



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Moldova

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Republic of Moldova

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

The demographic projections influence the annual admission plan for Higher Education Institutions

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented There are 33 HEIs, 3 of them are professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

Total number of HEIs - 33 Public - 17 + 2 which offer only master studies; Private - 14

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 60

240 ECTS = 36

Other number of ECTS = 4

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 42

240 ECTS = 52

Other number of ECTS = 6

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Integrated studies: veterinary medicine, architecture; Non-Bologna Long programme studies: medicine, pharmacy, stomatology

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

360 ECTS for integrated studies; 300-360 ECTS for long programme studeis

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

6

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 56

120 ECTS = 44

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 54

120 ECTS = 46

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

In compliance with the national legislation, the master programmes are elaborated according to the general fields of studies for the I Cycle. All Cycle I programme give access to the II Cycle of HE. The graduates of the I Cycle are eligible to continue their studies in the II Cycle in the same or other field.

6.1.1. Please provide a source for this information.

Law on Education no. 547 from 1995 with further modifications and completions; Regulation related to the master studies, Cycle II (Gov. Decision no 1455 from 2008)

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>25-50 %

6.2.1. Please provide the source for this information.

Education in the republic of Moldova. Statistical publication. www.statistica.md

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Regulation related to the organisation of doctoral and post-doctoral studies (Gov. Decision no 173 from 2008)

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

Approximately 11 perscents

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

>5-15%

Only the holders of the Pre-Bologna Diplomas

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

The national legislation in force assures the connection and conditions for mobility between I, II, Cycles and doctorat.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

7.2.1. Please specify how it is regulated.

Veterinary medicine and architecture are organised as integrated studies (360 ECTS). The graduates are awarded Diplomas with a status of master studies, which gives access directly to doctoral studies. Medicine, Pharmacy and Stomatology. There are 2 possibilities: - Graduates have access to residency, a postuniversity programme; - Graduates have access to master courses only in Public Health field (120 ECTS)

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for all graduates of these programmes

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3 years full time; 4 years part-time

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

Doctoral studies are introduced in the National Qualification Framework, which has been approved by the Ministerial Council no 9.1 from 24 December 2010

8.5. Are ECTS credits used in doctoral programmes?

No

Doctoral studies are similar to the HE III Cycle, but no ECTS credits are used yet

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

In Moldova Republic doctoral studies are postuniversity studies.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

No

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

10.2. Does higher education legislation allow:

- Establishing joint programmes
- Yes
 - No
 - Legislation not clear
 - Legislation doesn't mention joint degrees
 - No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

The national legislation does not mention joint degrees. Some joint degrees programmes has been initiated with a pilot statue.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

Student-centered learning is defined in the national steering documents as being output oriented in order to ensure the individual path of learning, the freedom to choose optional modules, the participation in study plans elaboration, the freedom to select the teachers holders of the course.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

1.National Framework for I Cycle Study Plan (2005); 2. Guide for National Credit System Implementation (2006), 3. National Qualifications Framework (2010),4. National Regulations of organization of studies in HE under ECTS(2010)

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

Student-centered learning was introduced as a concept in 2005, when Moldova started the implementation of Bologna Process requirements. It was firstly developed in order to increase the role and the importance of students' individual work and to contribute to the real implication of the students into the formation of their own path of learning. Finally, the introduction of the concept in the main regulatory documents are a strategy for changing the teacher-centered approach to education into learning outcomes and competence-based education.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes are a set of competences that express what the students will know, understand and be able to do after the completion of studies. Competences are a dynamic combination of human qualities, abilities and skills that a learner must detain.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes
By ministry's regulations

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

Together with compulsory measures, series of advisory measures are taken in order to ensure a proper implementation of the regulations. By this, The Ministry of Education in partnership with HE institutions organizes seminars with academic managers and staff. Series of support guidelines and recommendations are elaborated. For NQF elaboration all HEI were trained in designing study programs based on learning outcomes.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc.)

Every HEI, in partnership with Ministry of Education, organizes trainings for academic staff regarding student assessment based on learning outcomes. There are developed recommendations for every HEIs, considering the specifics of professional fields.

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

1. Top managers of HEIs - 100% 2. Quality Assurance Councils representatives - 100 % 3. Academic Staff in every HEI 4. New employees in HEIs

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Specific criteria and indicators that refer to the usage of learning outcomes are used when assessing curricular programmes in the accreditation process. At the institutional level, Quality Assurance Departments are responsible for curricula monitoring. For all HEIs is mandatory to develop curricula and to assess the students on learning outcomes bases. The normative documents that stipulate that use of learning outcomes are mandatory in curricula development and in students assessment are: National Framework for I Cycle study plans (2005) and National Regulations of organization of studies in HE under European Credit Transfer System(2010)

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

Learning outcomes are the basic point in designing and delivering study programmes in Moldavian HEIs. Quality enhancement in HE is based on student-centered approach and obviously on competence formation.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

a national credit system compatible with ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

All HEIs use a National Credit System which is compatible with ECTS: -one National Credit is equivalent with 30 academic hours; -study programmes are designed to have 180/240/360 credits, depending on the field of study and specifics of professional formation at I Cycle and 90/120 credits at II Cycle; - both accumulation and transfer function of credits are used by Moldavian HEIs; - credits are awarded based on achieved learning outcomes and student workload.

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

ECTS usage: - increases students' mobility by facilitating the recognition of periods of studies; - stimulates the process of study programmes harmonization; - fosters students' freedom in building his own learning path.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

All students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

- Some students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Upon request answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- In certain fields of study answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- No students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

Yes

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

Firstly the monitoring was done in the context of NQF elaboration, when future graduates competences were discussed. Qualitative data provide the information that Diploma Supplement is easy readable and understandable for employers. Most of them appreciate the presence of generic and specific competences and of students' ranking.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

Moldavian HEIs welcomed Diploma Supplement delivery free of charge and the fact that it is issued in English too. This way a lot of supplementary documents are not necessary and the bureaucratic procedures are reduced. Diploma Supplement is used by HEIs in admission process to the next level (Master, Doctorate). there are no negative reactions coming from institutions regarding Diploma Supplement.

6.4. In what language(s) is the Diploma Supplement issued?

Romanian (official language) and English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Diploma Supplement is a mandatory instrument used to increase the visibility of learning paths, achieved competences, learning units or internships as well as for employment possibilities of the graduate.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

6. The NQF has been adopted in legislation or in other high level policy fora

Moldavian NQF has been elaborated, then discussed and approved by The Decision of Ministry of Education Council at 24.12.2010, Ministry of Education Order nr.934 issued on 29.12.2010

7.2.1 Please provide the date when the step was completed.

29.12.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

The elaboration of NQF started by the Ministry of Education Decision from October 2006.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

Moldavian NQF was adopted by Ministry of Education Order nr. 934 issued on 29.12.2010.

7.2.9. Are ECTS included in the NQF?

Yes

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

No

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

National Regulations correspond to European Documents that Moldova signed (Lisbon Convention)

8.2.1. Please provide a reference to the relevant legislation.

National Regulations of organization of studies in HE under National Credit System(2010)

8.3. What measures exist to ensure that these legal statements are implemented in practice?

At the national level: - granting the delivery of degrees or qualifications according to the National Classificatory of professional fields; - harmonization of study programmes at National level based on learning outcomes and credits number

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

The external evaluation of HEIs contains criteria and indicators related to ECTS study credits usage and of other ECTS Key documents: a)Information Package/Course Catalog; b)Student Application Form (ECTS model) c)Learning Agreement (ECTS model); d)Transcript of Records/Extract from academic ECTS record.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

The recognition process is based on leaning outcomes and credit number accumulated. Moreover, the legal framework offer the possibility for every graduate to continue their studies at Master level, to employment, or Long Life Learning opportunities. Moldavian Government started an initiative to bring home Moldavian graduates that studied abroad. The process of recognition is facilitated by its main characteristics: competences and workload (study credits) recognition.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

In 1998, in Republic of Moldova (RM) there was established the National Council for Academic and Research Evaluation. In 2002 this Council was transformed into a Department on Evaluation and Accreditation, subordinated to the Ministry of Education. Starting by 14 October 2005, this department became a member of Eurasian Quality Assurance Network (EAQAN). Currently the Ministry of Education is bearing the responsibilities for quality assurance. Scientific research evaluation and accreditation is done separately from the educational process evaluation, because this depends on the another structure - National Council for Attestation and Accreditation. Meanwhile, based on the draft of the new Education Code the National Agency for quality assurance in higher education and research is in the process of establishment.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

The basic mission of the Department on Evaluation and Accreditation, subordinated to the Ministry of Education, is the external academic evaluation and accreditation of institutions and educational programs offered by educational institutions of all levels. The Department comprises several managers. The external evaluation is performed by specialized committees which comprise high qualified specialists coming from educational institutions, enterprises and student representatives. The evaluation reports of the specialized committees are analyzed at the meetings organized by the Ministry of Education, which makes the final decision regarding the accreditation or non-accreditation of institutions or programmes. During the activity of the National Council and the respective Department of evaluation and accreditation, there were subjected to evaluations almost all higher educational institutions (regardless their property form: private or public), as well as other undergraduate educational institutions. The first evaluation of institutions took place in 2000-2005, and the second one in 2005-2008. This process will continue after the establishment of the new independent agency (2011). Following the Education Code approval, the main element of the external quality assurance system will be the National Agency for Quality Assurance in Higher Education and Research that will operate with instruments such as: legislative documents and regulations, specialized committees of national experts.

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose..

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, some institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

The institutions of higher education can choose the foreign agency for quality assurance only if that institution has been nationally accredited.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

Higher education institutions are able to choose the foreign agency for quality assurance

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

The department of evaluation and accreditation was evaluated for the purpose of EAQAN membership. The application was successful as following the evaluation we joined the EAQAN membership.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies

<input checked="" type="checkbox"/> As full members in external review teams	The Law of RM (nr. 1257-XIII, from 16.07.1997) regarding the evaluation and accreditation of educational institutions from RM, The Regulation on the activity of Committees for external evaluation and accreditation of higher educational institutions, specialized education and educational programs (art. 3.8).
<input checked="" type="checkbox"/> As observers in external review teams	The Law of RM (nr. 1257-XIII, from 16.07.1997) regarding the evaluation and accreditation of educational institutions from RM, The Regulation on the activity of Committees for external evaluation and accreditation of higher educational institutions, specialized education and educational programs (art. 3.8).
<input checked="" type="checkbox"/> In the preparation of self evaluation reports	The Regulation on evaluation and accreditation of higher educational institutions. Annex to the Law nr. 423-XIV from 4 June 1999 (art. 7).
<input checked="" type="checkbox"/> In the decision making process for external reviews	ministerial regulation
<input checked="" type="checkbox"/> In follow-up procedures	ministerial regulation
<input type="checkbox"/> Other, please specify	

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

In the national committees of external evaluation of educational institutions/programmes there are included as full members representatives of employers from the corresponding programmes fields, who have a special contribution to the evaluation of students' practical training and the relations with the business.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

The trade unions are also stakeholders involved into external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

There is a decision of the Ministry of Education on the establishment of the Quality Management Department at the institutional level. The developments of internal systems of quality management, design of manuals regarding the quality are mandatory too.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50-<75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All

5.5.1. Please describe what kind of arrangements are in place.

The Quality Management System (Policy, The Regulation on QMS, Quality Manual, Procedures of Process and System); Internal Quality Evaluation Guideline; The Regulation on educational process organization.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

The reports with critical outcomes were presented to the institutions by the national specialized committees with the purpose to improve the quality. The reports included specific actions/activities to be carry out as well as clear terms.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

Is a complex of processes organized to revise, complete, continue or modify primary education

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Forms of the continuing professional education/training: a)courses organized by the employer at the enterprise or at some specialized institutions providing professional education; b)courses and programs of advanced training and retraining; c)probations and specializations at the enterprise in the country and abroad; d)seminars, conferences, round-table discussions and workshops; e)courses for distance professional education; f)other forms provided by the legislation. Higher Education institution involved: The Institute of Continuing Education Technical University of Moldova State University of Moldova State Pedagogical University "I.Creanga" Institute of Education Sciences Regional Universities (Cahul, Balti, Comrat)

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

According to legislation public state institution are solicited to realize long life learning programs using institution capabilities. Some universities has long life learning centers.

6. For which institutions is lifelong learning a recognised mission?

The Institute of Continuing Education Technical University of Moldova State University of Moldova State Pedagogical University "I.Creanga" Institute of Education Sciences Regional Universities (Cahul, Balti, Comrat)

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Organization of continuing training, act N 1224, 09.11.2004

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

Adults in employment looking for better job

- Unemployed adults looking for job
- Retired citizens
- Part-time students
- Adults without higher education qualifications looking for better job
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning each organization must allocate 2% of payroll for life-long learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

According to current legislation long life learning is financed by local public authorities.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

Underrepresented societal groups in higher education are identified, and specific, targeted measures are taken to counteract underrepresentation.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

According to the ministerial regulations there are the following underrepresented groups: - orphans and children with no parental care; - invalid children; - children with physical and sensorial disabilities; - children from large families (more than 3 children); - children whose parents are invalid; - gypsy children; - children whose parents have participated in military actions to defend the integrity and the independence of the Republic of Moldova; or liquidation of the Chernobyl catastrophe; military operations in Iraq; - graduates from high schools from the East Part of the Republic of Moldova; - young people who have accomplished the military service

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

The ministerial Regulations for Admission in HEI stipulates that 15% from the places funded by the State are reserved for above mentioned groups. In the same time in order to assure the access of the graduates from the rural area the Ministry of Education establishes a special rate. For this purpose the language of study is also taken into account in establishing the admission rate.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

The individual who belongs to a particular group demonstrates this by presenting supporting documents: study documents, certificates, confirmation issued by authorized structures.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

For these categories are reserved places financed from the budget, the rate of 15% for disadvantaged groups are also funded by the State.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

The National Regulation for Admission in HEI stipulates the rates for the above mentioned categories.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

The higher education institutions elaborate the reports regarding the admission with the specification of all mentioned categories and present them to the Ministry of Education.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

National Statistical Department and the Ministry of Education collect each year the data about the students and graduates.

4.8.1. What data is collected?

National Statistical Department collects each year the data about students and graduates in HEI, but only according some criteria: nationality, gender, language of study, the place, age etc. The Ministry of Education collects the data about admission in HEI, including the completing the rate for disadvantaged categories.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

During the admission the HEI monitor the completing of this rate at each field of study.

4.10. When are data generally collected?

During studies

4.10.1. Where an approach different from the general approach is used for any group, please specify.

The Ministry of Education collects the data during the Admission. The National Statistical Department update the data each year.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

www.edu.md; www.statistica.md

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Please choose..

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

During the legal period: - the studies are funded by the Government; - students can benefit by different types of scholarships; - students who have high performance can study at the same time another speciality;

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

This data are used for appreciation of the quality of the educational process and at the accreditation of the institutions.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

At the accreditation of higher education institutions one of the criteria for the evaluation is the rate of graduation vs admission. Another criteria is the rate of promotion.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

1. Academic career guidance is part of the teaching workload of the teacher and is paid in the established manner. 2. The functions of counseling in career are offered by the counseling centers from higher institutions. The staff is paid from budgetary and special sources.

8.4. What are the main tasks of the services?

I. The academic counseling is done by the coordinators/advisers designated from the academic staff. The main tasks of the coordinator are: - to inform students about the ECTS and about the peculiarities of the study process; - to assist students in setting up the individual educational route; - to inform students about the possibilities offered by the institution; - to assist students in the mobility procedures; etc. II. The counseling centers: - assist in identifying practical training places; - guide students during the practical training; - assist in setting up the individual educational routes.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

For promoting the flexible provision of higher education at the national level are organised part-time studies. In comparison with full time studies, the part-time studies are longer with one year.(45 credits ECTS in one year) In some cases, it is possible to fulfill the studies according an individual plan.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

The rules for widening participation for underrepresented groups are similar.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

Details of these measures are included in Regulations regarding some guaranties and compensations for employers who combine the work with the studies.(G.D nr. 435 from 23.04.2007)

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = the BAC Diploma

Route 2: = the High School Diploma

Route 3: = the College Diploma

Route 4: = the Licentiate Diploma

Route 5: = the Master Diploma

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

part -time student

16.1.2. How do you define it?

Part-time studies are composed from independent student activities, with their direct participation in limited number of activities organised as study sessions and evaluations.

16.1.3. What are the reasons for offering a different student status?

The reasons for offering a different student status are to assure more flexibility to the study process and to widen the access to the studies for different categories of candidates.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

The different treatment consists in: - study fees are less than those of full time studies, - part time students can benefit from special guarantees and compensation: non paid vacation for participating to the Admission, paid vacation for sessions and elaboration of research thesis, coverage of the travel expenses.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

The Government encourage part-time studies in HEI through annual planning of places for different fields of studies at both budget and contract bases.

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

The Ministry of Education offer annually a number of places for part-time studies only to some HEI, depending on the labor market necessities.

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

The Ministry of Education and Higher Education Institutions are in the process of documentation and identification of good European Practices in these fields. The mechanisms of efficient evidence of the prior learning will be elaborated.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

All payments are done in MDL

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

studies based on contract The students that are admitted to studies based on the contract have to pay scholar fee that depends of the field of study/speciality, form of study (part-time, full-time)

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle?

Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 3000 MDL per year

Maximum amount = 9000 MDL per year

Most common amount = 5000 - 7000 MDL per year

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Minimum amount is paid for the specialties that do not have high demand (i.e. pedagogical sciences, agricultural sciences)

Maximum amount is paid for the specialties that have high demand (i.e. ICT, law, economical sciences) Part-time students pay less than full time students, according to the local legislation. Students in need can benefit partial or total study fee exemption.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Minimum amount is paid by about 35% of the students, and other 65% of the students pays by maximum amount

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 4400 MDL per year

Maximum amount = 12000 MDL per year

Most common amount = 6000 - 8000 MDL per year

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Minimum amount is paid for the specialties that do not have high demand (i.e. pedagogical sciences, agricultural sciences)

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Maximum amount is paid for the specialties that have high demand (i.e. ICT, law, economical sciences)

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Minimum amount is paid by about 40% of the students, and other 60% of the students pays by maximum amount.

8. Concerning fees, are international students treated differently in your country from home students?

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 5500 MDL per year

Maximum amount = 24000 MDL per year

Most common amount = 7000 MDL per year for students coming from CIS countries and Romania, 17000 MDL per year for students coming from other countries

8.2. According to your country's steering documents, students from which countries are considered international students?

All students coming from other countries except students born in Moldova, having Moldavian citizen and live abroad or whose parents are from Moldova

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
 - Higher education institutions can define their fees, but there are limits set by the central/regional authority
 - Higher education institutions can define their fees, but they have to be approved by the central/regional authority
 - Central/regional authority defines the value range of fees
- Central authority approve the fee for public institutions, private institution decide by their one

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

Yes

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

Only students that are the members of the student union pay the compulsory contribution. The amount depends of the student scholarship, is about 1%.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

Students benefit of grants and scholarships from the government: free of charge studies and monthly scholarship.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

Each year the government approves the admission plans for state universities, where all study fields are specified. All students can apply for a grant, the condition being participation in the contests organised by the HEIs. Students can benefit of scholarships in dependens of the study records. Number of scholarships is determinate by the number of grants, wich is annually 70% of the whole number of the admission plan.

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Need-based | 15% from all grants are reserved for students coming from disadvantaged family |
| <input checked="" type="checkbox"/> Merit-based | Candidates who gained first places and have different mentions at national and international scholar competitions |
| <input checked="" type="checkbox"/> Part-time/Full-time/Distance learning | only full-time |
| <input checked="" type="checkbox"/> Field of study | according to labor market necessity are established the number of grants for each field of study |
| candidates coming from east regions of Moldova | the number of grants are established each year |

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

25

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = Grant - 11000 MDL per year, scholarship - 5100 MDL/per year

Maximum = Grant - 36000 MDL per year, scholarship - 12000 MDL/per year

Most common = Grant - 16000 MDL per year, scholarship - 5100 MDL/per year

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

The regulation of organising the second cycle (master) foresees only full time study. Each year the government approves the admission plans for state universities, where all study fields are specified. All students can apply for a grant, the condition being participation in the contests organised by the HEIs. Students can benefit of scholarships in depends of the study records. Number of scholarships is determinated by the number of grants, wich is annualy 70% of the whole number of the admission plan.

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

41

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

Scholarships - 7200 MDL per year

13.5. What percentage of all students receives a grant and/or scholarship?

29

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies

- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

There are places financed from budget (grants) for each field of studies/specialties. There will be modification of legislation related to loans for students

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

All students parents, engaged in the labor market, benefit of tax reduction.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

The parent receive a tax reduction, of the amount of 1800 MDL annually per student, and for students with special educational needs - 8100 MDL annually.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

All students do not paid medical assurance, which are covered by the state, students who live in the dormitory pay about 50% of the total cost of the accommodations.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

Specific groups of students (orphans) benefits of free of charge meals.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold and employment contract with a HEI

Working people

Working people who realised the need of PhD qualification

28.1. Please explain why you selected multiple options?

Usually the candidates are former students, who graduated second cycle (Master degree), or teachers who has contract with HEI, or people coming from real sector who wants to continue their studies and to obtain a PhD qualification.

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

Depending on field of study, there is a differences in payd fee by candidates addmitted at contract study

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Students admitted in the base of budget sources as full-time or part time benefit public grants. The full time students benefit a scholarship, and also they can attempt different kind of scholarship offered by the government or private companies. For others the main funds are private.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

The contact is between the doctoral student and HEI. In case that the fee is paid by the third part, it should be included in contact as payment part.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Usually the "fully student" is full time student and part time student is "fully employee". The fee of the study in conditions of "full time" usually is higher that for "part time" student by around 20-30%.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Actually, the doctoral study in Moldova are post university study. So the conditions of study, fees and other relevant issues are different from the Bologna system. According to Educational code Doctoral studies will be third cycle of universities studies.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Loretta Handrabura, deputy minister,

Elena Petrov, main education consultant, Department of High education,

Victoria Isac, senior education consultant, International Relations and European Integration Department

B.1.b Stakeholder representatives

Tatiana Luchinschi, Head of International Relations Department, Tehnical State University,

Gaugas Petru, Head of International Relations Department and Project Manager, Moldova State University

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

The state policy in the field of mobility is realized through the implementation of the provisions of the Agreements of cooperation in the field of education, signed on the bilateral or multilateral levels;. We have 44 Agreements of cooperation signed with other countries. Other ways of implementing and promoting mobility are :

- Participation in the Community Programmes (Tempus, Erasmus Mundus, Erasmus Mundus External Cooperation Window, Jean Monnet, Marie Curie, Youth in Action ets;

Participation in educational programmes/projects on the regional level (RCC, CEI, CEEPUS etc

Participation in the educational projects launched by other countries in Republic of Moldova (USA, France, Germany educational programmes) .

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: The Agreements are signed periodically with different duration:
from 1 to 5 years

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

No target			
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C.2.a Please provide a reference for the target.

The mobility is promoted through the fulfilment of all the provisions of the Agreements of cooperation. They do not foresee quantitative targets of the mobility.

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
 Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
 No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
 No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
 No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	yes	yes	yes	yes
USA/Canada	yes	yes	yes	yes
Latin America				
Australia, New Zealand				

Middle East	yes	yes	yes	yes
Africa	yes			
Asia	yes	yes	yes	yes
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

The Republic of Moldova is a member of the Bologna Process and therefore the tendency of the mobility is directed to the EHEA

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The HEIs generalize the information related to the students and staff mobility, presents it to the Ministry of Education. The Ministry of Education, annually prepare the national report, on the basis of the information provided by the HEIs, including those students and staff implicated in national mobility programmes

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

National HEIs, in the frame of their cooperation with HEIs from other countries, elaborated and implemented mobility programmes at the institutional level.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	Grants are offered on the principle of reciprocity, to the students from the countries, Moldova Republic has signed Agreements of cooperation	
Grants/scholarships are restricted to specific programmes (if so, please specify)	Grants and scholarships are offered to students, strictly for those domains which are considered as priorities for our labor market	
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		In the frame of the Agreements of cooperation
grants/scholarships for incoming students	yes	yes
Loans for outgoing students		
Grants/scholarships for outgoing students	in the frame of the Agreements of cooperation	in the frame of the Agreements of cooperation
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

In the frame of the Agreements of cooperation incoming students benefit of accomodation in students' hostels, medical assurance, targeted guidance services at the institutional level.

As a member of the ENIC-NARIC network Republic of Moldova implements the recognition procedure at the ministerial level.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Annually the Ministry of Education elaborates reports related to the mobility in the frame of the Agreements of cooperation

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	1	1
Recognition		2
Language	3	
Curriculum/Study organisation		
Legal issues		
Motivating and informing students	2	
Other, please specify:		3 (visa arrangement)

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Problems dealing with recognition of qualifications can be specified, especially those of them related to the regulated qualifications (Medicine, Pharmacy, Architecture etc)

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Problems dealing with recognition of qualifications can be specified, especially those of them related to the regulated qualifications (Medicine, Pharmacy, Architecture etc)

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Problems dealing with recognition of qualifications can be specified, especially those of them related to the regulated qualifications (Medicine, Pharmacy, Architecture etc)

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

- Adjustment of study programmes to the European trends; Quality assurance in HE; Support in the recognition procedure; dissemination of the information about the opportunities to study abroad, support in visa arrangements

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Adjustment of study programmes to the European trends; Quality assurance in HE - Higher Education Department, responsible for elaboration and promotion of politics in the field of HE; Support in the recognition procedure; dissemination of the information about the opportunities to study abroad, support in visa arrangements - International Relations and European Integration Department

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

Annually the International Relation and European Integration Department of the Ministry of Education is reporting about the implementation of the provisions foreseen by the Agreements of cooperation, inclusivly about the academic mobility

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions	1	3
Recognition issues		
Language issues	2	1
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:	3 (visa arrangement)	2 (visa arrangement)

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

We have elaborated the Regulation related to the academic and staff mobility from HEIs (approved on the 16th of July 2009 by the Ministry of Education and Youth); organize information sessions/days; seminars, offer visa arrangement support; facilitate the recognition procedure etc

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	yes	yes	yes
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

There does not exist an exact statistic data for the outgoing students because many of them continue their studies abroad on their own expences. Approximately 4200 citizens of the R Moldova have been accepted for HE in the frame of the bilateral Agreements for the 2010-2011 academic year. We have exact data related to the incoming students: for those who come to Moldova to study according to the provisions of the bilateral Agreements of cooperation and for those foreign students who study in our HEIs on their own expences.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

"Balanced mobility" - number of outgoing and incoming students is approximately the same.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Central Europe, USA, Africa, Asia, Middle Asia

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: