Annex 10 - Overview of approved changes under Standards from Part 2 of ESG

The modification of the *Methodology* was approved by the Romanian Government as Government Decision No. 915/2017 and it became effective after its publication in the Romanian Official Gazette no. 25/11.01.2018. The most important changes are: increased flexibility of the agency to establish criteria, standards and performance indicators, adapted to the various present and future activities of the agency; better formulation of criteria, standards and performance indicators, in accordance with ESG 2015; adaptation to the changes in legislation.

ESG Standard 2.1 Consideration of internal quality assurance

Compliance to ESG Standard 1.1:

- Explanatory/new/completed/reformulated text of Standard (S) or Performance Indicator (PI)
- New Standard (S) /Performance Indicator (PI)
- Text not modified

Areas (Domains)	Criteria	Standards	Performance Indicators
A. Institutional Capacity (explanatory preamble introduced)	**A.1 – Institutional, administrative and managerial structures** (explanatory preamble introduced)	S.A.1.1 Mission, objectives and academic integrity	PI.A.1.1.1. Mission and objectives PI.A.1.1.2. Academic integrity PI.A.1.1.3. Responsibility and public accountability
		S.A.1.2 Management and administration	PI.A.1.2.1 Management system PI.A.1.2.2. Strategic management PI.A.1.2.3 Effective administration
	A.2 – Material resources	S.A.2.1 Property, equipment, and allocated financial resources, student support (new definition)	PI.A.2.1.1Facilities for teaching, research and other activities PI.A.2.1.2 Equipment PI.A.2.1.3 Financial resources adequate for learning and teaching activities, adequate and easily accessible support services for students PI.A.2.1.4 System of scholarships allocation and other forms of financial aid for students PI.A.2.1.5 Administrative staff of student support services
B. Educational Effectiveness (explanatory preamble	**B.1 – Content of study programmes**	S.B.1.1. Student admissions	PI.B.1.1.1 Principles of recruitment and admission's policy PI.B.1.1.2 Admission practices

Areas (Domains)	Criteria	Standards	Performance Indicators
completed)		S.B.1.2 Structure and range of study programmes	PI.B.1.2.1. Structure of study programmes PI.B.1.2.2. Differentiation in the implementation of study programmes PI.B.1.2.3. Relevance of study programmes
	B.2 – Learning outcomes	S.B.2.1 Validation of academic qualifications	PI.B.2.1.1 Validation by employability within the field of the academic qualification PI.B.2.1.2 Validation by access to the next level of academic studies PI B2.1.3 Level of students' satisfaction with regard to the professional and personal development ensured by the higher education institution PI B2.1.4 Focus on student-centred learning methods PI B2.1.5 Student career guidance
	B.3 – Scientific research activities	S.B.3.1 Research programmes	PI.B.3.1.1 Planning of research PI.B.3.1.2 Undertaking research PI.B.3.1.3 Validation of research
	B.4 – Financial management of the organization	S.B.4.1 Budgeting and accounting	PI.B.4.1.1 Income and expense budget PI.B.4.1.2 Accounting PI.B.4.1.3 Auditing and public accountability
C. Quality Management (explanatory preamble completed)	**C.1 – Quality assurance strategies and procedures**	S.C.1.1 Quality assurance structures and policies	PI.C.1.1.1 Organization of the quality assurance system PI.C.1.1.2. Quality assurance policies and strategies
	C.2 – Procedures for initiation, monitoring and periodic revision of the implemented programmes and activities	S.C.2.1 Approval, monitoring and periodic evaluation of the study programmes and diplomas corresponding to the level of qualifications	PI.C.2.1.1 Existence and implementation of regulations regarding the initiation, approval, monitoring and periodic evaluation of study programmes IP.C.2.1.2 Correlations between diplomas and qualifications
	C.3 – Objective and transparent procedures for learning outcomes evaluation	S.C.3.1. Student evaluation	PI.C.3.1.1. The higher education institution has regulations for students' examination and grading which are rigorously and consistently applied PI.C.3.1.2. Integration of examinations in the teaching and learning plan, by courses and study programmes

Areas (Domains)	Criteria	Standards	Performance Indicators
	C.4 – Procedures for the periodic evaluation of the teaching staff	S.C.4.1 The quality of the teaching and research staff	PI.C.4.1.1 Ratio of teaching staff to students PI.C.4.1.2 Peer review PI.C.4.1.3 Student evaluation of the teaching staff PI.C.4.1.4 University management's evaluation of the teaching staff PI.C.4.1.5 Conditions for proper progress of the activity of teaching staff
	C.5 – Access to adequate learning resources	S.C.5.1 Learning resources and student services (text completed)	PI.C.5.1.1 Availability of learning resources PI.C.5.1.2 Teaching as a learning resource PI.C.5.1.3 Incentive and remediation programmes PI.C.5.1.4 Student services
	C.6 – Regularly updated database on internal quality assurance	S.C.6.1 Information systems	PI.C.6.1.1 Databases
	C.7 – Transparent information of public interest with regards study programmes, certificates, diplomas, and qualifications	S.C.7.1 Public information	PI.C.7.1.1 The provision of public information
	C.8 – Operational quality assurance structures, according to the Law	S.C.8.1 The institutional structure for quality education assurance corresponds to the legal provisions and acts on a permanent basis	PI.C.8.1.1 A Commission coordinates the implementation of the procedures and activities for quality evaluation and assurance
	C.9 – Cyclical external quality assurance	**S.C.9.1. Institutions are subject to cyclical external quality assurance according to ESG**	PI.C.9.1.1 Accredited universities and/or thgeir structures take part at cyclical external quality assurance, according to legislative provisions in force. External quality assurance may take different forms and can focus on different organisational forms, such as study programs, *master studies domains*, *doctoral domains* or institution

ESG Standard 2.2 Designing methodologies fit for purpose

Methodology* Part III – *External Quality Evaluation of Higher Education Institutions – *completed with more detailed references to Self Assessment Reports, Follow-Up obligations, SWOT analyses, underlying obligations to proceed according to ESG.*

***Methodology* Part IV. Applications Differentiated by Study Cycles,** sections *4.1.1 , 4.2, 43. – modified to be made clearer, including more explicit reference of student participation in quality assurance.*

ESG Standard 2.3 Implementing processes

Paragraph in the Preamble of the Methodology modified: deleting outdated reference to situation in 2006; introducing elements related to new ESG, extending ARACIS flexibility in adapting Standards and Performance Indicators in consultation with stakeholders to the dynamics of the EHEA and national higher education system.

ESG Standard 2.4 Peer-review experts

Methodology in: **1. Part III - External Quality Evaluation of Higher Education Institutions.**

Clearer participation of students as peer-reviewers at all levels is strongly imposed by Government Decision. Participation of employers in quality assurance required by Government Decision. Modification of Standards and Criteria as per Table above.

ESG Standard 2.5 Criteria for outcomes

Modification of Standards and Criteria as per Table above. New provisions to be introduced in the Guide.

ESG Standard 2.6 Reporting

Modification of Standards and Criteria as per Table above. New provisions to be introduced in the Guide, together with up-dating database and webpage (activity in progress, ARACIS is partner in DEQAR project)

ESG Standard 2.7 Complaints and appeals

No new provisions in the Methodology.