System (ECTS)	180 CP
Hours/CP	25 Hours/CP
Workload	Total: <b>4,960 hours</b>  Lecture hours: 1,104 hours Practice hours: 1,128 hours Individual work: 2,728 hours
CP for the final paper	10 CP for the final thesis
Launch date of the study program	Winter semester 2004
First accreditation	2005
Time of admission	Fall

Number of available places on the program	100 available places
Number of enrolled students by now	286 since 2017
Tuition fees	3900 Lei

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 "Psychology" 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 Assessment 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 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 general skills emphasized in this context encompass the understanding and practical application of fundamental psychology concepts in clinical, educational, and organizational settings, coupled with the development of research skills and proficiency in an international language.

Additionally, the program focuses on fostering analytical, synthesis, and organizational capabilities, enabling students to adeptly identify optimal solutions for practical challenges and make informed decisions. Students are expected to acquire proficiency in using psychology-specific tools and instruments.

Furthermore, an emphasis is placed on developing teamwork skills and the capacity to collaborate effectively with experts from diverse fields. Finally, the curriculum aims to provide specialized knowledge that is essential for further academic advancement through Master or PhD-level studies (SER 1.3.3).

##### **Labor market**

Psychology graduates are employed as school psychologists, psycho-pedagogues or clinical psychologists in state or private institutions (SER 1.4).

To assess the status of Psychology alumni on the job market, the University initiated an inquiry with graduates from the classes of 2018, 2019, 2020, 2021, and 2022. The following results were revealed (SER 1.4):

Class	No. of alumni	No of degrees granted	Enrolled in master level studies (%)	Employed (%)	
				In the field of psychology	In other fields
2018, 2019, 2020, 2021, 2022.	316	286	38,66%	15,33%	84,67%

### Judgement

From the experts' point of view, the Bachelor study program "Psychology" 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 in „Clinical Psychology and Intervention Techniques through Counseling and Psychotherapy“, „Human Resources Management“ and „Quality Assurance in Education“.

According to the explanation of the University and the students, the employability after the graduation is very high. Almost 40 % of the Bachelor graduates enroll in the Master study program. Yet, only 15% of employed graduates work in the field of psychology. The experts urgently recommend the University evaluating the reasons for this.

### 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)<sup>2</sup> 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 63 modules in the program divided in fundamental 27%, specialized 59%, and 14% complementary modules. 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 three and six.

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<sup>2</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)



The list of modules offered:

Nr.	Title	Sem.	CP
<b>Semester 1</b>			
1	Fundamentals of psychology I (Introduction to psychology)	1	5
2	Experimental psychology I	1	5
3	History of psychology	1	4
4	Developmental psychology I (Child psychology)	1	3
5	Personality psychology	1	4
6	Psychology of education	1	3
<b>Optional modules</b>			
7	English I	1	4
8	French I	1	4
9	Ethics and academic integrity	1	2
10	Political psychology		2
<b>Total</b>			<b>30</b>
<b>Semester 2</b>			
11	Fundamentals of psychology II (Psychic mechanisms)	2	5
12	Experimental psychology II	2	5
13	Developmental psychology II (Psychology of adolescent, young and adult)	2	3
14	Genetics of human behaviour	2	3
15	Theoretical bases of psychological assessment	2	3
16	Neuropsychology	2	4
<b>Optional modules</b>			
17	English II	2	4
18	French II	2	4
19	Sociology	2	3
20	Cognitive and clinical neurosciences	2	3
<b>Total</b>			<b>30</b>
<b>Semester 3</b>			
21	Social psychology I	3	4
22	Statistics applied to psychology I	3	4
23	Psychopathology	3	3
24	Psychological testing I (Personality psychodiagnosis)	3	4

25	Clinical psychology I	3	3
26	Clinical practice I	3	3
27	Work psychology	3	3
	<b>Optional modules</b>		
28	English III	3	3
29	French III	3	3
30	Advertising psychology	3	3
31	Epistemology	3	3
	<b>Total</b>		<b>30</b>
	<b>Semester 4</b>		
32	Statistics applied to psychology II	4	4
33	Social psychology II	4	4
34	Clinical psychology II	4	4
35	Psychological testing II (Skills and intelligence psychodiagnosis)	4	4
36	Clinical practice II	4	4
37	Cognitive psychology	4	3
	<b>Optional modules</b>		
38	English IV	4	3
39	French IV	4	3
40	The psychopedagogy of the mentally deficient	4	4
41	Atypical developmental profiles	4	4
	<b>Total</b>		<b>30</b>
	<b>Semester 5</b>	5	
42	Organisational and managerial psychology I	5	4
43	Educational and vocational counselling	5	4
44	Industrial practice I	5	4
45	Introduction to psychotherapy	5	3
	<b>Optional modules</b>		
46	Psychology of creativity	5	4
47	Ethno psychology	5	4
48	Psychology of family	5	4
49	Intercultural psychology	5	4
50	Forensic psychology	5	3
51	Psychology of religion	5	3

52	Psychological testing III (projective techniques)	5	4
53	Military psychology	5	4
	<b>Total</b>		<b>30</b>
	<b>Semester 6</b>		
54	Organisational and managerial psychology II	6	5
55	Specialised practice for preparing the bachelor degree thesis	6	6
56	Industrial practice II	6	5
57	Physical education	6	2
	<b>Optional Modules</b>		
58	Cultural anthropology	6	4
59	Logic	6	4
60	Qualitative research methodology	6	5
61	Superior data analysis	6	5
62	Speech therapy	6	5
63	Psychiatry	6	5
	<b>Total</b>		<b>32</b>
	<b>Total:</b>	<b>6</b>	<b>180 + 2</b>

Table 2: Module Oversight

The module description/catalog covers the following aspects: 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).

All modules correspond to the Bachelor's field and study program for which the Curriculum was designed. The curriculum has been crafted to align with ARACIS requirements, adhering to guidelines for the balance of mandatory and elective modules, including fundamental, specialized, and supplementary ones. These supplementary modules have been devised to enhance students' practical knowledge in various fields of psychology (SER 1.3.4).

### **Didactic concepts and multimedia**

The Faculty of Psychology employs student-centered teaching methods, tailored to meet the individual needs, expectations, and goals of both Bachelor's degree students and teaching staff. These methods encompass the use of active-participative teaching techniques, the utilization of technology, such as computer-linked projection systems and audiovisual equipment, to enhance lectures and other activities, and maintaining ongoing teacher-student dialogues via electronic mail. The strategies employed include a demonstration-based learning method for presenting key concepts, critical thinking strategies to foster independent thought and debate, as well as action-oriented approaches like computer-assisted instruction, experiments, case studies, and role play, with the selection of strategies dependent on the subject's characteristics (SER 1.2.4)

Furthermore, the curriculum integrates electronic and multimedia forms of teaching and learning through platforms like Teams, offering a wide range of online educational models to support teaching, learning, and assessment activities. It aims to replicate the school environment in a digital medium, using interactive courses with multimedia components (SER 1.2.5).

### **Practical relevance**

Internships occur under the guidance of module coordinators, who oversee clinical and industrial specialized practices, as well as research practice for Bachelor's thesis preparation. These activities are conducted in collaboration with external institutions, with a Practice Convention outlining the practice's scope and professional skills (Annex A). The facilities for teaching and research adhere to international best practices in terms of technical standards, safety, and hygiene.

The internship is supported and supervised by instructors from the University, ensuring that practical contents align with the study program's objectives. Quality assurance measures include practical instructors who hold University degrees in Psychology and have pedagogic training.

The internship portfolio includes educational objectives to be achieved, the proficiencies to be acquired by such an internship, as well as the ways of conducting the internship (Annex A).

Throughout the conduct of the internship, the student, under the guidance of the tutor, shall fill in the internship portfolio with the identification data of the student, of the internship partner, and of the tutor, as well as a description of the activities carries out. Each internship portfolio shall be accompanied (where appropriate) by the cogent material for the practical activities undertaken by the student (Annex A).

Upon the conclusion of the internship, the practitioner's evaluation will be conducted by the instructor responsible for overseeing the internship. This assessment will be based on the content of the practice notebook, following consultations with the assigned tutor. The practice notebook should encompass a completed and signed Convention framework, endorsed by all involved parties, the practice portfolio, and an evaluation sheet provided by the tutor. The practice notebook will be supplemented with a certificate verifying that the internship took place at the designated practice partner (Annex A).

The specific approach for evaluating the practitioner's performance will be determined by the internship partner, which may include practical tests or preliminary examinations (Annex A).

Following the comprehensive assessment of the students' practical activities, the transferable credits specified in the Educational Plans and the Framework Conventions for internship development will be awarded (Annex A).

The Faculty of Psychology engages its students, under the guidance of their instructors, in the Communication session for Bachelor and Master students, held in May. This provides a platform for students to present the outcomes of their research studies, often related to their final thesis topics. First and second-year students also present papers on research topics of personal interest. The most outstanding papers are selected for recognition and are published by Risoprint Publishing House. The program encourages Bachelor and Master students to

actively participate in current and future research initiatives alongside their instructors, with these research plans being integrated into the overall strategic plan for scientific development. For instance, one of the research studies conducted by the Faculty of Psychology was undertaken through the "Innovative Student Practice" UDC project (SER 1.2.7).

Studying abroad can be done in the following Universities: Firat University (Turkey), Adnan Menderes University (Turkey), University of Poitiers (France), Cag University (Turkey), University of Malta, Dicle University (Turkey), Dante Aligheri University (Italy) (SER 1.2.9).

### **Judgement**

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

The experts inquired about the impact of the previous accreditation of the study program "Psychology" 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 the 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.

On the one hand, the curriculum consists of the main areas of psychology including general psychology, personality psychology (differential psychology), social psychology, developmental psychology, neuropsychology as well as research methods and some other associated contents. On the other hand, the curriculum seems to be very broad in comparison with international standards. Therefore, the program may harbour the danger to be less deep. The study program includes modules like ethno psychology, psychology of religion, management psychology, forensic psychology, military psychology. Nevertheless, main psychology contents are included. Moreover, philosophical contents enrich scientific thinking.

The study program's goal is to teach students basic as well as specialized knowledge in the field of psychology. Graduates should be able to work as psychologists in various fields. According to the COR (Classification of Occupations in Romania) the University provides a list with the following examples of career opportunities: clinical psychologist; psychological counselling psychologist; work and organizational psychologist; educational, academic and vocational counselling psychologist; psychologist in the specialization psychology applied to national security; forensic psychologist; psychotherapist; school psychologist; psychology researcher; psychology researcher assistant.

The experts agree with the above-mentioned qualification objectives. Moreover, the study program "Psychology" also focuses on qualifying students for social responsibility and personal development throughout all modules. The experts conclude that graduates have good employment opportunities on the Romanian job market.

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

The curriculum of the study program “Psychology” comprises of compulsory and optional subjects. Compulsory and optional subjects are an obligatory part of the curriculum. Regarding the optional modules, students have a choice between two (or more) modules. The experts take note of the large range of diverse contents. The program considers exceptional interests e.g. cultural anthropology or psychology of creativity. Furthermore, the consideration of other languages (English and French) is highlighted by the expert group. The experts appreciate the optional modules which complete the offered courses well. Furthermore, looking at the module descriptions there are mostly references to outdated Romanian literature; thus, the international state of the art is not considered sufficiently. The experts recommend to update the literature in the study program to international standards. The outcome of English language courses could be enhanced by using scientific English-language literature.

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 (22 CP) is part of the curriculum. The practical activities are carried out in the following forms: clinical practice (during semesters three and four), industrial practice (during semester five and six), and specialized practice for preparing the final thesis (during semester six). 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. Nevertheless, the University should try to collaborate with international employers to offer the students perspective and various possibilities for practical training.

The expert group points out that also research elements are integrated in some modules. In order to write the license thesis, students have to take part in the module “Specialized practice for preparing the bachelor degree thesis” (6 CP)



which takes place during the sixth semester and is supervised by the license project coordinator. 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 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 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 procedures for University studies are detailed in Cap. 3 of Annex 12. For undergraduate studies, candidates must be high school graduates with a baccalaureate degree or an equivalent diploma. Master's studies require candidates to hold a Bachelor's degree, either from undergraduate studies in line with national education laws, long-term undergraduate studies under the Law of National Education, or studies conducted abroad and recognized by the relevant authorities. Candidates from EU Member States, European Economic Area countries, and the Swiss Confederation can also apply under the same conditions as Romanian citizens, including tuition fees. In programs with Romanian language instruction, foreign citizens must provide a certificate of proficiency in the Romanian language, either from authorized institutions or accredited foreign institutions recognized by Romania. Candidates can apply for a maximum of two study programs simultaneously, regardless of the educational institutions offering them (SER 1.5.1).

The admission requirements for undergraduate and graduate studies during the July/September sessions are explicitly outlined in Annex 14, which specifies that only high school graduates with a baccalaureate diploma or BA diploma are eligible to enroll (SER 1.5.1).

### **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.

According to the University, the number of applications to study “Psychology” currently exceed the number of available places by far. The experts welcome the high number of applicants.

Furthermore, 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.

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 assessment of knowledge is conducted through various methods, including written and/or oral exams, projects, midterms, and tests (refer to Annex 9). To successfully complete a subject and earn ECTS credits, one must pass all the required assessments specified in the syllabus and curriculum. This also involves meeting the minimum qualifications and grades established by the ECTS allocation and acquisition system. None of the assessment components are considered optional (SER 1.2.3)

Throughout the curriculum, exams take place in two sessions, February and June. In the first year, there are 16 exams; in the second year, there are 17 exams; and in the third year, students undertake 15 exams. One week of September is allotted to the re-examination session.

The curriculum has been updated and adjusted according to current legislation so that all educational processes meet the requirements of Bologna Process and European Credit Transfer System (ECTS), and reflect the policy of balance and synergy between education and scientific research (SER 1.2.3)

Students with physical disabilities have specific rights under the law. They are entitled to full access to University facilities and spaces tailored to their needs for academic and social activities. Discrimination, whether positive or exploitative, is strictly prohibited, and fairness and equity are emphasized. The University is

committed to non-discrimination and equal opportunities in education and employment, actively working to prevent corruption and favouritism (SER 1.2.3).

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 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 comprises a total of 18 professors: 15 are tenured professors, three are associated. The ratio is 18 teachers to 239, so 1:13 (SER 2.1.1).

From the total of 1104 course hours, 25% are held by professors (276 hours), 27,89% by associated professors (308 hours) and 47,10% by lecturers (520 hours).

Considering that the majority of the teaching staff of the Faculty of Psychology are psychologists, with a certificate/practice license, each year they must attend professional qualification courses in different specialisations (Clinical, Industrial, Educational Psychology, etc).

## **Premises**

The Faculty of Psychology 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, there are two specialized laboratories with specific equipment to enhance the learning experience:
  - o The Psychodiagnosis laboratory, equipped for various diagnostic assessments.
  - o The Experimental Psychology laboratory, 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 m<sup>2</sup>. The reading room is 38% of the area and can simultaneously accommodate approx. 200 students. Collection of treaties, books, course-books, magazines and periodicals comprises over 39000 volumes, over 18,000 titles (SER 2.3.2).

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

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

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



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

### **Judgement**

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

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

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

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

In discussions with students and teaching staff, it became clear that an elevator is necessary to support students with disabilities and chronic illnesses and to

guarantee the accessibility for students and staff. The experts highly recommend equipping the building with an elevator.

### **Decision**

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

### **4.6 Quality assurance**

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

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

### **Summary**

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.

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).

Number of graduates in the cohorts from 2019 to 2022:

Academic year	Year of study	Total	Advanced to next year	Withdrawn	Graduates	Awarded degrees	Study interruption
2021-2022	I	94		24	-	-	-
	II	75		4	-	-	2
	III	80	-	3	10	65	-
2020-2021	I	100	72	24	-	-	3
	II	85	78	6	-	-	1
	III	71	-	2	7	60	-
2019-2020	I	100	83	17	-	-	-
	II	77	69	6	-	-	-
	III	69	-	11	3	53	-

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).

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 our website. Additionally, themes for bachelor's theses are proposed at least 6 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 "Psychology".

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 positive development of the University over the last five years since the last accreditation of the study program "Psychology".

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

Based on the information from written documents and the results of the site visit, the experts concluded that the Bachelor study program "Psychology" 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 reaccreditation of the study program.

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

- The reasons for the high number of graduates working in fields outside of Psychology should be evaluated
- an overall research strategy including faculty goals and long-term strategic considerations about a coherent research policy and research topics should be developed
- the literature in the study program should be updated to international standards.
- 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 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 "Psychology" is three years (six semesters). The study program comprises a total of 63 modules. The language of instruction is Romanian. The Bachelor study program "Psychology" is completed with awarding of the academic degree "Bachelor of Psychology". Admission takes place every fall

semester. The first cohort of students was admitted to the study program in the academic year 2004/2005.

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

The Bachelor study program "Psychology" 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.