Annex 8 - EUR-ACE Label evaluation and awarding: compliance with ESG Part 1

Compliance with European Standards and Guidelines (ESG 2015)		
	Evaluation Criteria	**Requirements**
1.	**Mission and objectives of evaluated study programme**	
1.1	Requirements of labour market regarding the qualification obtained by the evaluated study programme ESG 1.2	The institution which coordinates the study programme has regular consultations with the representatives of business environment and labour market.
		The methodology and calendar of consultations are adequate for identification of educational requirements formulated by employers (with their predictable transformations, as a result of foresight studies and development strategies at regional, national and European level).
		Educational requirements formulated by employers contributed to definition of mission, objectives and expected results of the study programme.
1.2	Mission and objectives of the study programme evaluated ESG 1.2	There is correspondence between: (i) mission and objectives of study programme, (ii) the professional profile of graduates, respectively the activities carried out by students during the study programme, (iii) expected results (knowledge and skills) obtained by students during the learning process.
		The mission and objectives of study programme are in line with the mission of the institution which provides it and with the educational requirements identified on labour market.
1.3	Expected results of the study programme evaluated: competences (knowledge and skills) ESG 1.2	The expected results of the study programme were established depending on what the students should know, understand and/or be capable to demonstrate after the finalization of learning process.
		Competences (knowledge and skills) established as results of the study programme are in line with the National Framework of Qualifications in the Higher Education, with the EURACE® standards and with the mission and declared objectives of the study programme evaluated.
2.	**Teaching process**	
2.1	Teaching-learning process ESG 1.2 ESG 1.3	The declared results of learning for all the subjects attended by the student, corroborated, assure the obtaining of expected results of the study programme evaluated. ESG 1.2
		The curriculum of the evaluated study programme is approved at institutional level. ESG 1.2
		The curriculum reflects the focus on student of the teaching and learning process, allowing flexible learning routes by optional and elective subjects and encouraging the students to have a proactive role in the learning process. ESG 1.3
		The curriculum is conceived so as to meet the educational requirements formulated by employers, including regarding the acquisition of practical skills. ESG 1.2

		The subject sheets reflect the focus on student of the teaching-learning process, including by provision of activities specific to individual study (homework, individual projects or team projects etc.) and their inclusion in the evaluation process. ESG 1.3
		The practice subject sheets are drawn up accordingly, by acquisition by the students of practical skills which allow them at graduation to get employed on the labour market. ESG 1.3
		The themes for elaboration of study finalization works (diploma projects/dissertations) contain subjects proposed/formulated in collaboration with the business environment? ESG 1.2
2.2	Evaluation of students regarding the developed competences ESG 1.3	The evaluation methods and evaluation criteria of students regarding the developed competences (knowledge and skills acquired) are included in the subject sheets.
		For the subjects provided with laboratory activities and/or project, the evaluation methods and criteria included in the subject sheets contain detailed information on the evaluation of students in different types of activities: course/ laboratory/ project (for example, percentage of final mark, minimum performance standard).
		The evaluation methods and evaluation criteria of students regarding the developed competences are adequate and allow the checking of acquisition by them of knowledge and skills set out in the subject sheets.
		In the evaluation process of the internship activity we take into account the appreciations of the internship tutor from the company in which that activity was carried out.
		In the evaluation process of the study finalization works with themes proposed/formulated in collaboration with the business environment we take into account the appreciations of the representatives of the company in collaboration with whom the activity was carried out. The representatives of business environment are invited to assist to the defence of study finalization works.
2.3	Planning of teaching process ESG 1.2	The teaching process is planned properly so as to allow the students to develop the competences formulated as expected results of the study programme, in the normal period set out for the completion of studies (for example, the number of weeks per semester, number of hours per week, number of necessary hours for individual study, number of internship weeks, report of course hours and applicative activities etc.).
2.4	Organization and coordination of teaching process ESG 1.3	The teaching process is organized and coordinated so as to assure the realization of mission, objectives and obtainment of expected results of the study programme.
		There are conditions which assure the development of competences by natural and correlated accumulation of knowledge and skills declared in the subject sheets (for example, groups of conditioned subjects).
		The results of analyses regarding the quality of evaluation of students regarding the developed competences confirm the adequacy of evaluation methods used and the proper realization of the process.
		The development of competences by students (by acquisition of knowledge and skills set out in subject sheets) is properly evaluated.

		The teaching process is organized so as to assure the graduates the skill of understanding the necessity of involvement in the life-long learning process for updating of knowledge, with the evolution of the field they attended.
3.	**Resources**	
3.1	Teaching staff ESG 1.5	The teaching staff is hired according to the recruitment criteria established at institutional level, according to the legal provisions.
		The auxiliary teaching staff corresponds from the point of view of professional qualification to contribute to the organization and realization of quality teaching activities and to attainment of objectives regarding expected results (acquisition of knowledge and skills).
		The institution offers the teaching staff opportunities for improvement of teaching competences and use of new technologies for the purpose of teaching.
3.2	Facilities and auxiliary staff ESG 1.6	The study programme has the necessary facilities, the corresponding equipment from quantity and quality point of view.
		There is technical auxiliary staff and staff for library in sufficient number and training.
3.3	Support services for students ESG 1.6	The study programme offers the students relevant support for the learning process (counselling in career, tutorship and assistance), thus facilitating the acquisition of knowledge and skills, respectively the graduation to a superior study year.
		There is sufficient staff with proper training for assurance of support services for students.
3.4	Partnerships ESG 1.2	The partnerships signed with public and private organizations for the internship of students are in sufficient number and corresponding in content (regarding the duration of internship, number of internship places, tutorship assured in the company, etc.) to obtain the expected results of the study programme.
		There are partnerships signed with the organizations with which consultations were previously made for identification of educational requirements (criterion 1.1)
		The partnerships signed with other higher education institutions from abroad correspond for the realization of international mobility and for obtaining the expected results of study programme.
4.	**Admission, transfer, route and graduation of students**	
4.1	Regulations regarding the professional activity of students ESG 1.4	There are regulations regarding: - conditions of admission to the study programme and evaluation methods of the fulfilment of criteria by candidates (potential students); - recognition of qualifications from higher education and study periods within mobility; - criteria regarding the promotion of students during the schooling period; - method of finalization of a university cycle.
4.2	Admission and evolution of students during the first year of study ESG 1.4	Outcomes of evaluation of students after the first year of study confirm the adequacy of admission conditions.
		The curriculum for the 1st year is designed so that it helps and motivates students for the study of engineering sciences.

4.3	Examination of students ESG 1.4	The forms of examination and methods used assure the efficiency of the learning process for all the subjects of curriculum.
4.4	Promotion and route of students ESG 1.4	Monitoring the route of students regarding: - the professional results during the study years, - dropout rate, - credits accumulated by students who promote from one year to another (as credited students); - duration of study until graduation, confirms the efficiency of the learning process.
5.	**Internal quality assurance**	
5.1	Policies and processes for internal quality assurance of study programmes ESG 1.1	The higher education institution complies with the public policies regarding the quality assurance of study programmes.
		The higher education institution has an efficient management system and efficient decision-making processes (applies the undertaken quality assurance policy and proves the functioning of quality assurance structures/mechanisms).
5.2	Management of study programme ESG 1.1	The study programme contributes to the global quality assurance process in institution and implements the relevant outcomes of this process.
5.3	Regular evaluation and development of study programmes ESG 1.9	The study programme is regularly evaluated from the point of view of: needs and objectives identified on the labour market, teaching-learning process, resources, results, management system, for the purpose of assuring the continuity and relevance of all these elements. The regular evaluation process takes into account: (i) the interest for the study programme and satisfaction regarding the training of students/graduates from the representatives of labour market; (ii) the interest for the study programme and satisfaction regarding the training of students from the internship partners; (iii) results of monitoring the opinion of students regarding the teaching process.
5.4	Opinion of students on the teaching process ESG 1.7	The monitoring process of opinion of students is adequate from the point of view of relevance of the collected information, response rate and improvement measures (identified and implemented).
		The monitoring of students' opinion regarding the teaching process confirms the efficiency of that process and support services offered.
5.5	Professional insertion of graduates ESG 1.7	The results of monitoring process of insertion of graduates on the labour market, the opinion of hired graduates and employers regarding the training during the university studies confirm the value of qualification obtained, adequacy of objectives and expected results of study programme compared to the needs of labour market.
		The involvement of partner companies of study programme evaluated, in professional insertion of graduates, confirms the value of qualification obtained, adequacy of objectives and expected results of study programme compared to the needs of labour market.

5.6	Public availability of information ESG 1.8	The study programme offers public complete, updated and easily accessible both quantitative and qualitative information of objectives of teaching-learning process, resources, results and management system.

Sequencing of the core activities undertaken for external evaluation of engineering study programs in the view of awarding the EUR-ACE® label

HE Provider:

- Application for external evaluation of study program by ARACIS; additional request for evaluation in view of awarding the EUR-ACE label (for programs already accredited, which seek for re-accreditation).
- Contract signed by the two parties.
- Self Evaluation Report (SER) of study program submitted to ARACIS; it contains, apart from the usual information required in view of regular external evaluation, information which allows the evaluation of fulfilment of ENAEE standards and criteria.

ARACIS:

- Nomination of External Evaluation Panel for the site visit (EEP); the panel consists of members of the national register of evaluator and 1-2 members of employers' register. Approval by the ARACIS Council.
- Analysis of SER by EEP.
- Site visit by EEP; the external evaluation is carried out according to ENAEE standards and criteria, in addition to the ARACIS documents (methodology, guide and Council decisions) used for a regular re-accreditation process; the results of external evaluation process are written down in the Evaluation Sheet for fulfilment of ENAEE standards for EUR-ACE® certification (additional to the Evaluation Sheets used for a regular re-accreditation process).
- Conclusions of the evaluation: are discussed within the Permanent Specialty Commissions; least one member of employers' register, who took part in the site visit, also participates in the meeting of specialized commission in which the file of the study program, evaluated in view of awarding EUR-ACE label, is discussed. The Evaluation Report includes, additional to a regular review, the observations of visit team regarding the fulfilment of ENAEE standards and conclusions regarding the awarding/non-awarding of EUR-ACE label.
- The evaluation report is discussed and approved in the ARACIS Council and communicated to the requesting institution.

All the following sequences of appeals/complaints, judgment/ final judgment, etc. are the same as the ones specific to a regular ARACIS external evaluation of study programs.

In addition:

- The positive results of the evaluation process, i.e. the awarding of EUR-ACE label, are transmitted to ENAEE for approval and inclusion in the database of engineering programs holding EUR-ACE label.