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Institutional Review

**University of Art and Design
Cluj-Napoca
Romania**

May/June 2006

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Introduction

1.1 Objectives of the institutional review

The Evaluation Teams' (ET) main objective is to arrive at a well-substantiated view of the strategic management and operation of quality assurance and enhancement in the institution at both institutional and subject discipline level.

The focus of the preliminary visit is on understanding the specifics of the institution. The main visit focuses on how and with what results the institution's strategic and internal quality policies and procedures are implemented throughout all levels of the institution.

1.2 Brief description of the institution

History

The University of Art and Design Cluj-Napoca (UAD) was established in 1926 originally as the School of Fine Arts with two departments: Painting and Sculpture. The institution has gone through several phases; the first was between 1926 to 1933, which due to World War II was followed by the temporary move to Timisoara (1933 – 1949). The school moved back to Cluj in 1950 and became the Institute of Fine Arts "Ion Andreescu" with disciplines in Painting, Sculpture, Graphic Arts, Ceramics-Glass-Metal, Textiles and Design.

The University of Art and Design Cluj is a public arts higher education institution. Responsible to the Ministry of Education and Research, UAD functions in the national framework of specific laws and regulations to be found in Annex 1 of this document.

In 1990 the following specialisations were accredited at national level: Painting; Sculpture; Graphic Arts; Textile Arts – fashion design, textile printing, tapestry-fabrics; Ceramics-glass-metal and Design. Later in 1998, C.N.E.A.A. accredited: Photo-video-digital image processing and Art Education. Conservation-Restoration was created and accredited in 2000. (SER, chapter 1)

Since 1990 the number of programmes and composition of teaching staff, students and administration have been:

1990 – 6 programmes – 350 students – 72 teaching staff – 51 administrative staff

1996 – 8 programmes – 440 students – 75 teaching staff – 59 administrative staff

2005 – 9 programmes + Master + PhD – 950 students – 73 teaching staff – 65 administrative staff.

The University of Art and Design Cluj-Napoca now has the following academic structure:

The **Faculty of Fine Arts**, which includes the Departments of: Painting, Mural Painting; Sculpture; Graphic Arts; Photo-Video-Computer Image Processing; Conservation and Restoration; Fine and Applied Arts Education offering programmes for the specializations:

Fine Arts with the disciplines Painting, Mural Painting; Sculpture; Graphic Arts and Photo-Video-Computer Image Processing (offering Bachelor Degree in Fine Arts);

Conservation and Restoration (offering Bachelor Degree in Conservation-Restoration)

Fine and Applied Arts Education (offering Bachelor Degree in Fine and Applied Arts Education)

The **Faculty of Applied Arts and Design**, which includes the departments: Ceramics, Glass; Textiles; Design and Theoretical Disciplines offering programmes for the following specialisations:

Applied Arts with the disciplines Ceramics, Glass; Textile Design; Fashion Design (offering Bachelor degree in Applied Arts)

Design (offering Bachelor degree Design)

Theoretical Disciplines, which provides contextual courses for all the programmes and departments of the university.

The **Master Programme** with the specialisation: MA Creative Explorations in Fine and Applied Arts

The **Doctorate Programme** with the specialisation PhD Visual Arts

The **Department for Teaching Staff Training** organizes the psychology-education module (offering Certificate for Teaching Staff Training).

The research centre of 'excellence' ***Creative Explorations in Art and Design*** encapsulates the research policy and co-ordinates the actual research activities within the university.

Management structure

Within UAD the Department is the basic organisational unit, corresponding to an accredited programme (e.g. Painting). The staff composition of a Department includes Professors, Readers, Head of Department, technical staff and students who have been admitted to the respective programme.

Several Departments make a Cathedra, led by a Head of Cathedra (e.g. Graphic Arts, Art Education or Photo-video-image processing).

The whole structure abides by the *Law of the Teaching Staff no.128/1997*.

The highest decision making forum of the university is the **Senate**, which is made up of representatives of the disciplines and departments – professors and students (students represent 25% of the Senate). The Rector of the university is the President of the Senate and is elected every 4 years by the Senate.

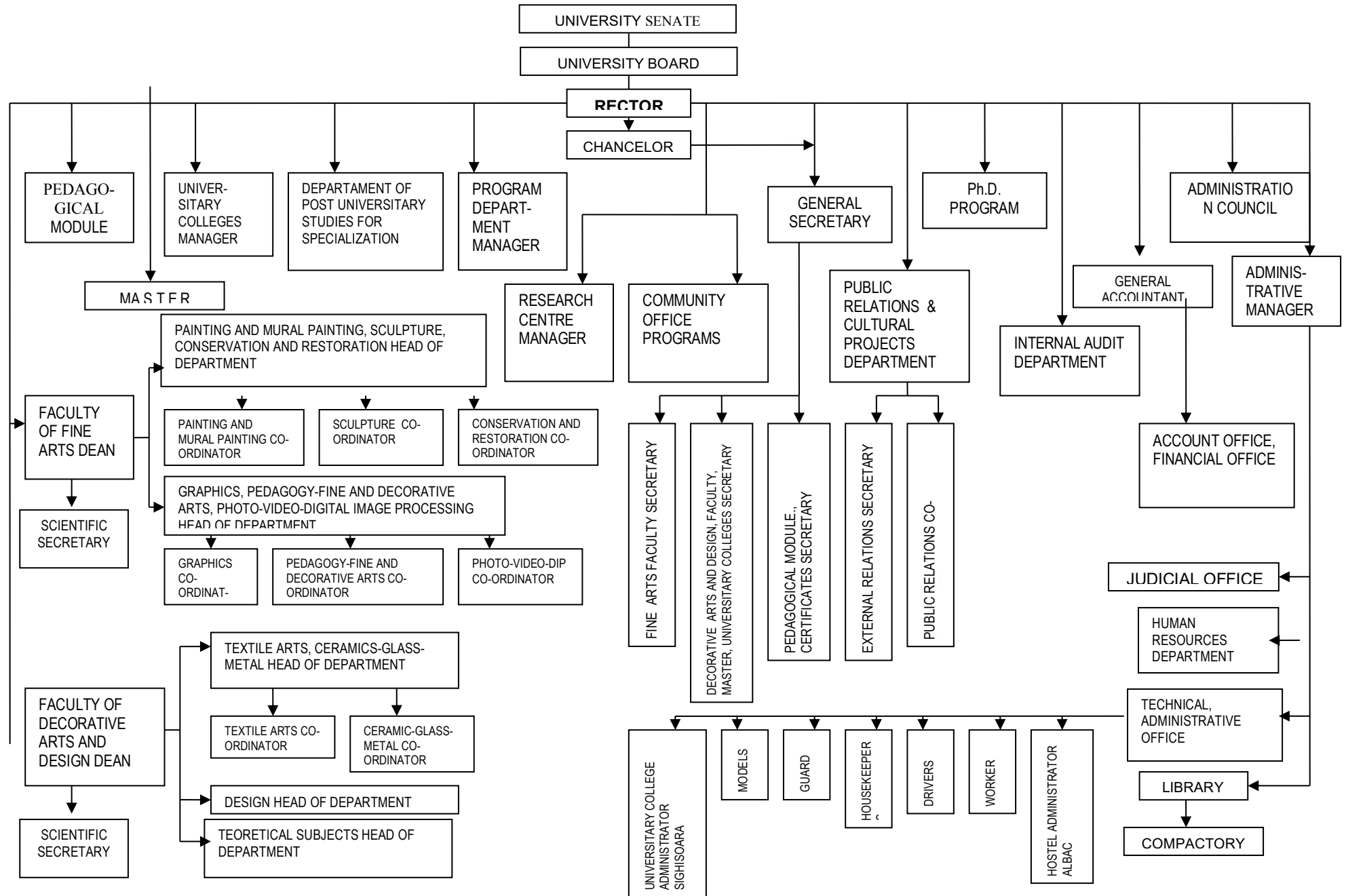
Between the Senate sessions the operative management of the university is carried out by the Bureau of the Senate, made up of the Rector, the Chancellor (nominated by the Rector and endorsed by Senate) and the General Administrative Manager. The Deans of the two faculties are permanent **guests** of the Bureau. The Senate is legally responsible for all strategic management, financial and operational, decisions for running the university.

The specific issues of the two faculties are the responsibility of their respective Academic Boards, which are made up of representatives of the disciplines and departments – professors and students. The Deans, who are elected by the Academic Boards every 4 years, manage the faculties.

The Senate includes a series of Commissions and Committees: including Commissions for Ethics, Quality Assurance, Study Programmes, Scientific Research, Students Issues, Doctorates, International Academic Co-operation, Finance and Budget, Judicial Issues and Public Relations and Image Promotion. Other commissions meet for specific tasks when necessary, such as Graduation Exams Commission and Admission Exams Commission. (SER, chapter 1.4).

The following page shows the organisational structure of the University:

**UNIVERSITY OF ART AND DESIGN IN
CLUJ-NAPOCA, ORGANIZATION CHART**



1.3 **National and regional institutional context**

The University of Art & Design Cluj Napoca is one of three specialist art and design institutions in the university higher education sector in Romania. The others are the specialist University of Art & Design Bucharest and the Faculty of Arts in the Arts University in Iasi.

The recruitment policy is approved by the Ministry of Education and Research but reflects the autonomy of the University. Cluj recruits largely from Transylvania

1.4 **Evaluation Team (ET)**

Through the Self Evaluation Reports (SER) and the outcomes of the main site visit, the ET will evaluate the institution's capacity for quality management and enhancement, identify good practice and make observations and recommendations on how to make any necessary improvements.

1.4.1 **Members**

The members are selected to ensure a balance of expertise and experience appropriate to the chosen institution and will cover expertise at senior management level and in the selected discipline.

Bob Baker, Head of Department of Fine Art, School of Art & Design, Limerick Institute of Technology, Ireland

Professor John Butler (Chair), Chair of Art, Birmingham Institute of Art & Design, UCE Birmingham, UK

Paula Crabtree, Dean, Department of Fine Art, Bergen National Academy of the Arts, Norway

Carsten Burke Kristensen, Head of Department of Scenography, The Danish National School of Theatre, Copenhagen, Denmark

Petya Koleva¹ (Rapporteur), Researcher, European League of Institutes of the Arts [ELIA], Sofia, Bulgaria

Lars Ebert² (Rapporteur 2), Project Manager R&D, European League of Institutes of the Arts [ELIA], Netherlands

Responsibilities include:

- extensive critical analysis and written observations on SERs prior to visits
- participation in the two (preliminary and main) visits, chairing delegated meetings and note taking
- working closely as a team and contributing to the writing of the final report

1.4.2 **Terms of reference**

Role of the Evaluation Team (ET)

- to analyse the institution's existing and intended quality management and enhancement capacity and procedures
- to make recommendations to the institution on how to improve quality management and enhancement (QME) capacity and procedures

¹ PK attended the preliminary visit and was retained for the main visit

² LE was unable to join the preliminary visit but joined the main visit to ensure continuity and comparability for the subsequent Institutional Review visits

- to identify good practice

To carry out these tasks the ET will act as:

- representatives - to reflect current good practices in quality management and enhancement
- evaluators – to analyse the institutions existing quality management and enhancement practices
- advisors – to make recommendations to develop these practices

All team members share equal responsibility for and contribute fully to the process.

1.4.3

Process of review

The ET analyse and evaluate the strategic management, operational procedures and capacity to communicate issues of quality at all staff levels. Triangulation is one of the key terms used to estimate the efficiency of QA mechanisms. It describes the shared perspective on an issue that is substantiated by evidence from normally three separate sources and then tests the institutions QA mechanisms to see how it is being dealt with. In that sense QA is about mechanisms that are operational in identifying problems and finding solutions by addressing issues at the appropriate level of decision-making.

A major difficulty for the University's Self Evaluation (USET) Team was to find a way to tune existing policies, procedures and reports into new documents that are transparent to the ET. The USET sees the process as a mechanism that would make such QA information readily available to appropriate internal and/or external people. In reality UAD saw in the long run that the changes brought about were not to be equated to just more work (bureaucracy) but to a better arrangement of processes and procedures and some innovative approaches to internal mechanisms of reflection on QA.

The team effort of writing both SERs united the students, academic and technical staff and administrative personnel. This provoked a better understanding of QA as a rigorous internal process requiring strong transparent institutional communication channels.

Over the past four years UAD has been required by the Ministry to implement changes into the curriculum fourteen times, which has created a state of constant flux and allowed little opportunity for stability, testing and embedding new reforms. On top of which every five years the Ministry of Education externally reviews and accredits each course offered by UAD.

The implementation of quality assurance mechanisms enhances debate and the development of a bottom-up QA strategy. UAD sees this as a chance to bring together new platforms for development and be as proactive as it has been in the implementation of the whole Bologna process to date.

Representing the Institution

The following are identified as key members/roles in the review process, although each institution can structure membership appropriate to their needs:

Institutional Liaison Person³

The Institutional Liaison Person is the principle conduit for communication between the ET and the institution.

Dr Radu Pulbere	Chancellor
Mara Ratiu	International Relations Secretary

Institution Self-evaluation Steering Group

The group of staff responsible for planning and preparing the institution for the review process and producing the SERs.

Professor Dr Iacon Sbarciu	Rector
Dr Radu Pulbere	Chancellor
Dr Radu Solovastru	Dean Faculty of Fine Arts
Professor Dr Alexandru Alamoreanu	Dean Faculty of Decorative Arts and Design
Radu Moldovan	General Administrative Director

1.4.3.1

Preliminary visit

21st – 24th May 2006

Principle objectives are:

- To gain a clearer understanding of the specific national, regional and local contexts impacting on the institution (autonomy)
- To gain a clearer understanding of the existing management operations of the institution
- To discuss the self evaluation process and the institution's Self-Evaluation Report (SER)
- To gain greater understanding of the institution's Quality Management & Enhancement (QME) processes
- To identify and request any missing information from the SER
- To draft a programme for the main visit, agreeing dates, discipline(s) to be reviewed, which groups to meet etc.

³ As this was a new experience for UAD Cluj, it was agreed that there could be two Liaison Persons

Programme

Monday 22nd May

09.30 – 12.30	ET briefing meeting to discuss SER, identify issues, division of tasks
12.30	Lunch with institution
14.00 – 14.30	ET meet with Head of Institution to discuss objectives of the review and the institutions expectations of process
14.45 – 16.00	ET meet Institution Liaison Person to discuss, structures, Quality Management Enhancement (QME), national HE and research policies, strategies, impact on institution in implementing Bologna, student issues
16.15 – 17.30	ET meet with Institution Self-evaluation Steering Group to discuss review process, levels of involvement, preliminary institution findings
17.30 – 19.00	ET meet to discuss outcomes
20.00	dinner with the institution

Tuesday 23rd May

09.00 – 10.30	ET tour institution
10.45 – 11.45	ET meet selected discipline management and staff to discuss discipline SER, relationship to central management, QME activities
12.00 – 12.45	ET meet discipline students to discuss their experiences, input into QME process
13.00 – 14.00	lunch and discuss outcomes
14.00 – 14.45	ET meet external partners
15.00 – 16.00	ET meet Senate to discuss QME and internal decision making processes
16.30 – 19.00	ET meet to discuss outcomes, identify further information required and prepare for Day 3
20.00	Dinner

Wednesday 24th May

09.00 – 09.30	ET final meeting to identify key issues and additions to SER
09.30 – 10.15	ET and Liaison person to plan main visit schedule
10.30 – 11.30	meet with Head of Institution and key staff to agree main visit programme and additional information and documents required
12.00	lunch with Head of Institution and key staff

1.4.3.2

Main-visit

25th – 28th June 2006

The main visit is about getting a better understanding of the QA processes that are in place and being put into place: what is actually happening in the institution or about to happen in the institution. Both present situation and future perspective are equally valid.

Programme

Sunday 25th June

12.00 – 18.30

ET meet in hotel for briefing meeting to discuss updated SER, additional documents provided, discipline SER and any issues identified

Monday 26th June

09.30 – 10.00

ET meet head of Institution to discuss issues that need to be stressed in the team's visit and report

10.15 – 10.45

ET presentation of the review aims and process to university staff and students involved in the review

10.45 – 11.30

ET meet with Self-evaluation Steering Group and Liaison Persons to discuss any changes in context or internal situation, analyse impact of review process, any additional information sent to the ET, clarify any open questions

11.45 – 12.45

ET meet Heads of Departments to discuss relationship to the centre with respect to quality management, input into SER, issues arising through the review process

12.45 – 14.30

lunch and reflection time on first meetings and starting to gather information

14.30 – 15.30

ET meet with administrative and technical staff (Student Support, International Office, Quality Management, Registry, Library, ICT etc) to discuss their roles and input into quality management and enhancement processes

15.45 – 16.45

ET meet with student representatives from across the institution to discuss views on the institution, expectations and aspirations, the institutional management of student support and guidance, input into quality review and decision making

17.00 – 19.00

ET debriefing meeting to review the day and discuss findings and issues and start preparing oral report

Tuesday 27th June

09.00 – 10.45

ET meet Fine Art subject discipline teaching and technical staff to discuss input into institutional and discipline SERs, issues arising from discipline SER, value/lessons learned from the review process, quality procedures for learning and teaching

11.15 – 12.15

ET meet Fine Art subject discipline students to discuss students perception and experience studying at the institution including learning and teaching, assessment, academic and pastoral support, input into quality review and development

12.30 – 14.00

private lunch to discuss findings of morning meetings

14.00 – 15.00

ET meet Head of Research, researchers and PhD students to discuss research policy and strategy, relationship to learning and teaching, quality management, issues arising from the SED and visits

15.15 – 19.00

ET debriefing meeting reviewing the two days meetings and draft oral report

20.00

Dinner with the institution

Wednesday 27th June

09.00 – 11.00 ET final corrections to oral report

11.00 – 12.00 ET presentation of the oral report to Head of Institution, Senate, Self-evaluation Steering Group, Liaison Person, Subject Discipline staff

12.15 - lunch with institution and ET departure

1.4.4 Documents provided

- Institutional SER UAD (Romanian/ English)
- Discipline SER Fine Art (Romanian/ English)
- Annex 1 national framework of laws and regulations governing public higher education institutions
- Annex 2 admission/recruitment statistics
- Annex 3 example of UAD Diploma Supplement
- Annex 4 new law introduced to HE in Romania governing the curricula and establishing the three cycles of study : June 2004 Law no. 288
- Annex 5 list of past three years PhD results and theses titles
- Annex 6 list of employers and external collaboration with UAD
- Annex 7 example of discipline syllabus
- Annex 8 example of proposed new discipline descriptors
- Annex 9 list of UAD sites and resources
- Annex 10 Annex to the Ministry of Education and Research Order no. 3928/ 21.04.2005 : Quality Enhancement System for the Higher Education Institution
- Annex 11 The culture of professional audit in Romania : law no. 672/2002

2 Constraints and institutional norms

2.1 Background to changes in national higher education in Romania

The public universities in Romania are financed through the Ministry of Education and Research according to the number of students for which a budget line is approved annually and according to the quality indicators achieved in the previous year. The budget line is decided annually by the National Council For Higher Education Financing (CNFIS), upon proposal from the annual operational plan based on the Strategic Plan for Institutional Development of UAD Cluj.

CNFIS is a government agency working with both the Ministry of Education and Research and the Ministry of Finance. CNFIS norms (quality assurance indicators) determine the financing and the ranking of the higher education institutions in Romania.

As a national consultative body, CNFIS develops its activities according to the Education Law no. 84/ 1995, ref.published no. 606/ 1999. It develops principles and methods to distribute public funds to Romanian state universities promoting the continuous quality enhancement in the Romanian higher education system and upholding the principle of equal opportunities to access higher education.

The role of the Council is to initiate proposals for the minister of education and research on the following issues:

- The funding needs of higher education considering the objectives of the national strategy for its development and the universities' strategic plan;
- The annual distribution of budgets for each higher education establishment;
- The way to share and use external financing for higher education (governmental loans, assistance programmes, etc.);
- The criteria and general mechanisms to grant scholarships and other material support for students from the state budget.

CNFIS drafts proposals for legislative initiatives meant to create a juridical framework for action and new financing mechanisms of the Romanian higher education. It participates in actions to check the way budget credits and external funds are used.

CNFIS reports to the Minister of Education and Research about the way it achieves its mission, role and attributions.

For UAD both allocated and self-generated income are subject to the same national regulations verified by the Ministry of Public Finance.

The institutional management, operational procedures and accreditation as well as the programmes undergo a periodic five-year review by the national agencies (C.N.C.S.I.S. and ARACIS) and the programmes are annually approved by the Government.

At the ET roundtable meeting with the UAD Heads of Departments discussions on the experiences of implementing the national and European requirements so far indicated that reforms have lead to a compatible educational process in the institution similar to other European arts schools. The QA&E process, recently introduced at national level, is at an early stage of implementation and the UAD management is rapidly addressing it. The senior staff observed that for over forty years the higher education system in Romania seems to fluctuate between the extreme ends of stability and of implementing change. The extremity of these states have meant that the QA&E procedures have not been given the chance to progressively develop and be fully embedded in the institution, but it is their hope that the Bologna changes will offer the possibility to produce a more stable system for change.

2.1.1

Introduction and brief description of the changes to higher education laws

In June 2004 Law no. 288 was introduced to HE in Romania governing the curricula and establishing the three cycles of study: Bachelor – three years/180 ECTS; Masters – two years/120 ECTS and Doctorate – three years.

In April 2005 an annex to a new law by the Ministry of Education and Research Order no. 3928 introduced a *Quality Enhancement System for Higher Education Institutions* stating:

*Each higher education institution adopts within its senate, at the rector's proposal, **its own policy for continuous quality assurance and enhancement**, along with adequate methods and procedures for internal evaluation of the programmes, activities (teaching process) and diplomas offered to the beneficiaries of initial and lifelong training.*

UAD is committed to the procedures and structures governing quality assurance and enhancement being gradually modified and adapted according to the requirements of the field as well as to the guidelines to be elaborated by ARACIS. A Senate statement has been proposed and adopted on quality assurance (3 November 2005).

This decision is further enhanced with the programme for development of the management control system within UAD (approved in the Senate on 16 December 2005), as well as with the UAD Ethical Code (approved in the Senate on 16 December 2005)⁴.

2.2

Bologna declaration

UAD is fully supportive of the *Bologna Declaration* and is a leading higher arts education institution in Romania and the region in implementing the three cycles, learning outcomes (competences), ECTS, research, QA&E and the Diploma Supplement.

The study programmes BA, MA and PhD are developed according to the specific requirements of the labour market and the professional fields and to the methods and relevant contexts for social interaction and dynamics, as well as to the successive reforms in the framework of the *Bologna* process and the requirements of the Romanian Agency for Quality Assurance in the Higher Education (ARACIS).⁵

All UAD programmes are annually approved by ARACIS³

The law stipulates the general framework for:

- General descriptors for BA and MA;
- Qualification descriptors
- Level descriptors
- Cognitive abilities
- Reference Standards
- General and specific competences

⁴ see Institution SER p 33

⁵ Romanian Parliament, **Law no. 288**, of 24 June 2004, on higher education organization published in the Official Monitor, Part I no. 614 of 7 July 2004 (Annex 4)

2.2.1 **Three cycle system**

In 1990 the duration of Bachelor studies was 6 years, in 1992 it was reduced to 5 years, in 1999 to 4 years, and in 2005 to 3 years.

From 1996 the postgraduate cycle of studies existed under the name of '*in-depth studies*' and in 1999 it was converted into a Master degree. Since 2003 UAD has obtained the status of institution organising doctorate studies (PhD in Visual Arts).

In the 2005-2006 academic year the cycles of studies at UAD are:

Cycle I – 3 years – Bachelor degree (BA) in

- Fine arts – painting, sculpture, graphic arts, photo-video-digital image processing;
- Conservation and Restoration
- Art Education
- Applied Arts – ceramics, glass; textile (fashion design, textile design)
- Design

The programme is based on the individual development of his/her (student) intellectual and practical commitment in relation to the ideas, media and socio-cultural context. The aim is to train graduates who can live and think creatively and make a contribution to the cultural and economical welfare of the community. UAD aims at developing strong sustainable connections with the professional world, companies, firms and professional bodies and is preoccupied with the professional placement of our graduates⁶.

Cycle II – 2 years – Master in

- Fine and Applied Arts

Cycle III – 3 years – Doctorate in

- Visual Arts.

In 2005 the list of programmes has been reduced through government direction.

The UAD study programmes are written to the profile and standards defined by the CNEAA in terms of structure, general content, duration and number of cycles.

2.2.2. **ECTS**

Introduced in the reforms implemented in support of the creation of the European higher education space. UAD, in 1997, was among the first universities in Romania to apply ECTS (pre-dating the *Bologna Declaration*).

⁶ see Institutional SER p. 8 for the programme's core values and aims

2.2.3. **Introduction of competency (outcomes) based learning**

All UAD programmes introduced general and specific competences in 2004-05 in compliance with Romanian Law no.288.⁷

The training and development of subject specific and general competences (learning outcomes), according to the academic objectives and the market needs (converted in qualifications) are ensured through and realised in the curriculum.

General competences (learning outcomes) for UAD Art and Design programmes are developed and presented in the Institutional SER (pp. 15-17) and these are comparable and map closely to other European Arts institutions.

Although UAD has satisfactorily defined the competences for each cycle, there is still a need to carry out a number of actions to ensure they are fully understood and embedded in the programmes and applied consistently across the university.

These actions include:

- A mapping exercise for all programmes to ensure all competences are delivered, developed and achieved over the duration of the course;
- Staff and student development/training to help both understand what competences are and how they are achieved;
- Develop a closer relationship between the competences delivered and achieved at each stage of the course and the assessment criteria.

3 **Internal QA management and enhancement**

3.1 **Background**

At UAD a Quality Assurance and Enhancement (QA&E) policy and implementation strategy are partly in place and partly being developed and embedded. Some of the components of QA&E have been introduced and embedded over a number of years (e.g. ECTS introduced in 1997)

3.2 **Institutional level**

3.2.1 **Policy**

The University in developing its own policy and strategy is making reference to a number of sources including: the recommendations of the Romanian Agency for Quality Assurance (ARACIS) and the relatively recent excellent Romanian law – *Annex to the Ministry of Education and Research order no.3928/21.4.05 : Quality Enhancement System for the higher Education Institution*⁸; the network European National Quality Assurance Agencies (ENQA) report *Standards and Guidelines for Quality Assurance; Guidelines for*

⁷ see Annex 4

⁸ see Annex 10

Institutional Review from the European Universities Association (EUA) and the European League of Institutes of the Arts (ELIA) own *Quality Assurance & Enhancement Institutional Review Guidelines*.

3.2.2 **Operational procedures**

Senate is responsible for developing, monitoring and maintaining quality and standards of the university's awards. Currently there are few written policies and procedural guidelines and UAD is in the process of developing a framework for managing quality and standards including the proposal to appoint a Quality Director.

Although UAD is committed to maintaining standards comparable to its European counter-parts, it relies heavily on *informal* procedures⁹ to implement and monitor quality assurance across the university and in the disciplines. The QA&E methodology, whether *formal* or *informal*, if seen as good practice can be maintained, but for ensuring standards across the university and feeding into the QA&E monitoring process it must be regularized.

3.2.3 **Management** (Senate, QAE management systems, etc)

UAD continues to benefit from open and progressive leadership and management and this is reflected in the way the university has led the way in embracing the current education reforms relating to the *Bologna Declaration* and clearly wishing for comparable standards within the European higher education sector.

In the revised Institutional SER UAD introduced their intention to create a Quality Assurance Director, which was approved by the Senate. The role and responsibilities are still to be defined, although it is expected (and the ET strongly recommend) the post will be at a senior management level.¹⁰ It would also be desirable if his/her professional function will interact with all the institutional departments and appropriate officers in the educational process.

UAD aims to establish a university wide management system, with clear terms of reference, outlining devolved responsibility for monitoring and developing the policy and implementing the strategy. The Quality Director must be supported by a sub-committee or commission of Senate, with representatives from across the departments, students and senior administration and reporting to Senate. It should have devolved responsibility for developing and embedding the proposed QA&E actions including:

- Preparation for the approval of new awards;
- Preparing existing programmes for periodic review and re-approval;
- Monitoring annual review of programmes;
- Assurance of the quality of teaching staff (appointment, appraisal, staff development);
- Monitoring the quality of the newly introduced discipline descriptors and course descriptors, ensuring competencies are at appropriate levels and make clearer the relationship between the competencies and the assessment criteria;
- Monitoring the quality of the learning resources;

⁹ see SER p.30 consultation mechanisms for periodic revision of curriculum and introduction of new courses.

¹⁰ SER p. 43, operational plan for the QA management system

- Monitoring student academic and personal support and guidance;
- Monitoring the accuracy and quality of all published information for students (printed and ICT);
- Monitoring progression and completion statistics.

In relation to QA&E communication across the university can be improved, it is a good practice to develop regular consultation among the heads of department to develop QA practices and share positive experiences.

3.2.4 **Administration**

The General Director of Administration ensures continuity within the institution as the Rector and other senior posts are elected democratically on a four-year cycle. The Director is a member of the Bureau of the Senate, which meets weekly to manage the institution.

The accounting office's main function is to ensure that all money is spent according to Romanian laws and university regulations. Over recent years the whole accounting system has undergone frequent changes, with the most recent change taking place in January 2006. Every operational structure in UAD will undergo rigorous financial checks. Financial control systems have always existed in Romania, but the financial control office was separated from the accounting office two years ago.

Student material is ordered directly through the Heads of Department or technicians, but financial resources are limited.

Within the new proposed quality management system, it is important that the different administrative offices¹¹ are directly engaged in the quality assurance and enhancement process as they contribute directly to the quality of the student learning experience and help maintain the standards of the programmes.

3.2.5 **Staff development**

UAD has a supportive staff development programme addressing changes in learning and teaching and the new developments in the European higher education sector. The introduction of a quality assurance framework and new procedures will require the university to develop a comprehensive staff development programme to help understand and embed a complex process.

3.2.6 **Student participation**

UAD has an excellent record of involving students in the management of the institution, with over 25% of the membership of Senate. Student representation is also found on Faculty Boards. Some courses involve students, generally through questionnaires, in review and evaluation processes but this is considered as an *informal* process. The ET recommends that UAD introduces a process of student feedback for course development and review, involving questionnaires and staff/student liaison groups for all awards.

¹¹ these offices include: scientific secretaries; internal audit; administration council; human resources; technical administrative; library and public relations & cultural projects.

3.3 **Discipline SER : FINE ART**

The Fine Art SER report was largely produced by the UAD Self-evaluation Steering Group, collecting information from all departments and the report was made openly available in the university library and everyone had the opportunity to comment on it.

Staff and student awareness of what the self-evaluation process means and involves has improved since the pre-visit and communication between departments and colleagues has been strengthened. For the staff team the QA process is seen as an instrument for self-awareness. Communication has been very good and the experience of functioning as a group was of special value. The teamwork experience definitely went beyond the Steering Group as it also involved students and graduates and all levels of the school staffing structure.

UAD reported active transparency has been reached. Though the process sometimes seemed bureaucratic as a working experience it is seen as very helpful for the future of the university. A better understanding of the laws that the learning and teaching processes are based on in Romania has been reached through the self-evaluation process.

The process was an opportunity to seek out good practices and set up an archive on it, to be shared by all the departments.

3.3.1 **Curriculum development**

Curriculum development in Romania is governed by laws and standards set by the Ministry of Education and at UAD this has been a continuous process, with fourteen substantial revisions in the recent past.

In keeping with the recent law annex no. 3928 – *Quality Enhancement System for the Higher Education Institution*¹² UAD is introducing new procedures for discipline curriculum development which involve:

- discussions at department level (teaching staff and students) on proposal of the Head of Department
- presentation of the proposals and synthesis by the Head of Department within the Cathedras
- presentations of the departments syntheses in the Faculty Board and approval by the Dean
- presentation of the curriculum in the Senate and approval by the Rector

In the academic year 2006-07 *Discipline Descriptors* will be introduced for each course detailing the generic and specific competences, assessment criteria, grading system and description of the syllabus. This will enable students to have a clearer understanding of what they will study and be better informed when they have course options to choose from.

The ET fully supports these actions but would strongly recommend that the new Quality Director and her/his committee/commission is involved in this process before it goes to Senate for approval; and in keeping with the law, involves through consultation

¹² See Annex 10 Annex to the Ministry of Education and Research Order no. 3928/ 21.04.2005 : Quality Enhancement System for the Higher Education Institution p.2

educational/discipline specialists from other faculties or institutions and employers, representatives of the labour market and professional bodies.

3.3.2 **Review and re-approval of new and existing awards and courses**

The new Quality Management system builds in the process for periodic review of existing courses and like the process for curriculum development the ET recommends it will involve feedback/participation from students, graduates, representatives from employers and professional bodies. The review report should contain a critical self-evaluation of the course and major developments over the period since the previous review, with both qualitative and quantitative data and a resource statement about the appropriateness and quality for the delivery of the course. The process should also involve reference to comments and statistics (recruitment, progression, achievement etc.) found in the annual reports. Guidelines and details for the report content should be developed and be included in the Staff QA&E Guide.

3.3.3 **Teaching**

UAD like most higher arts education institutions has experienced the need to review and adopt its learning and teaching strategy created by the move to student centred learning; expansion of student numbers without the corresponding increase in academic staff¹³; developments in ICT; e.learning; market requirements; changes in skills base etc.

The university has sought to retain the best of its traditional practices and introduce new pedagogies. It has a remarkable record of developing the research capabilities of its staff with a very high percentage achieving PhD Doctorates in their fields. Although the staff have had to undergo these changes and the fourteen Ministry changes previously mentioned, there is a very strong bond between the students and staff at UAD and a very high level of student satisfaction with the quality of teaching.

Teaching is organised in similar ways across the department although the subjects define the choices available and the majority of students assess their staff as being open and engaged. The teaching of theoretical components of programmes is more or less the same in all Romanian art academies. On some courses students felt that more debate on the artistic aspects of the work and courses that develop the technical side of the professions are needed. Academic support in the painting department is mostly viewed as being easily accessible. Some students believed that the attention they received from their tutors possibly relates to the interests shown and expressed by the students and their attendance level.

A formal process of periodic staff evaluation, involving self-evaluation, peer review, management review and feedback from students, is being introduced and will form a major element of the Quality Management System. The motive for this process should be to improve the student learning experience and the objective lead to greater job satisfaction. The outcomes will inform the staff development programme requirements.

¹³ 1990 – 350 students + 72 academic staff; 1996 – 440 students + 75 academic staff; 2005 – 950 students + 73 academic staff.

3.3.4 **Learning**

Student centred learning is one of the key objectives of *Bologna*. Higher arts education has the characteristic of being traditionally centred on the creative abilities of the student and close interaction between the student and teachers is natural to it. At UAD traditional practice of informally consulting the Design students exists on the levels of the faculty - legal frameworks, rights etc. in the induction week.

Although Fine Art education at UAD is similar to other Romanian art academies, learning is special in that students are allowed freedom to develop their own process of working.

The Quality Assurance & Enhancement process is introducing student centred learning in new ways. The Head of Fine Arts Department relates it mainly to the feedback mechanisms engaging the students. At the moment there is an informal way of consulting student opinions but not a structured method. Formal procedures such as questionnaires, institutional meetings, staff/student liaison groups and representation on Senate, institute boards, committees etc. can be an example of how their input can be sought. The Art pedagogy department of UAD CN uses a questionnaire at the end of each course. The aim is to check student opinions on introducing new courses.¹⁴ The mechanism of quality enhancement relates not simply to identifying and solving the issues but also to learn and listen to achieve new developments. An example of such a process has been the introduction of an Art Therapy course that was triggered by student interest. The ceramics department introduced a questionnaire two years ago to verify whether student guidance in the research projects has been valid and helpful. Student questions raised awareness in relation to desired academic and technical support as areas of development in the department. Results of the questionnaire are brought to the cathedra where the anonymous student reviews are reflected upon. Such processes should be shared and facilitated across the Faculties.

3.3.5 **Assessment**

The assessment of student work is done on an ongoing (continuous) basis during the project/course work. Over the year a rolling grade is assigned and students are asked to use self-evaluation methods and to contribute to peer reviews. Open group evaluation at the end of the course and academic year is common in some courses (e.g. Restoration). In Fashion assessment and guidance by the tutor is on a rolling basis, but at the end of the year, the collection is assessed. By then students have formed expectations about their level of achievement and the grade but they can raise questions about the evaluation if it is not clear. If a student does not pass a subject they can trail it on to the next year but they need to have a minimum of 60 out of 70 credits obligatory required for the academic year.

Learning outcomes are transparent learning objectives for the students to achieve by the end of the course. The official term for Learning Outcomes in Romanian education law is competences. The relationship between the grading system and the competences at UAD is very complex. The SER provides examples of assessment criteria¹⁵ in the disciplines and also the elements of grading to ensure progression. At departmental level, at the end of each semester two assessments takes place with the tutor reporting on the

¹⁴ Periodic evaluation of programmes and courses is done on yearly basis before the new academic year. SER, p. 27

¹⁵ see Institutional SER pp. 20,21

level of student's achievements on courses competences. The ET sees the cross-discipline moderation in grading students in some courses as good practice in QA and would recommend it is developed across the Faculties.

In the SER there are a number of references to assessment criteria¹⁶, the ET recommends the development of a clearer relationship between criteria for assessment and the competences as outlined in the discipline descriptors

3.3.6 **Research**

Research at UAD is rapidly developing and it has an enviable record of staff achieving PhD Doctorates (22 over the last two years) in arts and design practice. UAD has created the research centre, *Centre for Creative Exploration in Arts and Design* as the hub for research within the university and alliances were formed with research units in the Architectural University, Technical University and the Humanitarian University. In collaboration with the other Romanian art & design institutions UAD successfully lobbied for the extension of the evaluation criteria for national research activities (CNCSIS) to include appropriate art and design specific criteria. In 2004 UAD achieved national recognition as the first Romanian art and design institution to be granted a *centre for excellence* for its *Creative Explorations in Art and Design* research centre.

The research culture at UAD is primarily known for theoretical research embedded in artistic practice. The emphasis on artistic production that is being reflected upon theoretically has become the research method that UAD is renown for.

There is a direct relationship between learning and teaching and research with a strong emphasis on research feeding back into learning and teaching. The thematic scope and competences for arts education research were established through the process of a research project. For example the learning process in psychology and pedagogy subjects for artists was adapted to new methods on the basis of results from completed internal UAD research.

PhD research in visual communication and arts research.

Research proposal are evaluated through an exam process and PhD supervisors are approved by the Ministry. Annually there is a number of research places allocated and funded by the Ministry and also a limited number of paid PhD researchers. The posts are publicly advertised as general open research positions in visual arts. Applicants are examined on the basis of a research proposal. The research co-ordinators within the UAD CN also select research topics that are close to the area of research. International students can also apply for the research positions but can not receive funding. The PhD thesis committee has by law two external experts from another institution or from abroad.

3.3.7 **Student progression/achievement**

To pass successfully students need to acquire 30 credits for each semester, but if they fail one course they can repeat it again in the next semester. Credits are awarded for successful completion of a course. To redeem failure a student has to repeat the course, not only re-take the exam. At UAD if a student passes all courses in a year she/he would acquire 60 credits, but it is possible to progress from one year to the next with only 30 credits (50%) – trailing credits.

¹⁶ SER references to assessment criteria: p. 20 – general; p.21 – grading system;

In the new quality management system it will be important for UAD to monitor student progression, completion and failure rates and introduce systems to review high failure rates and assess why this happens.

The ET fully supports UAD plan to introduce an electronic data-base with all statistical data related to student achievement, progression and career pathways. This data-base should provide the following information:¹⁷

1. the progression of students in each study programme and level of achievement in exams and cycles
2. graduates success rate on the labour market
3. student satisfaction level in each programme
4. teaching/technical staff profile
5. socio-demographic structure of student cohorts
6. available teaching resources and their cost per student
7. recruitment profile

3.3.8 **Student recruitment**

The national reputation of the school is high and students from Bucharest and Timisuara are aware of the reputation of this school for stimulating creativity. The presence of the school within the city is very visible and is well known for its intensive international collaborations and exchanges for students. The majority of students interviewed have selected to come to Cluj-Napoca for these reasons as well as for the specialist courses of study.

The open events of the school have provided opportunities for the students to get acquainted with the atmosphere of the school before applying.

The entrance procedure of UAD is based on open competition on the basis of a creative assignment. Unlike other arts universities it does not place high importance on the grades from secondary education.

UAD has an excellent record for equal opportunities in recruiting students and offers a high number (XX) of support bursaries.

¹⁷ see Annex 10 Annex to the Ministry of Education and Research Order no. 3928/ 21.04.2005 : Quality Enhancement System for the Higher Education Institution

3.3.9 **Student support and guidance**

Normally the first person students in FA turn to is their personal tutor. The secretary of the department is seen as the person who solves formal academic concern/problems such as grading or credits. The personal and academic problems are generally taken to the teacher who is closest to the students. The administrative secretary provides help with all issues relating to financial support and if students need to work and support themselves financially they can negotiate their learning time. Students are active in contacting the Head of Department where there are problems within an individual course and the Head has responsibility of checking student satisfaction. Student representatives are delegated with the task of bringing students issues to the appropriate committees up to the senate. There are good examples of student's issues being resolved through this process at all levels.

Students with long-term and short-term personal difficulties, like addiction, psychological and emotional problems are supported through special scholarships as are student with other disabilities (hearing, sight, mobility etc.). Students are allowed to continue their study and are supported by the teaching staff. Short-term problems are handled at institutional level by bringing the problem to senior management (Rectors) level. If the personal problems are severe and affect the study for a longer term it is accepted as a reason to interrupt the studies without any negative consequences for two years. Regarding students with social problems, it is a task for the Deans to identify and help resolve these problems, supported by their colleagues. The university has medical facilities where medical counselling is provided and in the students' hospital is a doctor designated for UAD students who can examine students or refer them to a specialist.

Health & Safety guidelines are obligatorily introduced to the students, having read them students sign to signify that they have done so. The ET discovered that health and safety practices in some Departments were very good with clear guidelines and demonstrations, but these were inconsistent and in a few cases greater attention to student health and welfare could be introduced. The ET recommends clearer guidelines and closer monitoring of health and safety across the Faculties.

The new law *Quality Enhancement System for the Higher Education Institution*¹⁸ states:

“The higher education institution must be preoccupied not only with the physical existence of certain resources (such as documentation within regular or virtual libraries or IT resources), but also with the human support through career counselling, didactic and scientific tutoring, guidance and problem solution in other aspects of life and activity on campus.”

Although many of the mechanisms and processes for student support and guidance exist, the ET recommend clear guidelines are produced and staff designated with specific responsibilities are identified and this information is disseminated to staff and students. The ET fully supports UAD's intention to produce a Student Handbook, containing this information.

¹⁸ Annex to the Ministry of Education and Research Order no. 3928/ 21.04.2005

3.3.10

Employability

Employability is one of the main objectives of UAD¹⁹ and the development of the required professional skills are embedded in the competences of all courses. UAD has also an excellent record of building professional links with professional bodies and the appropriate local industries and many of these collaborations have been initiated by the personal connections of the Rector. The ET would recommend the engagement, on a more formal level, of employers and professional bodies in advising UAD on new programmes and periodic reviewing of existing programmes, to ensure they meet the demands of the professional world

At UAD there are many examples of the benefits of professional practical experience with a company, that demonstrates the way in which practice-based professional context positively affects the learning context and the professional orientation of the students. To further develop this, graduating students who during their study at UAD have been on exchange in other countries suggest that partnerships with external bodies and higher profile international companies should be increased.

Career counselling is possible informally during the international fairs and events organised by the schools. Internally the administrative secretary would be the person who helps students with career questions as well as studio staff. (ET-notes, p. 8/9)

In recent graduate tracking graduates were telephoned (*inter}artes* strand 4 graduates tracking pilot) and the results showed a good level of employability, especially in the design field²⁰. Only 10% of graduates have not been contacted. Many artist/designers are free-lance, active producing and selling work and a considerable number start their own companies (graphic designers, web designers etc.)

In Romania it is very easy for graduates to access the artist union and other organisations such as the fine arts foundation. Both support free-lance artists and offer various levels of support.

Fine Art Department

Every department retains contact with their graduates and permanent contact with many of them provides feedback to inform the needs for curriculum development. This is common practice across all departments.

Teachers aim to give information about both the job market and their artistic personal development.

There is an institutional system of discussing changes in the job market first with colleagues and followed-up through the cathedras, departments and Senate. Teachers are in direct contact with the professional field and events are organised that are linked to what's happening in the professional field. Management staff of companies attend regular meetings with the institution to offer professional advice that is disseminated within the institution. (ET-notes, p.10)

The FA students have clear plans for their future career - one of them wants to be a teacher in the university; the photography students identify Bucharest as the place where a professional studio for arts and fashion photography is possible to succeed; and the Design students plan to go into book publishing. (ET-notes, p.13)

¹⁹ see Institutional SER *Aims and Mission* statement pp. 9,10 and *Collaborations with professional bodies, industry and society* pp.25,26

²⁰ this information will also become available on the new UAD digital data-base

3.3.11 **Accommodation and resources**

UAD is located over ten sites and 50% of the real estate is considered historic monuments. The buildings of UAD are managed by the administration, whose responsibility is to refurbish these buildings. During recent years local authorities were supporting UAD by offering vacated buildings and with official help they are refurbished for the university.

The library plays an important role in the development of the student's education. The collection of books is very good at present but a better, wider access to the entire library for all students must be provided in the near future. Digital archiving of the library is seen as a priority and will soon be implemented. The library staff have direct contact with students and both students and teachers can ask for acquisition of books directly. The art history teacher also plays an important role in recommending the book acquisitions.

4 **The capacity for change**

4.1 **Introduction**

Through its progressive leadership and the positive attitude of the academic and administrative staff UAD is at the forefront of embracing and promoting new developments in European higher education initiated by the *Bologna Declaration* 1999. As the first institution to volunteer to be a pilot for developing European guidelines for quality assurance and enhancement for higher arts education UAD clearly showed it is open and receptive to change. It has initiated (*Brilliant*²¹) and participated in major European research projects (*inter}artes*²²) on developing higher arts education.

4.2 **Institution's mission statement**

The mission of the UAD²³ is:

- 1.- to organise a student centred learning process
- 2.- to promote education and research according to the requirements of a knowledge based society, lifelong learning and integration on the European and international scene;
- 3.- to support a framework of specific multicultural crossings putting to good use the national and universal artistic heritage, valuing tradition;
- 4.- to attract the most valuable talents in the country, favouring the artistic, technical and technological excellence, the originality and the creative vision;
- 5.- to participate and contribute to the upgrading of the educational and creative system at a local, regional and national level, cultivating the specific cultural resources;

²¹ *Brilliant* was a European conference on developing Learning Outcomes (Competences) for Fine Art according to the *Tuning* methodology, hosted by UAD Cluj

²² *inter}artes* is a European Thematic Network research project looking at developing qualification frameworks and quality assurance and enhancement guidelines for higher arts education.

²³ see SER p. 9,10

- 6.- to become an influential centre extending the values of culture and arts over the academic community and the whole city, over Transylvania and Romania in general;
- 7.- to develop and participate actively in partnerships and international relations of interuniversity exchange and in constituting and asserting a contemporary formative and competitive structure in the field of visual arts.

5 Identified areas of good practice

Examples of good practice	Location
<ol style="list-style-type: none"> 1. High quality, supportive teaching across most courses. 2. In some courses (e.g. the arts sociology course) the use of student questionnaires for feedback on their learning and teaching experience for QA&E. 3. UAD links and collaboration with the local communities is very well developed and shows strong mutual benefits. 4. UAD is very actively engaged in European HE developments and international research programmes giving it a very strong national and international reputation and profile. 5. UAD has well-established links and partnerships with commercial companies, underpinning the strong student professional development policy. 6. UAD has in a very short time established a very successful PhD programme with an enviable achievement record (22 completions in two years). 7. In 2004 UAD achieved national recognition as the first Romanian art and design institution to be granted a <i>centre for excellence</i> for its <i>Creative Explorations in Art and Design</i> Research Unit. 8. In collaboration with the other Romanian art & design institutions UAD successfully lobbied for the extension of the evaluation criteria for national research activities (CNCSIS) to include appropriate art and design specific criteria. 9. There is a direct relationship between learning and teaching and research with a strong emphasis on research feeding back into learning and teaching. 10. UAD practices a strong democratic process of inclusion and development for both staff and students. 11. Excellent interpersonal relationship between staff and students across the university. 12. Equal opportunities is high on the agenda at UAD and is evident both in policies and in practice at most levels. 	

Recommendations

Recommendation	Responsible	Essential/ Recommended
1. A more coherent Quality Assurance and Enhancement policy, addressing key aspects such as learning and teaching, assessment, student recruitment, staff appointment and development, student support and guidance, student complaints, equal opportunities, course approval and monitoring, health and safety; firmly based on your recent excellent law on QA, with a comprehensive strategy for implementing it ²⁴ .		Essential
2. Establish a university wide management system, with clear terms of reference, outlining devolved responsibility for monitoring and developing the policy and implementing the strategy ²⁵ .		Essential
3. The appointment of a Director of Quality Assurance & Enhancement at a senior level with responsibility for managing QA&E across the university		Essential
4. The Director should have good knowledge of QA&E developments internationally and will require considerable staff development training. (We would welcome the appointed Director to visit any of the ET institutions to gain experience of established QA&E practices)		Recommended
5. The Director must have the ability, motivation and institutional support to bring about change, to guide and steer the implementation of all actions. The post must have the time and academic and administrative support to carry out these duties. Excellent communication skills are essential.		Essential
6. The Director must be supported by a sub-committee or commission of the Senate, with representatives from the departments, students and senior administration. ²⁶		Essential

²⁴ As with all our recommendations we acknowledge the need for UAD to be compliant with Romanian law.

²⁵ See Institution SER p.31

²⁶ see Institution SER p. 32

<p>7. The sub-committee/commission will be responsible to Senate for developing and embedding the proposed QA&E actions including:²⁷</p> <ul style="list-style-type: none"> • Preparation for the approval of new awards; • Preparing existing programmes for periodic review and re-approval; • Monitoring annual review of programmes; • Assurance of the quality of teaching staff (appointment, appraisal, staff development); • Monitoring the quality of the newly introduced discipline descriptors and course descriptors, ensuring competencies are at appropriate levels and make clearer the relationship between the competencies and the assessment criteria; • Monitoring the quality of the learning resources; • Monitoring student academic and personal support and guidance; • Monitoring the accuracy and quality of all published information for students (printed and ICT); • Monitoring progression and completion statistics. 		Recommended
<p>8. Produce a staff QA&E handbook with policies, guidelines for procedures and processes and templates for documents.</p>		Essential
<p>9. The QA&E methodology, whether <i>formal</i> or <i>informal</i>, if seen as good practice can be maintained, but for ensuring standards across the university and feeding into the QA&E monitoring process it must be regularized across all programmes.</p>		Essential
<p>10. To produce a Student Handbook, which contains information on:</p> <ul style="list-style-type: none"> • Discipline and course descriptors – including course diagrams; specific competencies and corresponding assessment criteria, grading criteria and methods; learning and teaching methods etc.; • Processes for student representation; • Student support and guidance – including referral contacts, services etc.; • Health and safety; • Student responsibilities in their own learning process; • Staff teaching and technicians working on programmes; • Learning resources – including library, ICT etc; • Student formal complaint procedures (looking at issues such as harassment, assessment etc.). 		Essential

²⁷ The role and responsibility of the sub-committee/commission may change if the Romanian Ministry devolves more responsibility and/or greater autonomy to UAD

11. The cross-discipline moderation in assessing and grading students in some courses is considered good practice in QA and it should be developed across the Faculties.		Recommended
12. The engagement, on a more formal level, of employers and professional bodies in advising UAD on new programmes and the periodic reviewing of existing programmes, to ensure they meet the demands of the professional world. ²⁸		Recommended
13. UAD introduces a process of student feedback involving questionnaires and student liaison groups for all courses.		Recommended
14. Within the new proposed quality management system, it is important that the different administrative offices ²⁹ are directly engaged in the quality assurance and enhancement process as they contribute directly to the quality of the student learning experience and help maintain the standards of the programmes.		Recommended
15. In curriculum development and course periodic reviews UAD involves: educational/discipline specialists from other faculties or institutions; employers; representatives of the labour market and professional bodies.		Recommended
16. Regarding Learning Outcomes/competencies the following actions would assist in understanding and embedding them in all programmes: <ul style="list-style-type: none"> • A mapping exercise for all programmes to ensure all competences are delivered, developed and achieved over the duration of the course; • Staff and student development/training programme to help both understand what competences are and how they are achieved; • Develop a closer relationship between the competences delivered and achieved at each stage of the course and the assessment criteria. 		Recommended
17. The ET recommends clearer guidelines and closer monitoring of health and safety across the Faculties.		Recommended
18. To establish a coherent Staff and Management Development training policy and programme.		Recommended

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²⁸ In keeping with UAD mission statement in Institutional SER pp. 9,10

²⁹ these offices include: scientific secretaries; internal audit; administration council; human resources; technical administrative; library and public relations & cultural projects.