

## Annex 22

### Quality assurance handbook – abridged

#### Introduction

Assuring quality involves developing confidence among the public, meaning that the institution of higher education releases an educational, research and artistic offer that meets their expectations, approaches an efficient management and uses human, material and financial resources in an effective manner.

The quality management consists of an aggregate of policies and tools that determine and measure the quality parameters in all fields of activity. It is an integrated part of the university's management.

The efficiency level of academic activity (education and research) is mirrored in the impact they generate upon the socio-economic environment because in a knowledge based society, the university's mission is to contribute to the increase of general well-being through knowledge transfer.

Quality is required in higher education because in the last decades, in the social, political and economic context of globalization and EU expansion deep changes have occurred. These changes are manifested by diversification of national universities, computerization of educational process, emergence of virtual and transnational universities, increase in the number of corporate universities, massification of higher education, loss of monopoly on the production, transmission of knowledge and specialized formation; internationalization of labour market, of student and teaching staff mobility; increase in the competitiveness for a work place that offers personal development opportunities; the continuous character of learning; democratization of education at the system level (decentralization, university autonomy etc.) and process level (the autonomy of teaching staff, the students' opportunity to take individual paths in their training), student centred education etc.

The main documents that regulate the academic activity are:

- “Joint Declaration on Harmonization of the Architecture of the European Higher Education System, the Sorbonne, May 25 1998
- Bologna Declaration, June 19 1999 regarding the definition of “European Area of Higher Education”
- the Communication of the Ministers responsible for Higher Education “Towards the European Higher Education Era”, Prague, 2001;
- the Communication of the Ministers responsible for Higher Education “Realizing the European Higher Education Area”, Berlin, 2003;
- the Communication of the Ministers responsible for Higher Education “The European Higher Education Area: Achieving the Goals”, Bergen, 2005

- the Communication of the Ministers responsible for Higher Education “Toward the European Higher Education Area: responding to challenges in a globalized world”, London, 2007.

With direct reference to quality:

- The Bologna Declaration from 1999 states the necessity to promote European cooperation on quality assurance, to develop comparable criteria and methodologies;
- the Communication of Prague from 2001 explicitly provides European cooperation on quality assurance to draw a compatibility between educational systems and academic qualifications in Europe. It was also promoted the idea of disseminating the experience gathered by higher education institutions in the area of quality assurance and collaboration within ENQA (European Network for Quality Assurance in Higher Education).
- the Communication of Berlin from 2003 shows that the national quality assurance systems should include “A definition of the responsibilities of the bodies and institutions involved; an evaluation of programmes or institutions, including internal evaluation, external review, participation of students and the publication of results, a system of accreditation, certification or comparable procedures, international participation, co-operation and networking” and has been mutually agreed that „each institution of higher education holds responsibility for quality assurance”.

ENQA has been called upon through its members, in co-operation with EUA (The European University Association), EURASHE (European Association of Institutions in Higher Education) and ESIB (The National Unions of Student in Europe) to develop an agreed set of standards, procedures and guidelines on quality assurance to explore ways of creating a system in this area.

According to the principles of university autonomy, the main responsibility for quality assurance in higher educations is held by each institution of higher education. Therefore, the institutions within the national academic system have authentic responsibilities in this area. They have to declare and promote a quality culture that can also be proven.

On national level, quality assurance in higher education is regulated by the following documents: the National Education Law, Law 87/2006 for the approval of Government Emergency Ordinance 75/2005 regarding quality assurance in education; Government Resolution 288/2004 regarding the organization of undergraduate studies; Government Resolution 404/2006 regarding the organization of Master degree studies, ARACIS standards for academic evaluation.

At institutional level, quality assurance related documents are: the University Charter, the University`s Strategy, The Regulation of the Council for Evaluation and Quality Assurance, the Regulation of the Department for Quality Assurance, Quality Manual.

## **The Goal of the Quality Manual**

a) The Quality Manual hereinafter called the Manual provides a comprehensive description of the procedures and methods of quality assurance in the educational and research act within “Aurel Vlaicu University (hereinafter called UAV). The Manual promotes transparency and equity in all measures to improve quality standards in UAV.

b) The Manual is based on the idea that a rigorous and systematic process of quality assurance can play an essential role in maintaining the confidence of all stakeholders in the educational, research and artistic system within UAV. The stakeholders interested in assuring a high quality level in higher education are: present and future students, alumni and the Alumni association, financing institutions and bodies, employers, public institutions, the society in itself.

c) The Manual establishes basic procedures regarding the academic, research and artistic activity;

d) The basic principles that stand at the basis of the Quality Manual are:

1. Promoting corporate governance of the institution
2. Focus on customer (educational quality for students, society and labour market)
3. Leadership (strategic vision in the educational and research system)
4. Non-discriminatory recruitment of staff
5. Assertion of personal skills and autonomy compliance in the educational and research process
6. Focus on tools, results and efficiency
7. Continuous improvement
8. Fact based decision making
9. Promoting self-assessment to identify weak points and strong points in all areas
10. Common benefits guarantee (teaching staff, chairs/departments, faculties, institution)

The application of the Quality Manual is mandatory up to its publication and dissemination.

## **Presentation of “Aurel Vlaicu” University**

### **Identification data:**

Name: “Aurel Vlaicu” University, Arad

Location: Arad, 77 Revolutiei Blvd

Contact: [rectorat@uav.ro](mailto:rectorat@uav.ro)

Phone: 0257/283010

Fax: 0257/280070

Web page: [www.uav.ro](http://www.uav.ro)

Logo:



### **History**

The documents that constitute the history of education in Transylvania and in Arad denote an admirable activism with dramatic effects sometimes, made by Arad intelligentsia to establish a university in these places. The Preparandia (1812), The Clerical Theological Institute (1822), Music Conservatory (1833) anticipated the idea of higher education and the academic projects of some scholars like bishop Ghenadie Raț (in 1850), Ioan Popovici-Desseanu (in 1871, Vasile Goldis (in 1906), Onisifor Ghibu (in 1915), Ion Montani (in 1924). The memoirs of important personalities of Arad from September 18 1940, 11, 20 and 30 January 1945 and August 19 1947, reveal the intelligentsia`s belief and not only its belief that Arad is entitled to become an academic centre thanks to its glorious history. And when it finally had an Institute of Agriculture with two faculties (The Faculty of Zootechnics and the Faculty of Veterinary Medicine) it lasted for only nine years, its right to function being suddenly interrupted. The Institute of Engineers was founded in 1972. It was a university- like type of institution which set the premises for the development of present “AurelVlaicu” University.

The events from December 1989 brought about for the inhabitants of Arad new hopes on academic level. After petitions, meetings, harsh efforts the voice of Arad inhabitants was finally heard. By Government Ordinance 567 of May 18 1990, the Institute of Higher Education was opened, in Arad, on the structure of the Institute for Engineers.

The article of incorporation of “Aurel Vlaicu” University of Arad under the initial name of “The Institute of Higher Education” was based on The Government Ordinance 567/18.05.1990, the Order of the Ministry of Education 7751/1990, which ruled that in the academic year 1990/1991 the institute would contain a faculty, The Faculty of Engineers with the following profiles and study programmes:

-mechanic profile with the study programmes:

- Technology of Machine Building
- Welding Equipment and Technology
- Railway Rolling Stock

-textile profile – leather with the study programmes:

- Spinning – weaving
- Knitwear and garments

- chemical profile with the study programme:

- Textile chemical finishing

- food products technology profile with the study programme:

- Food products technology

The second denomination of the institution was approved by the Romanian Government`s note of 4.01.1991 and the Order of Ministry of National Education no 4894/22.03.1991: “Aurel Vlaicu” University of Arad, as symbol of a continuous flight towards the peaks of science and culture, as a symbol of the creative genius of our nation.

The activity of the Faculty of Theology was approved within the same university in the fall of 1991, based on the Protocol no 9870/30.05.1991 between the Ministry of National Education and Science, State Secretariat for cults and the Romanian Patriarchy.

Based on the Ministry of Education`s address no 1346/ 17.09.1993, an economic profile with two modules came into being within the Faculty of Engineering starting with the academic year 1993/1994.

- Finance and Banks with the study programme: Finance and insurances
- Bookkeeping, accountancy and financial control with the study programme: Financial control and accounting expertise

As a consequence of this expansion, the name of the faculty was changed into the Faculty of Engineering and Economic Sciences. It had functioned under this name until October 1999.

According to Government Ordinance no 866/28.10.1999 the Faculty of Engineering and Economic Sciences was re-organized in two faculties:

- the Faculty of Engineering
- the Faculty of Economic Sciences

Currently, UAV has 9 faculties:

1. Faculty of Engineering
2. Faculty of Food Engineering, Tourism and Environmental Protection
3. Faculty of Economic Sciences
4. Faculty of Educational Sciences, Psychology and Social Work
5. Faculty of Humanities and Social Sciences
6. Faculty of Exact Sciences
7. Faculty of Theology
8. Faculty of Physical Education and Sport
9. Faculty of Design

## **Legal Status**

“Aurel Vlaicu” University of Arad is a distinctive academic community that functions as a state university, financed from the budget and extra budgetary funds according to Romanian Constitution of 1991 and to the legislation of education.

Currently, “Aurel Vlaicu” University of Arad functions based on the prerogatives of Romanian Constitution, Law 88/1993 (regarding accreditation of higher education institutions), Law no 1/2011 (National Education Law) and other documents and regulations regarding the educational system.

Throughout its activity, this institution of higher education respects and promotes European conventions and the recommendations of the European Council on the status of universities, endorsing unconditionally the stipulations of the following documents:

- *The Lima Declaration on Academic Freedom and Autonomy Institutions of Higher Education (1988)*
- *The Magna Charta of European Universities (Bologna, 1988)*

“Aurel Vlaicu” University functions as public institution with legal personality consisting of: faculties, departments, research centres, technical, economic, administrative services, etc.

## **The Mission of “Aurel Vlaicu” University**

“Aurel Vlaicu” University is a public and accredited higher education institution that assumes the mission to promote an excellent development of cultural, educational and field related competences based on innovative knowledge, lifelong learning and interculturality. On the other hand, it will promote its own strategies among the local, regional, national and international community.

The “Aurel Vlaicu” University’s management express the wish to orient and support the changes by generating new knowledge that have as a goal the opening towards society’s needs and the integration in the European area by assuring required resources and direct involvement in the development and proper functioning of this process.

“Aurel Vlaicu” University trains specialists in fields and domains required by the labour market, following the values of democracy, of human personality’s development and contributing to the enrichment of universal knowledge heritage and to the maintaining and development of teaching staff’s, researchers` and students` professional abilities and performance.

The quality and efficiency of services delivered to internal (students) and external customers (economic and social environment) is the reason for “Aurel Vlaicu” University’s success and as a consequence each employer’s first responsibility is to assure quality in the process of education and other subsequent processes by providing high quality educational and professional training to our customers according to the principles of Total Quality Management.

Knowledge and scientific research will also be essential activities. Therefore our research centres will incorporate teaching staff members, researchers and students that would generate knowledge and innovation in the development of science, technology, the socio-economic process and the development of a competitive and attractive intellectual, cultural, social and technical area.

In achieving its mission, “Aurel Vlaicu” University follows, obeys and promotes the principles and objectives listed in the University Charter. These objectives advocate performance in the educational process in order to continuously improve the quality of delivered services and processes. Consequently,

- quality is an important axis in the university’s management;
- we promote creativity and entrepreneurship, as key factor in improving quality;
- we ensure rigor and disciplines, we attract all human resources in the fulfilment of our mission;

- we have a permanent dialogue with the students, the economic environment, society and employers to develop communication channels and a climate that would favour their involvement in the achievement of our quality objectives;
- we plan and systematically assess the activities carried out in the university to improve performance and to use the resources efficiently ;
- we update our educational programmes after an analysis of our customers'` demands and level of satisfaction and we use the results obtained through research to ensure the customers` satisfaction according to labour market demands;
- we ensure a working climate based on responsibility and mutual respect, so that each participant in the process would revalue his/her professional and intellectual potential;
- we ensure improvement in the educational process through a high quality research activity according to the needs and expectations of nowadays science and technology. We involve both teaching staff and students in this activity;
- we will use information technology as a support for continuous improvement of the educational process quality on all organizational levels and by all involved factors;

## PRESENTATION OF THE QUALITY MANAGEMENT SYSTEM

### Identification, interaction and management of processes required by the quality management system

- **Identification of processes**

Four main types of processes are identified within “Aurel Vlaicu” University and namely:

- A. Activity management processes
- B. Resource assurance processes
- C. Production and support processes
- D. Control and improvement processes

The processes within “Aurel Vlaicu” University of Arad that are kept under control according to the reference standard for QMS are shown in *Table 1*

Table 1, QMS processes, person in charge and associated documents

ISO standard	Name of the process	Person in charge	Associated document
<b>A. Activity management processes</b>			
4.1	General management of processes	Rector	Quality Manual, MQ-01
4.2	QMS documentation and QMS document control	QAD Director	QMS document elaboration PS 4.2-01 Document control, PG 4.2-01 Record control, PG 4.2-02 University studies documents` elaboration and control
5.3	Establishment of quality	Rector	Declaration of commitment referring to

	policies and objectives		quality
5.4	QMS planning	DAC director	Programme of QMS projection and implementation
5.5	Allocation of responsibilities and authority	Rector	University Charter University's Internal regulation Job description document elaboration, IL 5.5-01
5.5	Communication	Pro-rector for international relations Heads of department	Quality Manual, MQ-01 Internal communication, PS 5.5-01
5.6	QMS analysis performed by the management	Rector	QMS analysis performed by the management
<b>B. Resource assurance processes</b>			
6.1 – 6.2	Human resources assurance	Rector Head of Human resources department QAD director	Quality Manual, MQ-01, Chapter 6.2. Academic staff development, PS 6.2-01 Scientific development – PhD thesis, PS 6.2-02 Specifications regarding doctoral activity, IL 6.2-01 Paper publication in university's Bulletin, IL 6.2-02
6.3	Infrastructure assurance	Pro-rector for research Technical director	Quality Manual, MQ, chapter 6.3
6.4	Working environment	Pro-rector for	Working environment

	assurance	research Technical director	identification and assurance, IL 6.4-01
<b>C. Production and support processes</b>			
7.1. 7.3	Educational programmes planning and development	Pro-rector for education	University study programme, PS 7.3-01  University discipline, PS 7.3-02  Elaboration of support material for distance learning, PS 7.3-01
7.2	Closure of institutional contract	Rector	Setting the numerous clausus, PS 7.2-01  Staffing schedule, PS 7.2-02
7.4	Supply process	Pro-rector for research  Library director	Supply with materials, PS 7.4-01  Acquisition of publications, PS 7.4-02
7.5	Educational process with the following components:  - Admission  - Didactic process  - Passing exams and graduation	Pro-rector for education	Admission, PS 7.5-01  Didactic process, PS 7.5-02  Passing the exams and graduation, PS 7.5-03  Scheduling of didactic process – Timetable and exams, IL 7.5-01  Student examination and grading, IL 7.5-02
7.6	Support processes for maintenance and services	Pro-rector for research  Technical director  Library director	Lab equipment control, PS 7.6-01  Publication borrowings, PS 7.6-02

<b>D. Control and improvement processes</b>			
8.2	QMS audit	QAD director	QMS internal audit, PG 8.2-01
8.2 8.3	Educational programmes quality monitoring	QAD Director Deans	Customer's satisfaction measurement, PS 8.2-01  Study programme evaluation, PS 8.2-02  Course evaluation, PS 8.2-03  Control of nonconforming product, PG 8.3-01
8.2 8.4 8.5	QMS analysis and improvement	QAD Director Deans	Data analysis, PS 8.4-01  Corrective actions, PG 8.5-01  Preventive actions, PG 8.5-02

- **Identification of interconnections**

Interconnections between the main types of identification processes are presented in Figure 1.

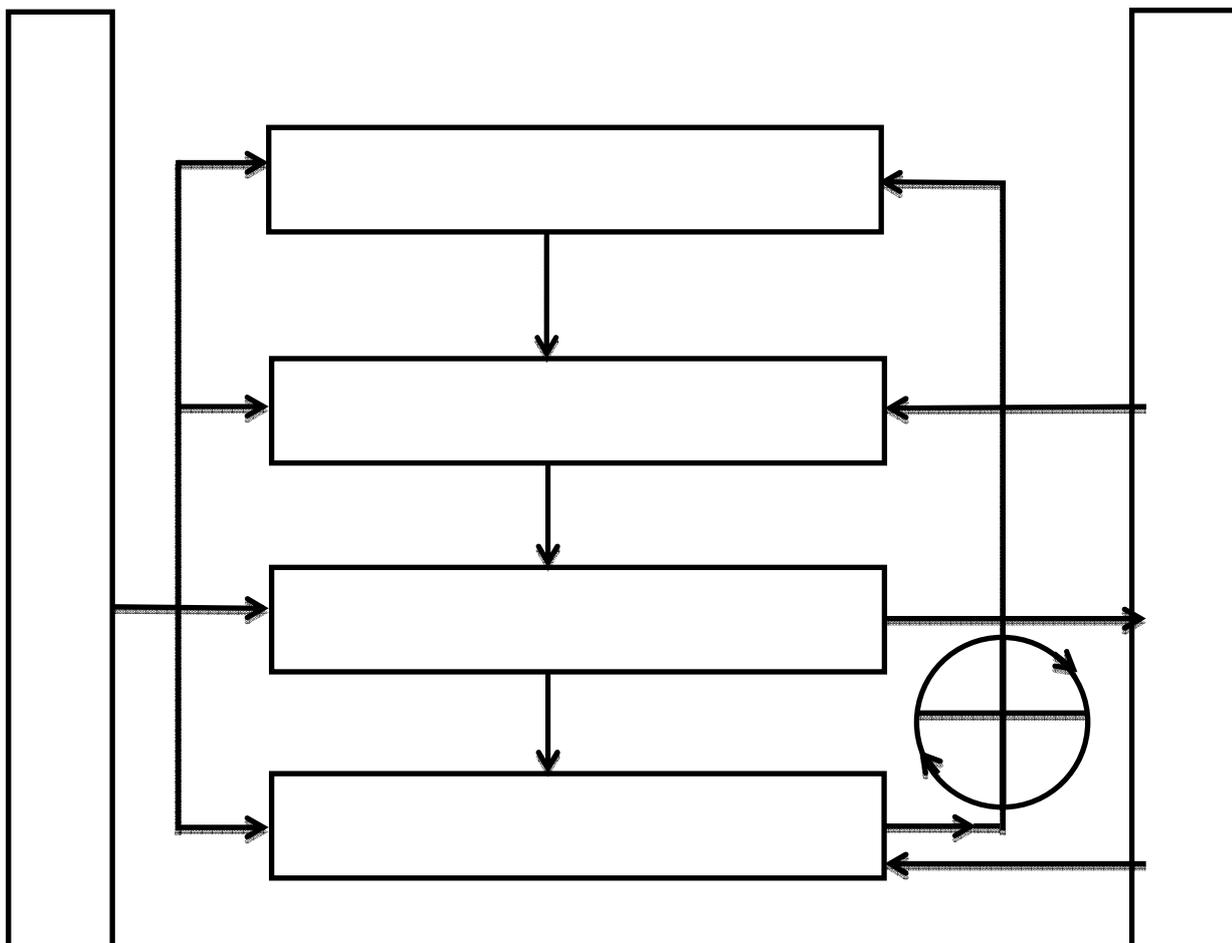


Fig.1 Structure model and QMS process interconnection

The connections between QMS processes contain:

- Vertical connections that consider: management responsibility, resource management, production and support process management and performance assessment through measurement and analysis
- Horizontal connections that consider production and support process management as well as customers' contribution through the demands they have and the level of satisfaction assessment.

The main processes that have been identified are presented in *The map of processes* in Annex 4 of the present Manual.

Each process within QMS framework of "Aurel Vlaicu" University of Arad comprises several activities whose succession is revealed in the process's flux diagram.

- **Process documentation**

Each process is described by a documented procedure, which is elaborated by the departments performing the activity within the process. It plans (describes) in a unitary manner the operation and control way of each QMS process according to PDCA methodology. It also establishes:

- measurable objectives for that process
- entrance date of the process
- person in charge
- methods that assure performance measurement and recordings associated to process monitoring
- resources (human, material, infrastructural, environmental) necessary for the development, control and monitoring of the processes
- associated responsibilities

As planning stage, each procedure contains the flux diagram of process activities.

Each person in charge is at the same time customer and provider for other processes. Thus, the documentation assures the communication of customer's requests according to the chain of processes.

- **Allocation of responsibilities**

The university's management and the ones in charge with activities assign responsibilities for teaching staff and personnel which are stipulated in the job description document. These

responsibilities are drawn according to the map of processes, process` flux diagram and the procedures that document them.

- **Verification and improvement of performances**

Processes are measured according to procedures and instructions and the results are registered in the recordings established by these ones.

The performance measurement results are entry data for management analysis.

SR	Name of request	Field of application	QMS document	Code
EN ISO 9001 standard				
4	Quality management system	UAV	Quality Management Manual	MMC-01-RO
4.1	Legal requests	UAV	Quality Management Manual	MMC-01-RO
4.2	Request regarding documentation	UAV	Quality Management Manual	MMC-01-RO
4.2.1.	Generalization	UAV	Quality Management Manual	MMC-01-RO
4.2.2.	Quality Manual	UAV	Quality Management Manual	MMC-01-RO
4.2.3.	Document control	UAV	Document control procedure	PG 4.2-01
4.2.4	Recording control	UAV	Document control procedure	PG 4.2-02
5	Management responsibility	UAV	Quality Management Manual	MMC-01-RO
5.1	Management engagement	UAV	Management responsibility procedure	
5.2	Customer orientation	UAV		
5.3	Quality policy	UAV	UAV Rector`s Declaration on	

			Quality Policy	
5.4	Planning	UAV	Quality Management Manual	MMC-01-RO
5.4.1.	Quality objectives	UAV	Quality Management Manual	
5.4.2	QMS planning	UAV	Quality Management Manual	MMC-01-RO
5.5	Responsibility, authority and communication	UAV	Quality Management Manual	MMC-01-RO
5.5.1	Responsibility and authority	UAV	Management responsibility procedure and Regulations of organization and functioning	
5.5.2	Management representative	UAV	Management responsibility procedure	
5.5.3	Internal communication	UAV	Communication procedure	PS 5.5-01
5.6	Management conducted analysis	UAV	Quality Management Manual Management conducted QMS analysis procedure	MMC-01-RO PS 5.6-01
6	Resource management	UAV	Quality Management Manual	MMC-01-RO
6.2	Human resources	UAV	Scientific development - PhD procedure Academic staff development procedure	PS 6.2-02 PS 6.2-03
6.3	Infrastructure	UAV	Identification and working place security	IL 6.4-01
6.4	Working environment	UAV	Identification and working place security” procedure	IL 6.4-01
7	Production	UAV	Quality Management Manual	MMC-01-RO
7.1	Production planning	UAV	Setting the numerus clausus	PS 7.1-

			<p>procedure</p> <p>University study programme procedure</p> <p>Staffing schedule procedure and Admission procedure</p> <p>Didactic process' procedure</p> <p>Passing exams and graduation procedure</p>	<p>01</p> <p>PS 7.3-01</p> <p>PS 7.1-02/PS 7.5-01</p> <p>PS 7.5-02</p> <p>PS 7.5-03</p>
7.2	Processes regarding customer relationship	UAV	<p>Setting the numeus claussus procedure</p> <p>Work instructions, staffing schedule</p>	<p>PS 7.1-01</p> <p>IL 7.1-01</p>
7.3	Projection	UAV	<p>Study programme procedure</p> <p>Academic discipline procedure</p>	<p>PS 7.3-0</p> <p>PS 7.3-02</p>
7.4	Supply	UAV	<p>Didactic material procedure</p> <p>Acquisition of publications procedure</p>	<p>PS 7.4-01</p> <p>PS 7.4-02</p>
7.5	Production and service supply	UAV	Quality Management Manual	MMC-01-RO
7.5.1	Educational process control	UAV	<p>Admission Procedure</p> <p>Scheduling of didactic process – Timetable and exams</p> <p>Didactic process procedure</p>	<p>PS 7.5-01</p> <p>IL 7.5-01</p> <p>PS 7.5-02</p>

			Passing the exams and graduation procedure	PS 7.2-03
7.5.2	Validation of didactic process	UAV	Instructions Students' examination and grading	IL 7.5-01
7.5.3	Identification and traceability	UAV	Academic curriculum  Activity report	F03-PS-7.3-01 F07-PS-7.5-01
7.5.4.	Customer's property	UAV	Regulation on student's professional activity	
7.5.5	Product storage	UAV	Quality Management Manual	MMC-01-RO
7.6	Support process control	UAV	Lab equipment control procedure	PS 7.6-01
8	Measurement, analysis and improvement	UAV	Quality Management Manual	MMC-01-RO
8.2.1	Customer satisfaction	UAV	Customer satisfaction measurement procedure	PS 7.8.2-01
8.2.2	Internal audit	UAV	QMS internal audit procedure	PG 8.2-02
8.2.3	Process monitoring and measurement	UAV	Study programme evaluation procedure  Discipline evaluation procedure	PS 8.2-02 PS 8.2-03
8.2.4	Product monitoring and measurement	UAV	Passing the exams and graduation procedure  Working instructions, students' grading and examination  Working instructions,	PS 7.5-03 IL 7.5-01 IL 4.2-

			university study documents	01
8.3	Nonconforming product control	UAV	Nonconforming product control general procedure	PG 8.3-01
8.4	Data analysis	UAV	Data analysis specific procedure	PS 8.4-01
8.5	QMS improvement	UAV	Quality Management Manual	MMC-01-RO
8.5.1	Continuous improvement	UAV	Quality Management Manual	MMC-01-RO
8.5.2	Correctional actions	UAV	Corrective action procedure	PG 8.5-01
8.5.3	Prevention actions	UAV	Preventive action procedure	PG 8.5-02

### **Planning the quality management system (QMS)**

QMS planning is achieved by general procedures, system procedures

QMS planning	QMS documents	Document code
Process planning	Didactic process procedure	PS 7.5-02
	Passing the exams and graduation procedure	PS 7.5-03
Human resources planning	Quality Management Manual	MMC-01.RO
	Academic staff development procedure	PS 6.2-01
	Scientific development –PhD procedure	PS 6.2-02
	Paper publication in university's Bulletin	IL 6.2-02
Material resources and equipment planning	Didactic material supply procedure	PS 74-01
	Acquisition of publications	

	procedure	PS 74-02
Infrastructural planning	Quality Management Manual	MMC-01-RO
Customer relationship planning	Quality Management Manual	MMC-01-RO
Production planning	<p>Passing the exams and graduation procedure</p> <p>Working instructions, students' examination and grading</p> <p>Working instructions, university study documents</p>	<p>PS 7.5-03</p> <p>IL 7.5-01</p> <p>IL 4.2-01</p>
Projection planning	<p>Study programme procedure</p> <p>University discipline procedure</p>	<p>PS 7.3-0</p> <p>PS 7.3-02</p>
Didactic process planning	<p>Passing the exams and graduation procedure</p> <p>Working instructions, students' examination and grading</p> <p>Working instructions, university study documents</p>	<p>PS 7.5-03</p> <p>IL 7.5-01</p> <p>IL 4.2-01</p>
Monitoring and measurement process planning	<p>Study programme evaluation procedure</p> <p>Discipline evaluation procedure</p>	<p>PS 8.2-02</p> <p>PS 8.2-03</p>
Checking the monitoring and measurement equipment procedure	Lab equipment control procedure	PS 7.6-01
Internal information flux planning	Communication procedure	PS 5.5-01
Internal audits planning	Internal audit procedure	PG 8.2-01
Analysis and improvement procedure planning	Corrective and preventive actions procedures	PG 8.5-01

## **Quality management system organization and documentation**

The quality management function is represented within QMS by its components: quality planning and improvement, quality assurance, activities performed by the quality assurance department, by the commission for nonconformity analysis and by the representatives from all area where QMS has been implemented. All activities are under the direct coordination of the management. The management designated its QMS representative, the person occupying the Pro-rector for quality position. The representative assures the interface with the customer on QMS related issues.

UAV Senate has designated the head of the department for quality assurance.

The structure of QMS documents has pyramidal aspect and consists of QMS Manual, general procedures, system procedures and working instructions. The document structure includes recordings generated by the application of above mentioned documents, assuring the demonstrative character of QMS.

## **Quality management system implementation and evaluation**

The implementation of SR EN ISO 9001:2000 standards and the regulations provided by the system documents is assured by operational managers and is controlled by the quality responsible from each area.

The Head of Quality assurance department is responsible for QMS implementation. QMS evaluation for conformity with specified standards as well as for effectiveness and efficiency is performed by internal audits according to the internal audit procedure and based on data analysis according to data analysis procedure.

## **Reference indicators for evaluation and constant improvement of didactic quality**

Reference indicators	Target values of UAV
Rules, values, objectives	The graduates acquired necessary knowledge to be able to activity in the area of competence, have the ability to work in team, can integrate in the society

	<ul style="list-style-type: none"> <li>• The percentage of graduates that have been employed (or are freelancers) during the 1<sup>st</sup> year after graduation and the percentage of students that undergo a higher level of training</li> <li>• The employers` satisfaction level</li> <li>• Number of papers published based on doctoral research in journals with referees</li> <li>• Number of papers published by master students in journals with referees</li> </ul>
Teaching and learning	The mechanism of teaching and learning is centred on student`s development and the development of his/her competences
Curriculum	<ul style="list-style-type: none"> <li>• The proof of student centred education</li> <li>• Students` appreciation of course and seminar effectiveness</li> <li>• Number of students` scientific projects</li> <li>• Insertion of research results in the teaching act</li> </ul>
Teaching Quality	<ul style="list-style-type: none"> <li>• The recruitment manner of the most competent teachers</li> <li>• Teaching and research load</li> <li>• Ethical and moral values in teaching</li> <li>• Development of teaching abilities</li> </ul>
Teaching and learning	<ul style="list-style-type: none"> <li>• there is a Curriculum Council that handles the Study programmes, the Academic Curricula, Course Syllabi</li> <li>• There is an adequate bibliography</li> <li>• Tutoring activity</li> <li>• There are labs, libraries and other endowments as learning support</li> <li>• There is an evaluation system for courses and seminars</li> <li>• Study programmes`, curricula and syllabi monitoring on a regular basis</li> <li>• Weak points are corrected</li> </ul>
Students	<ul style="list-style-type: none"> <li>• There is a regulated system of student selection</li> </ul>

	<ul style="list-style-type: none"> <li>• There is a tutorial system of student counselling</li> <li>• There is a regulated and transparent system of student evaluation</li> <li>• Students professional insertion is followed</li> <li>• Targeting students skills</li> </ul>
Evaluation system	<ul style="list-style-type: none"> <li>• There are specially appointed persons for evaluation at university and faculty level</li> <li>• There are evaluation criteria</li> <li>• The evaluation results are analysed and taken into consideration to improve activity in chairs, faculties and university</li> </ul>
Support structures	<ul style="list-style-type: none"> <li>• Learning favourable academic and logistic environment</li> <li>• Available Information Technology</li> <li>• Staff for lab maintenance</li> </ul>
Educational support for students` development	Available human and financial resources to achieve excellence
	<ul style="list-style-type: none"> <li>• Number of students per teacher (all levels)</li> <li>• The possibility to calculate cost/student</li> <li>• % of teaching staff with a PhD</li> <li>• Budget for didactic material acquisition</li> <li>• Course support variation through online courses</li> </ul>
Scientific research	The research results can be disseminated and are added value to existing knowledge
	<ul style="list-style-type: none"> <li>• Number of published papers/teacher</li> <li>• Transfer of knowledge acquired during research activity towards teaching activity</li> <li>• % of papers used for other research (citations)</li> <li>• Volume of internal funds allocated for research/teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• volume of external funds allocated for research/teacher</li> </ul>
Academic activity for the community	Services provided by the university and support for lifelong learning
	<ul style="list-style-type: none"> <li>• Number of projects designed for community and society</li> <li>• % of teaching staff members in national and international professional associations</li> </ul>
Quality assurance	Quality assurance is part of an educational process mechanism, it contributes to the implementation of a quality culture and to the achievement of external evaluation quality standards
	<ul style="list-style-type: none"> <li>• The Quality assurance process has a continuous character</li> <li>• The Quality assurance system is efficient</li> <li>• There are commissions for quality assurance at faculty and university level</li> <li>• There is a Quality Manual and a Manual of Good Practices</li> <li>• There are annual reports on quality assurance</li> </ul>

## Study programmes

The faculties within UAV have the responsibility to initiate study programmes for all three cycles of the educational process. There is a coordinator for each study programme that supervises the quality of the academic curricula and the information it contains according to the course syllabi. The study programmes are analysed by the Senate Commission on study programmes and approved by the UAV Senate.

Study programme characteristics:

### 1. Study programme level and addressability

The study programmes differ according to the study cycle they are addressed to. The level is an indicator that reflects relative demand, study complexity and learning autonomy.

### 2. Progression

The academic curricula incorporate the added value from one study cycle to the other. As a consequence, the curriculum should stimulate intellectual challenge, knowledge enrichment, individual study and creativity.

### 3. Equilibrium

The academic curricula of the study programmes contain elements that allow intellectual development, provide competence according to labour market demands. Consequently, the academic curricula are sufficiently comprehensive in terms of information, bibliography, demands.

#### 4. Flexibility

The study programmes contain optional disciplines that allow students to choose the desired competences. They also offer the possibility to attend lectures in other national universities or in partner universities from abroad.

#### 5. Coherence

Coherence assures a logical choice of disciplines that pen the study programme and respond to the purpose of the programme.

#### 6. Integrity

The study programmes is meant to meet its beneficiaries` expectations (students, business, cultural environment, community).

#### 7. Reference standards

The study programmes are constantly compared to the ones offered by other national or abroad universities in order to assure competitiveness.

Initiation, approval, monitoring, periodic evaluation of study programmes from the first and second study cycle is done in accordance with a Regulation, which can be adapted to each faculty`s regulations.

Courses and seminars are taught according to the academic curricula and course syllabi whose pattern is conform to ARACIS standards.