Assessment Report

**for the Application of
"Dimitrie Cantemir" University of Targu Mures, Romania
for the Reaccreditation of the Study Program "Teacher Training Program"
Postgraduate study program**

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Decision   **May 14, 2024**

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1 Introduction

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

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria[1]:

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

The University conducts scientific research through its faculties and Research Centre, addressing fundamental and applied research topics based on demand. The University 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, the research efforts have yielded publications such as books, courses, articles, PhD and graduation theses. The University also actively involves Bachelor and Master students in organizing annual national and international scientific events (SER 3.1.1).

Information on the department

The Teacher Training Department (TTD) at the University was founded in 2009. It received accreditation from ARACIS on June 25, 2009, and was officially approved by the Minister of Education, Research, and Youth through Order No. 3027 dated January 14, 2010, to commence its operations in the academic year 2009–2010.

As of the present moment, the TTD has a total of 553 students enrolled, with 314 students at level 1 and 239 students at level 2 of the training program for teaching careers. Additionally, there are 160 applications under evaluation for admission to level 1 and 90 applications under evaluation for level 2. The Teacher Training Department offers two study programs:

- Training Program for the Teaching Career, 1st Level (Basic)
- Training Program for the Teaching Career, 2nd Level (Advanced)

3 Overview

3.1 Procedure-related documents

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

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Training Program for Teaching Career, 1st Level (basic); Training Program for Teaching Career, 2nd Level (advanced)" (hereinafter "Teacher Training"), 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 "Teacher Training":

Annex 01	Curriculum
Annex 02	Modules
Annex 03	List of Teaching Staff
Annex 04	CVs
Annex 05	Declaration
Annex 06	Executive Summary

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

Annex A	Practice Regulations
Annex B	Student Rights

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

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

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

3.2 Structural data of the study program

University	Dimitrie Cantemir University of Târgu Mures
Faculty/Department	Teacher Training Department
Title of the study program	- Training Program for Teaching Career, 1st Level (Basic) - Training Program for Teaching Career, 2nd Level (Advanced)
Degree awarded	Graduation certificate of the psycho pedagogical training program
Form of studies	Full-time, mainly online
Organizational structure	The program consists of 2*14 weeks (14 for each level). 28 hours per week with a maximum of 8 hours per day
Language of Studies	Romanian
Period of education	2 Semesters of 14 weeks
Credit Points (CP) according to the European Credit Transfer System (ECTS)	Level 1: single specialization, 35 ECTS; double specialization, 40 ECTS Level 2: 30 ECTS Total: 70 or 75 (if double specialization)
Hours/CP	25 Hours/CP
Workload	Total (for both levels): **1,500 hours** Contact hours: 610 hours Individual work: 890 hours
CP for the final paper	5 CP for the final paper of Level 1 5 CP for the final paper of Level 2

Launch date of the study program	Winter semester 2009/2010
First accreditation	January 2010
Time of admission	Enrollment takes place in July and September of each year
Number of available places on the program	600 places for Level 1 600 places for Level 2
Number of enrolled students by now	Level 1: 314 students; Level 2: 238 students,
Tuition fees	3500 RON

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 "Teacher Training" 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 Teacher Training Department 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 Teacher Training programs at the University aim to equip future educators with a comprehensive set of competencies essential for the teaching profession. These competencies encompass a wide range of knowledge, skills, motivations, and attitudes that facilitate effective professional conduct in various educational contexts. The key areas defining these competencies include:

- Specialty-specific competencies, tailored to the specific disciplines of education and the teacher's role
- Pedagogy and educational psychology, focusing on the principles and practices of teaching and learning.
- Didactics and specialist didactics, which involve the methodology of teaching and content delivery.
- Educational management and school legislation, addressing administrative aspects of education.
- Information and communication techniques applied in teaching, learning, institutional management, and data handling.

- Interdisciplinary and transdisciplinary areas, fostering alternative teaching strategies, research, innovation, communication, and partnerships with the social environment.

The program for teacher training aligns with the European Qualifications Framework (EQF) and National Qualifications for Higher Education (NQHE) and is organized around three categories of competence:

a. General competencies:

- Ability to learn and adapt.
- Proficiency in the concepts and methodology of science education.
- Effective communication skills for professional interactions.
- Cognitive analysis and evaluation of socio-cultural and political contexts.
- Competence in using computers and information communication networks.

b. Specific competencies:

- Skills for planning, executing, evaluating, and self-assessing the teaching process.
- Logical structuring and implementation of pedagogical content.
- Use of information technology in educational activities.
- Ability to employ differentiated teaching approaches.
- Organization and management skills.
- Effective communication and relationship-building among learners.
- Knowledge of educational principles, characterization, and basic counseling.
- Implementation of intercultural practices in education.
- Functional use of school documents.
- Development and management of school-community partnerships.
- Design and drafting of professional development projects.

c. Transversal competences:

- Autonomy and responsibility.
- Open, honest, cooperative, and responsive communication.

- Analysis and interpretation of values in various contexts.

- Emotional intelligence and adaptability in communication.

- Acceptance of external evaluation.

- Moral integrity, character balance, critical thinking, and advocacy for positive social values.

These competencies collectively prepare aspiring educators to excel in their teaching roles, ensuring their effectiveness and adaptability in diverse educational settings (SER 1.3.3)

Labor market

Completing the Teacher Training program at this University offers graduates the opportunity to pursue teaching positions in secondary education, based on the following criteria:

- Level I (initial) certification enables graduates to teach in early childhood, preschool, primary, middle, and lower-cycle high school with a minimum of 30 transferable credits from the teacher training program.
- Level II (expansion) certification allows graduates to teach at all levels of pre-university education, provided they have accumulated a minimum of 60 transferable credits (combining 30 credits from level I and 30 credits from level II) and have completed specific higher education programs (SER 1.4.1).

In 2022, there were a total of 5,163 vacant teaching positions in pre-university education, according to data from Titularizare 2022. Additionally, the Ministry of Education responded to demand from the education system by adding another 1,175 vacant positions before the start of the school year. Projections for 2023 indicate a significant increase in available teaching positions, with an estimated total of over 10,000 positions (portalinvatamant.ro) (SER 1.4.2).

This growing demand for teaching positions is reflected in the increasing interest in enrolling in teacher training programs. Comparing enrollment numbers over the past few academic years:

- In the academic year 2019-2020, there were 92 level I and 88 level II graduates.
- In the academic year 2020-2021, the numbers surged to 575 level I and 246 level II graduates.
- In the academic year 2021-2022, there were 579 level I and 590 level II graduates (SER 1.4.2).

Judgement

From the experts' point of view, the study program "Teacher Training" 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 University explains the high demand for teachers in the country and the associated development of the study program. The same program takes place at different Universities in the country.

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

Decision

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

4.2 Structure of the study program

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)[2] and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

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

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 is standardized throughout the country. Level 1 comprises eight modules: three fundamental and four specialized courses; Double specialization students take one extra course. Level 2 is composed of six modules: two fundamental teacher training modules, two practical training modules, and two optional modules. All modules have to be completed within two semesters. Practice modules take place in both levels.

The list of modules offered:

Nr.	Title	Sem.	CP
	Level 1		
1	Educational Psychology	1	5
2	Pedagogy I (The Fundamentals of Pedagogy. Curriculum Theory and Methodology)	1	5
3	Pedagogy II (Instruction Theory and Methodology. Assessment Theory and Methodology)	1	5

4	Classroom Management	1	3
5	Didactics of the Specialization A	1	5
6	Didactics of the Specialization B (double specialization)	1	5
7	Computer Assisted Training	1	2
8	Teaching Practice in Compulsory Pre-university Education (1)	1	3
9	Teaching Practice in Compulsory Pre-university Education (2)	1	2
10	Graduation Exam	1	5
	Total		**40**
	Level 2		
11	Adolescents', Young People's and Adults' Psychology and Pedagogy	2	5
12	Educational Programs Design and Management	2	5
13	Didactics of the Domain and Development in the Didactics of the Specialisation	2	5
14	Teaching Practice (in Secondary School and Tertiary Education)	2	5
15	Optional modules (choice of 1): - Educational Communication - Counseling and Guidance - Educational research methodology - psychopedagogy of learning - integrated education	2	5
16	Optional modules (choice of 1): - Sociology of education - School organization management - Educational policies - Intercultural education - Contemporary pedagogical doctrines	2	5
17	Graduation Exam	1	5
	Total		**35**
	Total:	**2**	**75**

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).

As described in the modularization structure, the program curriculum is divided into three components: the core curriculum, extended curriculum, and optional curriculum, following the guidelines outlined in the Curriculum for Teacher Training programs as per Ministry Decree 4139/2022.

> Core Curriculum (Compulsory for both levels 1 and 2):
> - Fundamental psychopedagogic training subjects (18 credits)
> - Didactic training and specialized practical training subjects (12 credits)
>
> Extended Curriculum (Compulsory for level 2 certification):
> - Subjects for further psychopedagogic training (10 credits)
> - Subjects for didactic training and specialized practical training (10 credits)
>
> Optional Curriculum (Compulsory for level 2 certification, students choose from two subject packs, each worth 5 credits):
> - Students select one subject from each of the two optional subject packs provided by the curriculum for level 2.

The curriculum emphasizes the development of digital skills as part of the future teacher's skill set. The didactic training and specialized practical training subjects, as well as the extension subjects for didactic training, all include learning units designed to build, develop, further, or expand digital skills.

Didactic concepts

The teaching methods employed in the program are student-centered and focused on enhancing student learning based on their specific needs, expectations, and goals. Several strategies are used to achieve this, including the implementation of new teaching methods and procedures, active-participative methods, fostering knowledge of perception, attitude, and mentality among both students and

teaching staff, utilizing technical and internet support for educational purposes, making use of well-equipped laboratories, employing computer-linked projection systems and audiovisual equipment to enhance lectures and other activities, and maintaining ongoing teacher-student communication through electronic mail.

The strategies used in the program include:

- Learning based on demonstration, particularly when presenting axioms, postulates, definitions, or conclusions involving valid assumptions and rational-deductive reasoning. This method transforms learning content into interrogative or descriptive statements, clarifying the dynamic core of the subject, and emphasizing its scientific-teaching value.
- Analytical and synthetic techniques are applied to separate components, understand their relationships, and reconstruct the whole, ensuring logical consistency and argumentative rigor. Segmentation into logical steps is essential, followed by exercises to transfer knowledge to other areas of academic learning.
- A critical thinking strategy encourages independent learning, personal opinions rooted in rational and argumentative foundations, and the generation of original ideas and solutions. It promotes constructive engagement, respect for diversity of opinion, and academic debate, fostering autonomous and collaborative learning.
- Action-based strategies include computer-assisted instruction (CAI), experiments, case studies, and role-playing. These strategies are selected by teaching staff based on the subject's characteristics.

In conclusion, the program places the student at the center of the teaching activity. It aims to develop practical skills required for the profession as well as transversal skills such as communication, teamwork, cooperation, involvement, and responsibility. Teaching methods that prioritize the student, including simulation, role-play, modeling, project-based learning, case studies, brainstorming, and practical exercises, are used to foster problem-solving abilities,

adaptability to various contexts, the integration of theory with real-life practice, critical thinking, and self-reflection (SER 1.2.4).

Part of the didactic activities carried out within the psycho-pedagogical training program for certification in the teaching profession is carried out by the use of "electronic, computer and specific synchronous communications" resources, in accordance with the Minister's Order No. 4139/2022 of June 29, 2022. It uses Microsoft Teams platform for synchronous sessions, ensuring equal participation opportunities for students from various regions, including other European countries. Microsoft Teams offers features such as recording sessions, chat, personalized backgrounds, raising hands virtually, participant lists, and integration with interactive tables and displays.

This platform facilitates collaboration, communication, personalization, assignment creation, grade recording, note-taking, and integration with third-party educational tools. It also supports audio, video, and screen sharing for interactive learning experiences. The "Conversation" tab acts as a social media channel for discussions, file sharing, co-editing Microsoft 365 files, and collaboration (SER 1.2.5).

Practice information

The practical training takes place in schools agreed upon in collaboration with the School Inspectorate. It is supervised by teaching staff from these schools, serving as authentic models for the profession, covering pedagogy, science, didactics, and ethics.

Instructors from the Teacher Training Department (TTD) are designated as supervisors and are responsible for planning, organizing, and monitoring student attendance during practical training. They work alongside mentors from the partner schools to establish study topics and professional skills for the training period. Continuous evaluation occurs throughout practical training, assessing professional skill acquisition, student behavior, integration into the organization, discipline, punctuality, responsibility, and completion of tasks specified in the practical training portfolio. A colloquium concludes the practical training,

evaluating acquired skills based on portfolio documents, determining grades, and credit points as per Europass regulations.

The objectives of the practical training align with the study program's goals, aiming to consolidate specialized training, build necessary teaching skills, and prepare students for their chosen field in the teaching profession. Activities during practical training include observing the educational process, characterizing students, planning and designing lessons, teaching, understanding educational institution management, and conducting a final lesson.

Quality assurance is maintained through the appointment of practical training mentors, selected based on methodical and didactic mentorship experience in relevant subjects. Mentors and the TTD maintain close contact for efficient communication and collaboration. The partnership between TTD and practical training institutions is formalized through a partnership agreement, outlining responsibilities and obligations for both parties (SER 1.2.5)

For further details on practical relevance consul Annex A 'Practice Regulations.'

Judgement

The "Teacher Training Program" is affiliated with the Teacher Training Department. 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 study program's goal is to train students in order to become qualified teachers. Regarding the objectives of the "Teacher Training Program", the University explains that competencies are defined as integrative knowledge, skills, motivations and attitudes that mediate the professional conduct and ensure expert action in specific contexts for the teaching profession. The main areas that define the adequate skills for the teaching profession which are designed, operated and evaluated by the teacher training programs are: 1. the specialty according to the disciplines of education and teaching position held by the teacher; 2. pedagogy

and educational psychology; 3. didactics / specialist didactics; 4. educational management and school legislation; 5. information and communication techniques applied in teaching and learning, in institutional management and data management; 6. inter- and transdisciplinary areas aimed at alternative and complementary training strategies, research and innovation, communication and partnerships with the social environment, etc.

The experts agree with the above-mentioned qualification objectives. Moreover, the "Teacher Training Program" 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 expert group highlights that the educational plan of the Teacher Training Department is established on a national level. The curriculum of the "Teacher Training Program" comprises of 1. a core curriculum for level I and II: Fundamental psycho-pedagogical training disciplines and specialty didactic and practical training disciplines, 2. an extended curriculum in level II: Psycho-pedagogical training extension disciplines and specialty didactic and practical training extension disciplines, 3. an optional curriculum in level II: one discipline is chosen. The experts especially appreciate the optional curriculum which complete the courses offered very well. The program is also well structured; modules are described in detail (e.g. with objectives, aimed competences, content and literature) and the program is relevant as the intended career is clear. Moreover, the program offers different training levels (from initial training to adult education).

Alongside the theoretical curriculum, practical training is part of the curriculum. The pedagogical practice is conducted in the units of practice with which the University has signed a contract. The practical training is coordinated by a representative of the University and by mentors in the training schools. They are teachers, with various degrees of expertise in education, they hold Bachelor and Master diplomas, and some have PhDs. The students are assigned to mentors according to their specialization.

Level I has the following practical training modules: 1. "Teaching practice in compulsory pre-university education 1", which consists of observing practice, and 2. "Teaching practice in compulsory pre-university education 2" which consists of demonstrative practice. Level II contains the practical training module "Teaching practice (in Secondary School and Tertiary Education)".

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. Especially considering the brevity of the program, the experts recommend more practical hours for teaching within the program. Unfortunately, the number of practical hours is defined and can't be changes be the University.

The TTD has its own scientific research plan included in the strategic plan of the University. According to the University, the TTD conducts scientific research programs and structures its own research and in collaboration with other research structures within HEIs in the scientific area of educational sciences, psychology, sociology, integrated/interdisciplinary studies. The study program contains one optional module "Educational research methodology". It is recommended to include a mandatory research module in the study program even tough research is not a priority in the study program. TTD is rather a practice-oriented study program.

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

In accordance with Decree No. 4139 dated June 29, 2022, enrollment in the postgraduate Teacher Training Program is contingent upon submitting an application file for evaluation by the admissions committee. For entry into the 30-credit Level I teacher training program, candidates must hold a diploma from various study categories, including Bachelor's or Master's degrees, long-term higher education, specific postgraduate programs, professional reorientation programs, or short-term University studies. Level II teacher training program entry requires either graduation from Level I or meeting the conditions through alternative qualifications, such as Master's degrees, long-term University studies, or postgraduate programs with a minimum duration of 1.5 years.

Additionally, the Council of Administration's decision mandates that applications be considered only from graduates in fields where the Teacher Training Department (TTD) has specialized teaching staff. Application files must include various documents, such as identification copies, certified study documents, and linguistic competence certificates. Medical certificates affirming the absence of contagious diseases are also required. Level II applications additionally demand proof of Level I completion and related qualifications.

The assessment process entails the evaluation of an interview sheet by the admission committee. The interview sheet addresses the candidate's motivation, their perception of teacher qualities, self-assessment as a teacher, views on the education system and the teaching profession, and clarifications based on committee members' observations. Each committee member independently assesses the interview answers, granting an "accepted" or "rejected" result. The committee's decision is final, and no appeals are accepted (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 "Teacher Training" are currently very high. The experts welcome the demand.

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

Number and types of module exams:

Level 1 Teacher training program

No.	Category	Code	No. of modules
1	Examinations	E	5 +1 (double specialization)
2	Oral Exams	C	3
3	Final Exam	FE	1
	TOTAL		6 E +1 E (double specialization) +3C + 1 EF

Level 2 Teacher training program

No.	Category	Code	No. of modules
1	Examinations	E	5
2	Oral Exams	C	1
3	Final Exam	FE	1
	TOTAL CREDITS		5 E+1C + 1 FE

The examination session takes place at the end of each level (after the 14 weeks of didactic activity). Two re-examination sessions exist after the initial exam session.

Within the Teacher Training program, both the curriculum and credit granting criteria for each module are established by Ministry Decree No. 4139/2022 of July 29, 2022, regarding the approval of the Framework-Methodology for organizing teacher training for the purpose of certifying skills in the didactic profession by specialized departments within accredited higher education institutions.

The rights of students with physical disabilities to carry out academic activities are provided by art. 118, paragraph (3) of Law No. 1/2011, with subsequent modifications and completions. Students with physical disabilities have the right to have access to the totality of University spaces and to have space tailored to their needs so that they can carry out academic, social, and cultural activities in a normal manner. The University students will be treated fairly and equally. The University adopts firm measures for non-discrimination and equal opportunities in

access to education, employment and programs to eliminate conflicts of interest, to prevent and combat all forms of corruption, favoritism and nepotism (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).

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. 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

Professors		Associate Prof.		Assist. Prof.		Junior lecturers		Specialists		Practical training tutors or mentors	TOTAL
6	17.6%	12	35.3%	9	26.4%	6	17.6%	1	2.9%	27	
34										27	**61**

Teaching positions within the Teacher Training Department (TTD) are filled in accordance with legal norms (G.D 404/2006 and G.D. 1418/2006) with the goal of adhering to legal requirements and securing tenured teaching staff. The TTD's teaching staff comprises specialists in pedagogy, special pedagogy, psychology,

sociology, special didactics, and other specializations aligned with the institution's mission. During the 2022–2023 academic year, the TTD's organizational structure included 34 positions for professors, associate professors, assistant professors, and junior lecturers, supplemented by 27 teaching practice mentors responsible for middle and high school education. All TTD teaching staff members hold a PhD title, with varying percentages in different academic ranks, and they possess specialization in the field of training students, pedagogical competences, and experience in science education programs. The TTD director is a full-time University professor at "Dimitrie Cantemir" University Tirgu-Mures (SER 2.1.1).

The organizational chart for the academic year 2022-2023 is built on six level I and six level II cohorts, consisting of 34 teaching positions, to which specialised practical training is added, with 17 mentors for level I and 12 mentors for level II (two of them are mentors for both levels).

Teaching staff distribution in levels is approximately equal, with the average workload being 25 hours a week for level I and 18 hours a week for level II, one teacher's workload not exceeding 16 hours (teaching, tutoring, evaluation) (SER 2.1.1).

The teacher to student's ratio is 1:19.

The Teacher Training program and department is overseen by the Department Council, which comprises three teaching staff members, including the director, a scientific secretary, and a professor with expertise in instructional education and scientific research. This council also includes a student representative. The director serves as the Board Chair and is responsible for executing the department's mission and objectives, making decisions and issuing directives within their authority. The director also represents the department and holds responsibilities for strategy development, organization, coordination, and control. The Scientific Secretary of the Council enforces scientific research management policies for both teaching staff and students, reporting to the Scientific Secretary of the University. Furthermore, the coordination of teaching practice in pre-university education is managed by two school inspectors, the directors of the

practical training facilities, and the school principals where the practical training occurs (SER 2.1.1).

Premises and Library

The University's facilities include twelve course rooms, 17 seminar rooms, and four computer rooms, all equipped with projectors and whiteboards to meet performance standards. Additionally, there are dedicated spaces for each dean's office and secretariat, furnished with office equipment and connected through a computer network. Campus development started in 1998, and the University has progressively realized key campus objectives, including the construction of educational buildings, a library, laboratories, and offices, ensuring that all necessary facilities will be in place upon completion (SER 2.3.1).

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

Preparing University students is facilitated by access to the books of "Serafim Duicu" Library. Services to students and teachers include: on-site services, current bibliographic information, assisting students in the documentation process, guidance, online catalogue, organization of book launches and other scientific events (SER 2.3.2).

Since inter-library exchange is an important way to enlarge the informational fund, "Serafim Duicu" Library maintains links with similar institutions in the country and abroad:

- B.C.U. „Lucian Blaga" from Cluj-Napoca
- Central university library of „Babeş- Bolyai" University;
- Central Library of Petroleum-Gas University of Ploiești;
- Central Library of the Academy of Economic Studies;
- Central Library of Petroșani University;
- Library of „Vasile Alecsandri" University from Bacău;

The University hosts four computer rooms, each with a number of 12 systems for a number of 12-13 students, hence one student / computer; a room which has 23 computers grouped in four departments, which use Intel Pentium Dual Core systems (SER 2.3.3).

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 Departments 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 formers 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.

The practical relevance of the teacher training program is a key indicator of its quality and impact. The practical relevance refers to the degree to which the teacher training program prepares the trainees for the demands and opportunities of their teaching careers and contributes to the improvement of their teaching fields. To evaluate the practical relevance of the teacher training program, the following methods are used:

- Trainee surveys: the department conducted surveys with the trainees of the teacher training program, at one year after their completion. The surveys asked about their current teaching status, job satisfaction, career development, and the applicability of the knowledge and skills they acquired from the teacher training program. The surveys also solicited feedback on the strengths and weaknesses of the teacher training program and suggestions for improvement.

The results showed that the teacher training program has a high level of practical relevance, as evidenced by the following indicators:

- The majority of the trainees reported that they were employed in teaching positions within six months of completion and that they were satisfied with their jobs and careers.

- The trainees indicated that the teacher training program equipped them with the necessary knowledge and skills for their current and future roles and that they were able to apply what they learned in the teacher training program to their teaching contexts and tasks.

- The trainees highlighted the benefits of the teacher training program for their personal and professional growth, such as enhancing their pedagogical, content, and assessment knowledge, as well as their communication, collaboration, and reflection skills.

In accordance with the curriculum for the psycho-pedagogical training program for the teaching profession, the average workload/week of students following Level I

is 10 hours of lectures, 15 hours of applications and pedagogical practice, to which is added the average of 28 hours/week of individual studies, and the volume of average work/week, of students following Level II, is 8 hours of lectures and 10 hours of applications and pedagogical practice, to which is added an average of 35 hours of individual studies/week. 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).

The documents required for admission are annually published on the University's website. Examination criteria related to student performance are established and made available on the University's website.

Various information such as schedules, announcements, etc., are also posted on the website for students to consult. The University is committed to establishing an 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.

Table: Students enrolled, graduates and drop-outs in the past five years

Academic year	Level	Enrolled	Graduated	Dropped out
2017-2018*	I	395	376	19
	II	729	717	12
2018-2019	I	231	203	28
	II	211	202	9
2019-2020	I	105	92	13
	II	95	88	7
2020-2021	I	600	575	25
	II	252	246	6
	I	600	579	21

2021-2022	II	599	590	9

Out of the total number of students who pursued the teacher training course between 2017 and 2022, 63.22 % are female and 36.77% male. Before the academic year 2017-2018 (inclusive), the number of places in the TTD was not limited by relating the two levels, but since the last re-evaluation, which took place in 2018, the number of places has been equal: 600 place for level I and 600 places for level II (SER 1.6.6).

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 "Teacher Training".

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 Universitys'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 "Teacher Training".

The program offers two levels: Level I (initial) certification enables graduates to teach in early childhood, preschool, primary, middle, and lower-cycle high school and Level II (expansion) certification allows graduates to teach at all levels of pre-university education. 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 "Teacher Training" 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 number of practical hours for teaching should be increased
- Research should be a mandatory part of the study program
- the possibilities of going abroad through short-term stays should be expanded. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive and easier to finance for students.
- Creative ways of internationalization, for example internationalization from home or online conferences, to include students in the international scientific community should be sought.

- The buildings should be barrier-free. It became clear that an elevator is necessary to support students with disabilities and chronic illnesses, and to guarantee the accessibility for students and staff.

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 study program requires the obtainment of 70 or 75 (if double specialization) credit points according to the European Credit Transfer System (ECTS). The regulated study period in the program "Teacher Training Program" is one years (two semesters). Level 1 comprises eight modules, level 2 six modules. Double specialization requires one extra module. The language of instruction is Romanian. The study program "Teacher Training Program" is completed with awarding of the academic degree "Certificate of the psycho pedagogical training program".

Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2009/2010.

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

The study program "Teacher Training Program" 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.