



VISIT RECORD
INTERNAL AUDIT OF QUALITY MANAGEMENT
For preparing the EUA report

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| INFORMATIONS | FINDINGS, NOTES, ANNEXES |
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| Norms and values, mission and goals: <i>What is the institution trying to do?</i> | |
| <p>1.1. Faculty leadership Mission and objectives; - Objectives are assumed to agree with the objectives and the roles of university? - Objectives specific for faculties.</p> | |
| <p>1.2. Teaching and learning - teaching activity - Characteristics of teaching similar to other faculties in the country and abroad Own characteristics - What does each faculty particular to meet the specific needs of students in teaching and learning; Differentiating characteristics of the study programs.</p> | |
| <p>1.3. Research - Research strategies; goals; - What does particular each faculty to meet the specific needs of students in laboratories, projects, studies and for master studies</p> | |
| <p>1.4. Faculty image - Creating, promoting and improving the image of the faculty in university and outside it; - other forms of presentation of work in faculty</p> | |
| <p>1.5. other </p> | |
| Governance and activities: <i>How is the institution trying to do it?</i> | |
| <p>2.1. Leadership and administrartion Learning resources, availability, cost, - If there is a specific procedure for admission (bachelor, master) and how regularly improves, it is time to review the procedure? Report: teacher / student, analysis, methods of attracting / incentive / motivation of teachers, etc. - There are analyzes of school population (age, sex, education, socio-</p> | |

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| <p>cultural profile) to make appropriate decisions regarding the management of learning resources (financial, material resources, human resources)? How is the collaboration with other faculties and administrative services? - There are rules and reglementations?</p> | |
| <p>2.2 Academic - Methods to check, change, improve curricula; - Methods of comparison, customization of curriculum; - Implementation schedule, arranging optimum day courses and seminars; - How specialized are master's programs? - How is the teacher / student ratio?</p> | |
| <p>2.3. Research Methods of achieving annual research plan; - To what extent faculty strategy is based on the results of the evaluations - own evaluations, ARACIS evaluation - and the results of classification; - Collaboration with other institutions for research.</p> | |
| <p>2.4. Services for society - Aims faculty to service to society? - There is a volunteer from students / teachers? - There is a program to attract students in volunteering? - NGOs are attending? - Fill in competitions ? - What institutional links with employers and society?</p> | |
| <p>2.5. The students Methods support (library, Internet access, access to the sport, tutors, counselors, laboratories and other learning facilities); - Regulations / internal methodologies faculty / department; - Help for students with disabilities; - Regulations regarding absences, illness or other circumstances; - Qualification awarded after completion of the program;</p> | |

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| <ul style="list-style-type: none"> - Learning opportunities offered; - List of occupations that are available for alumni; - Common activities for students from different years of the same faculty or with students of other faculties of UEB; - How are watching alumni in their career; - How are students involved in faculty management act, but also in teaching or research? | |
| <p>2.6. Other </p> | |
| Quality assessment practices: <i>How does the institution know it works?</i> | |
| <p>3.1 Internal evaluation</p> <ul style="list-style-type: none"> - Leadership of the faculty annually evaluate progress towards achieving the objectives undertaken? There is a feedback mechanism? - Faculties organize regular self-assessments to assess their contribution to achieving the objectives? - It organizes regular surveys among members of the academic community and among students to assess their perceptions of university strategy and implementation of this strategy? - Department has defined a set of indicators of progress? - Strategy is reviewed periodically? - There are procedures for evaluating teachers? - Check compliance program, the timetable? - Institutional self-evaluation report is known and what is the difference the faculty / department to achievement? | |
| <p>3.2. Curriculum and program monitoring</p> <ul style="list-style-type: none"> - Regular evaluation of program content / curricula, the pedagogical approach and learning outcomes (graduate degree on subjects contained in the curriculum); - The frequency of revision of curricula; - Continuous evaluation of study programs with informal (through discussions between staff members and between staff and students); - Evaluation occasionally. | |
| <p>3.3. Student assessment procedures</p> <ul style="list-style-type: none"> - Methods of examination; | |

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| <ul style="list-style-type: none"> - There are tools to measure achievements from carrying out program objectives? - There are clear public criteria and scoring public; - Assessments are made in accord with the procedures of the institution? - Satisfaction of students in relation to the curriculum; - Procedures for the evaluation of teaching and learning. | |
| <p>3.4. nvolvement of different stakeholders in the assessment of quality: <i>(academic staff, administrative staff, university management, management faculty, students, external Alumni)-</i> Participation in government committees / ARACIS;</p> <ul style="list-style-type: none"> - Participation in advisory committees; - Involvement in assessment / internal quality assessment; - Providing information in the field of quality management; - Response to periodic questionnaires (at the end of a course, at the end of the academic year); - Student success and graduation level (chart school performance, type Gauss curve with grading period, the years of study); | |
| <p>3.5. Other </p> | |
| Strategic management and capacity for change: <i>How does the institution change in order to improve?</i> | |
| <p>4.1. Making plans for activities</p> <ul style="list-style-type: none"> - There is an annual improvement plan? - - If faculty analyzed causes for the classification of 2011, which are the main causes - - Methods for improving action - examples; - - How do you assess the institution's capacity for change? | |
| <p>4.2. New methods for management of faculty</p> <ul style="list-style-type: none"> - Methods of analysis and response to challenges (examples); - - Difficulties; - - Accomplishing the proposed terms; - - How does quality management support from the faculty implementing institutional mission and achieve the objectives? | |
| <p>4.3.Update on faculty committees (research, quality, etc.); Update methods;</p> | |

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| <ul style="list-style-type: none"> - Mechanisms of action; - How to check internal activities - examples; | |
| <p>4.4. The students</p> <ul style="list-style-type: none"> - Methods of student engagement in new activities (examples); - - Methods of engagement of students in extracurricular activities; - - Work after graduation - links between graduates and students-graduate-alumni. | |
| <p>4.5. Involvement in society</p> <ul style="list-style-type: none"> - There are methods of engagement of NGOs or companies in joint activities with the faculty? - - Mechanisms of realization of joint activities; - - Ability to find solutions; - - Resolving conflicts. | |
| <p>4.6. Mechanism of action at university level</p> <ul style="list-style-type: none"> - - Methods of presentation of work at the university level; - - Mechanism to modify the faculty / department - - The degree of autonomy of the faculty, university involvement; - - Dynamic collaborations between faculty - common mechanisms in improving activities, etc.. | |
| <p>4.7. Other </p> | |
| CONCLUSIONS (be drawn up by the Commission) | |
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| RECOMMENDATIONS (be drawn up by the Commission) | |
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| ANNEXES (be drawn up by the Commission) | |
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