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Guidelines for the external evaluation of bachelor's degree (cycle I) and integrated higher education study programmes

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INTRODUCTION

With the approval in 2014 of the Education Code, the legal and institutional framework of the national quality assurance system was defined, one of its components being the establishment and ensuring the operation of the National Agency for Quality Assurance in Professional Education (ANACIP). The new structure was created by GD no. 652 of 13 August 2014 “On the establishment of the National Agency for Quality Assurance in Professional Education”. The reform, initiated by Law no. 190 of 21.09.2017 for amending and supplementing some legislative acts, promoted and implemented in the context of the implementation of the Strategy on public administration reform for 2016-2020, included a series of organizational and content changes for several structures in various fields of public interest, including the field of quality assurance. As a result, by GD no. 201 of 28.02.2018, the name of the National Agency for Quality Assurance in Professional Education was changed to the National Agency for Quality Assurance in Education and Research (ANACEC). The new structure absorbed the National School Inspectorate (NSI), an administrative authority subordinated to the Ministry of Education, Culture and Research (MECR), and the National Council for Accreditation and Attestation (NCAA), an administrative authority autonomous from the Government. At the same time, the Regulation on the organization and operation of the National Agency for Quality Assurance in Education and Research was approved (Annex no. 1 to GD no. 201/2018).

In accordance with the new regulations, the Agency has the mission to implement state policies and contribute to the development oriented towards the best international standards in the assigned areas of competence. The **areas of activity and tasks** of the Agency have been supplemented. Thus, the Agency performs the functions established by the Education Code of the Republic of Moldova, the Code on Science and Innovation and the Regulation on the organization and operation of ANACEC in the following areas:

- (1) general education, vocational education and training, higher education and continuous professional training;
- (2) research and innovation.

In order to carry out its mission, the Agency is entrusted with the following functions:

1. quality evaluation in general education, vocational education and training, higher education;
2. external evaluation of continuous training programmes;
3. external evaluation of organizations in the fields of research and innovation;
4. evaluation of the teaching staff;
5. control over the quality of general education, vocational education and training and continuous training, the compliance with the accreditation and authorization requirements of entities offering educational programmes and services.

In accordance with the provisions of the Education Code, ANACEC elaborates the evaluation methodology and criteria that are approved by the Government and applies them within the external evaluations of the quality of study programmes and of institutions providing educational services.

These Guidelines are an updated version of the Guidelines for external evaluation of bachelor's degree programmes, higher education, 2016 and 2020 editions, developed based on the Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions (hereinafter the Methodology of External Evaluation), approved by Government Decision no. 616/2016, with subsequent amendments.

In drafting the Guidelines, national and European educational standards, national and international best practices in the field were taken into account. In order to ensure the quality of the elaborated document, the opinions of the higher education institutions, the profile committee in higher education of ANACEC, as well as of other stakeholders were consulted.

ABBREVIATIONS

ANACEC – National Agency for Quality Assurance in Education and Research
ANACIP – National Agency for Quality Assurance in Professional Education
CISD – Council for Institutional Strategic Development
EC – Education Code of the Republic of Moldova
NQF – National Qualifications Framework
RD – Reference documents
EQAR – European Quality Assurance Register for Higher Education
ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area
GD – Government decision
ISCED – International Standard Classification of Education
ME – Ministry of Education
MECR – Ministry of Education, Culture and Research
MER - Ministry of Education and Research
SER – self-evaluation report
MMES – mandatory minimum evaluation standard

SCOPE OF THE EXTERNAL EVALUATION

External quality evaluation of bachelor's degree / integrated higher education study programmes is required by educational service providers to demonstrate their compliance with the accreditation standards.

The external quality evaluation is performed based on the provisions of the Education Code, the accreditation standards, the criteria and performance indicators established in the Methodology of External Evaluation, as well as the evaluation standards and the mandatory minimum evaluation standards set out in these Guidelines. Accreditation standards comply with national and international reference documents. In the context of the commitments undertaken by the Republic of Moldova by signing the Bologna Declaration, tending to be part of the Common European Higher Education Area and to ensure the quality of education in higher education, an important reference document is the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)", 2015 version.

According to the regulatory framework in force, the external quality evaluation can be organized per study programme or per group of study programmes in the same professional training field. Educational service providers must request the external evaluation of bachelor's degree / integrated higher education study programmes for the:

- authorization of provisional operation;
- accreditation;
- re-accreditation.

The specific objectives of the authorization of provisional operation / accreditation / re-accreditation of study programmes are:

- to ensure the academic community, beneficiaries, employers and the general public that the bachelor's degree / integrated higher education study programme and educational institution meet the minimum level of quality in relation to state reference standards and good national and international practices;
- to assist higher education institutions in the development of an efficient management and a true quality culture, as well as to demonstrate, through real and relevant evidence and documents, their level;
- to provide methodological support to higher education institutions in aligning to the values of the European Higher Education Area and of the European Research Area;
- to stimulate higher education institutions in the continuous promotion of the quality of the educational, research, innovation, artistic creation process, demonstrated by relevant results, in accordance with the requirements of the labour market;
- to support higher education institutions in the process of creating the conditions for academic mobility and mutual recognition of study documents;
- to promote cooperation between higher education institutions in ensuring, monitoring and comparative approach to the level of quality of the teaching process.

The external evaluation for the authorization of provisional operation is required by the higher education institution in case of initiating a new study programme in the 1st cycle (bachelor's degree / integrated higher education study programme), registered in the Nomenclature of professional training fields and specialties in higher education.

The external evaluation for the authorization of provisional operation aims to demonstrate the existence of resources, facilities and institutional structures, necessary to initiate the teaching process for the study programme in accordance with the regulatory framework in force.

The external evaluation for accreditation is required after the first promotion of graduates for the authorized bachelor's degree / integrated higher education study programme.

The external evaluation for re-accreditation is required every five years for the accredited bachelor's degree / integrated higher education study programme

The external evaluation for accreditation / re-accreditation aims to demonstrate the existence and functionality of resources, facilities and institutional structures at a minimum acceptable level, which provides premises for the further development of the teaching process for the study programme in accordance with the legislative framework in force.

ACCREDITATION STANDARDS, EVALUATION CRITERIA, PERFORMANCE INDICATORS, EVALUATION STANDARDS, SCORES

The accreditation standard is a set of requirements that define the mandatory minimum level of performance of activities by an organization providing education. Accreditation standards are formulated in terms of rules or results, in the form of a statement, are differentiated by evaluation criteria and are specified in a set of performance indicators, evaluation standards and mandatory minimum evaluation standards.

The evaluation criteria represent performance levels, through which the possibilities of achieving certain standards and / or objectives, which are specific to each accreditation standard, are examined. One or more performance indicators and a certain number of points correspond to each criterion.

The performance indicator is the measuring instrument that indicates the characteristics of a certain criterion for evaluating the quality of the study programme and the activity of the educational institution. The way of manifestation and the level of achievement of each performance indicator is reflected by the evaluation standard.

The evaluation standard is formulated by a statement, reflects the requirements / exigencies imposed on the quality of the study programme and the activity of the educational institution, and allows the determination of the level of achievement of these requirements. It describes quantitatively and / or qualitatively, with a certain level of detail, the requirements and conditions to be met. The evaluation standards are of three types:

- *measurable* – are expressed in percentages or in specific units (e.g. number of students, number of teaching and scientific staff (divided into categories: full-time, internal part-time, external part-time employment, etc.), number of publications, number of research / community projects, patents / titles of protection for intellectual property objects, computing units, etc.), square meters, coefficients / indices (student promotion rate), etc.;
- *bivalent attributes* – assessed by "yes" or "no" (e.g. the existence of some normative documents, strategies, plans, reports, subdivisions of the institution, laboratories, minutes, etc.);
- *multivalent attributes* – assessed by quality levels. They are applied in the case of assessment of compliance with some qualitative conditions, which cannot be expressed quantitatively (e.g. the institution has an internal quality assurance system: a) functional and effective; b) partially functional and effective; c) non-functional).

Each evaluation standard is rated with points:

- a) **1,0** point – is offered if the requirements of the evaluation standard are fully met (for qualitative requirements) or the level of achievement of the requirements is higher (for quantitative requirements);
- b) **0,5** points – are offered if the requirements of the evaluation standard are partially met (for qualitative requirements) or the level of achievement of the requirements is admissible (for quantitative requirements);
- c) **0** points – are offered if the requirements of the evaluation standard are not met (for qualitative requirements) or the achievement of the requirements is below the minimum admissible level (for quantitative requirements).

Each performance indicator is assessed by 1-3 evaluation standards, to which a certain weight is assigned. The calculation of the score is performed for each performance indicator and accreditation standard, based on the score awarded and the established weight. They allow the calculation of the score for each performance indicator and accreditation standard. Some performance indicators include *mandatory minimum evaluation standards* (MMES). The mandatory minimum evaluation standards are established in accordance with the national normative documents or international practices in the field and impose minimum acceptable and mandatory requirements on the performance indicator that reflects the quality of the study programme. The full fulfillment of all MMES is a mandatory condition to obtain the authorization of provisional operation / accreditation / re-accreditation of the externally evaluated study programme.

The evaluation of performance indicators is performed as follows:

- 1) points are awarded for each evaluation standard: 1,0 point, 0.5 points or 0 points;
- 2) each of these values (points awarded) is multiplied by the weighted value of the score (the calculation is made up to hundreds of points). For example, if the evaluation standard was awarded 1.0 points and the weight of the score is 2.0, then the final value of the performance indicator will be $1.0 \times 2.0 = 2.0$ points;
- 3) if two evaluation standards correspond to a performance indicator, the final value is calculated as the sum of the score values obtained by each evaluation standard. For example, if the first evaluation standard was awarded 1.0 points and the weight of its score is 2.0; the second evaluation standard was assessed with 0.5 points, its weight being 3.0, then the final value of the performance indicator will be $1.0 \times 2.0 + 0.5 \times 3.0 = 3.5$ points;
- 4) the sums of all values, obtained for the performance indicators, are entered in a synthetic table, these representing the value of the score per accreditation standard;
- 5) the level of achievement of the accreditation standard, expressed in %, is calculated with rounding up to hundredths, by reporting the sum obtained to the maximum value of the score. For example: if 14.5 points have been accumulated for the accreditation standard and its maximum value is 17 points, it results that the standard is achieved at a level of: $14.5 \div 17 \times 100\% = 85.29\%$;
- 6) the meeting of all MMES must be ensured;
- 7) the decision is made based on the provisions of the Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions, approved by GD no. 616/2016, with subsequent amendments;
- 8) if the score of the level of achievement of the accreditation standards is 60-90%, and the accreditation standard 2. *Design and approval of programmes* and the accreditation standard 5. *Teaching staff*, respectively, have 100% level of achievement, the Governing Board of the Agency proposes the accreditation of the study programme or the educational institution only after the removal of detected non-conformities, within up to 6 months, demonstrated by an exhaustive report.

In the case of external evaluation for the purpose of **accreditation / re-accreditation** of bachelor's degree / integrated higher education study programmes, all accreditation standards, criteria and performance indicators set out in these Guidelines shall apply.

In the case of external evaluation for the **authorization of provisional operation** of bachelor's degree / integrated higher education study programmes, the accreditation standards, criteria and performance indicators specified in these Guidelines shall apply, except for those indicated with the remark "*Does not apply in the case of external evaluation for the authorization of provisional operation*".

In the case of elaborating the Self-Evaluation Report per programme group, the performance indicators marked with the „*“ symbol are described per programme group.

In the case of evaluating performance indicators marked with the „*“ symbol, the score awarded is the same for all programmes in the group.

REQUIREMENTS FOR THE DEVELOPMENT OF THE SELF-EVALUATION REPORT

The self-evaluation report is the document that is presented at the time of submitting the application for external evaluation and is a first source of information about the quality of the evaluated bachelor's degree / integrated higher education study programme / study programme group. The purpose of the Report is to present a real picture of the internal quality assurance of the study programme / study programme group. The reference basis for the internal quality assurance of the teaching process are the state educational standards and the accreditation standards. The self-evaluation report is developed by the educational institution per study programme / study programme group. In the case of elaborating the Self-Evaluation Report per study programme group, the study programmes will be selected from the same field of professional training. The Self-Evaluation Reports for Bachelor's degree study programmes are elaborated per study programme / study programme group. The Self-Evaluation Report for integrated higher education study programmes is elaborated per study programme.

The Self-Evaluation Report is structured on accreditation standards and includes a clear and concise description of the level of achievement for each standard, indicating the strengths, weaknesses, improvement measures taken. The Guidelines suggest for each accreditation standard, by the acronym SER, the information to be included in the Self-Evaluation Report. The information in the Report must be confirmed by reference documents mentioned in the Guidelines by the acronym RD.

The reference documents are the documents that confirm the information in the Self-Evaluation Report and serve as a basic source for the evaluation of each performance indicator. The reference documents can be external (European, national) and internal (institutional - related to the internal organization of the activity of the higher education institution). The name of the internal reference documents is indicative: if the institution has other documents, which ensure the achievement of performance indicators, they will be mentioned and attached to the Self-Evaluation Report. The internal reference documents will be attached to the Self-Evaluation Report in the annexes and will be presented to the evaluators during the external evaluation visits.

The following requirements will be observed when drafting the self-evaluation report:

- 1) The Self-Evaluation Report is written in Romanian/English.
- 2) The Self-Evaluation Report for a study programme will not exceed 30 pages, and for a study programme group will not exceed 40 pages.
- 3) The annexes are not included in the content of the Self -Evaluation Report and are presented only in electronic format (on USB flash drive), in separate files structured on accreditation standards. The volume of attachments will not exceed 2 GB.
- 4) The text of the Self-Evaluation Report is typed in Arial font, 11 points, with an interval of 1.15 lines.
- 5) The text aligns on both side fields: left - 25 mm; up - 15 mm; on the right - 15 mm; bottom - 15 mm.
- 6) Titles are written in Bold characters, 12 points.
- 7) The figures (schemes, diagrams, photographs, etc.) are numbered consecutively, their name is written at the bottom and aligned centrally.
- 8) The name of the tables is written at the top of them, being aligned to the right and numbered consecutively.
- 9) The reference documents of the higher education institution, referred to in the Self-Evaluation Report, are included in the annexes, presented in electronic format. In order to refer to the documents placed on the website of the higher education institution and to the documents in the annexes, active hyperlinks must be used in the text of the Self-Evaluation Report.
- 10) The report is written in an impersonal style, logically structured and coherent.
- 11) The diacritical marks specific to the Romanian language must be used (ă, â, î, ș, ț, and their capital letters).
- 12) All pages of the report are numbered in the right field of the page, at the bottom, taking into account the title page, without admitting the lack or repetition of numbering. The page number is not indicated on the title page.
- 13) The Self-Evaluation Report is printed on A4 paper, only on one side of each sheet.

- 14) The self-evaluation report on paper will be covered (spiraled). The use of ring folders is not allowed.

The Self-Evaluation Report includes the following elements:

- 1) Cover - 1 page:
 - name of the institution;
 - the name of the bachelor's degree / integrated higher education study programme / study programme group;
 - the type of external evaluation requested (authorization of provisional operation / accreditation / re-accreditation of the study programme).
- 2) The title sheet (1-2 pages) will contain:
 - name of the institution (including its address);
 - name of the subdivision within the higher education institution that is responsible for coordinating the bachelor's degree / integrated study programme (for which authorization / accreditation / re-accreditation is requested);
 - surname, name and signature of the rector;
 - surname, name and signature of the person responsible for the study programme, including contact details (e-mail, telephone);
 - general field of study;
 - level according to NQF/ ISCED;
 - form of organization of education (full-time / part-time / distance education);
 - number of study credits (ECTS);
 - date of last authorization / accreditation / re-accreditation;
 - official website of the institution;
 - date, year of elaboration of the Self-Evaluation Report.
- 3) Contents - 1 page.
- 4) The content of the Self-Evaluation Report which is elaborated in the order established, on accreditation standards, evaluation criteria and performance indicators, in accordance with the requirements of the Guidelines.

STANDARDS, CRITERIA AND PERFORMANCE INDICATORS FOR THE EXTERNAL EVALUATION OF BACHELOR'S DEGREE, INTEGRATED HIGHER EDUCATION STUDY PROGRAMMES

Accreditation standard 1. Policy for quality assurance (8 points)

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Criterion 1.1. The legal-normative framework for the operation of the programme (2 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
1.1.1. Legal status of the institution vs. realization of the study programme*	<p>RD:</p> <ol style="list-style-type: none"> 1. Education Code of the Republic of Moldova (Code no. 152 of 17.07.2014). 2. University charter. 3. Documents of establishment / registration of the institution. 4. Sanitary authorization for operation. 5. Legal document certifying compliance with fire-prevention rules, issued by the competent bodies. 6. Government Decision / order of the relevant ministry regarding the accreditation / authorization of provisional operation of the bachelor's degree / integrated higher education study programme(s). <i>(Does not apply in the case of external evaluation for the authorization of provisional operation).</i> 7. Correlation of bachelor's degree - master's degree - doctor / doctor habilitate degree according to the Nomenclature of professional training fields and specialties in higher education (Annex no. 2 to the MECR Order no. 1017 of 03.07.2018). <p>SER:</p> <ol style="list-style-type: none"> 1. Description of the legal status of the institution vs. realization of the study programme. 2. In case of external evaluation for accreditation, the history of the study programme will be presented, mentioning the previous authorization / accreditation / re-accreditation. 	<p>1,0 – the operation framework of the study programme is in accordance with the normative framework in force; 0 – the operation framework of the study programme deviates from the normative framework in force.</p> <p>Mandatory minimum evaluation standard: The operation framework of the study programme is in accordance with the normative framework in force. The education institution holds the sanitary authorization for operation and the legal document certifying the observance of the fire-prevention norms.</p>	2

Criterion 1.2. Strategies, policies and internal quality management (6 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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<p>1.2.1. Quality assurance strategy and educational policy*</p>	<p>RD:</p> <ol style="list-style-type: none"> 1. National development strategies of the Republic of Moldova. 2. Framework recommendations on internal quality management structures (ME provision no. 503 of 27.11.2014). 3. University charter. 4. Quality manual. 5. Strategic development documents of the institution and its subdivisions. 6. Annual activity plans regarding quality assurance at the level of department / chair, faculty, institution. 7. Minutes of the meetings of the quality assurance structures at the level of department / chair, faculty, institution. 8. Explanatory note to the syllabus of the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the correspondence of the objectives of the study programme with the institutional mission, strategy and quality assurance policies. 	<p>1,0 – the institution has educational strategies and policies for quality assurance and the study programme is fully in line with their provisions; 0,5 – the institution has educational strategies and policies for quality assurance and the study programme is partly in line with their provisions; 0 – the institution has educational strategies and policies for quality assurance and the study programme is not in line with their provisions.</p>	<p>2</p>
<p>1.2.2 Organization, application and effectiveness of the internal quality assurance system*</p>	<p>RD:</p> <ol style="list-style-type: none"> 1. National development strategies of the Republic of Moldova. 2. Framework regulation on the organization and operation of the governing bodies of higher education institutions in the Republic of Moldova (ME Order no. 10 of 14.01.2015). 3. Framework recommendations on internal quality management structures (ME provision no. 503 of 27.11.2014). 4. Framework recommendations regarding the improvement of study programmes based on the results of external quality evaluations for their accreditation (MECR Order no. 569 of 15.12.2017) 5. Recommendations regarding the participation of students in ensuring the quality of professional training in higher education (ME Order no. 738 of 05.08.2016). 6. The annual activity plans of all the quality assurance structures within the institution. 7. Minutes of the meetings of the quality assurance structures at the level of department / chair / faculty with regard to the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the organizational structure and the activity of the structures within the internal quality assurance system with 	<p>1,0 – institutional quality assurance structures are functional and efficient; 0,5 – institutional quality assurance structures are partially functional and efficient; 0 – institutional quality assurance structures are not functional.</p>	<p>2</p>

	reference to the study programme. 2. Analysis of the efficiency of the activity of the structures within the internal quality assurance system with reference to the study programme.		
1.2.3. Internationalization of the study programme <i>(Does not apply in the case of external evaluation for the authorization of provisional operation a programului)</i>	RD: 1. National development strategies of the Republic of Moldova. 2. Framework regulation on academic mobility in higher education (GD no. 56 of 27.01.2014). 3. Regulations on the organization and operation of the structures responsible for institutional internationalization. 4. The institutional strategic development plan. 5. Planurile privind internaționalizarea programului de studii. 6. Documents regarding the establishment of international partnerships / consortia. 7. Supporting documents regarding the participation of academic staff and students in internationalization activities. SER: 1. Analysis of aspects of internationalization of the study programme (for example: joint programmes / degrees, double programs / degrees, internships abroad of academic staff, cooperation with universities abroad, co-optation of foreign teachers to ensure the teaching process, participation at international conferences, admission of foreign students to the study programme, etc.).	1,0 – the aspects of internationalization are complexly reflected and are fully realized within the study programme; 0,5 – the aspects of internationalization are reflected and are partly realized within the study programme; 0 – the aspects of internationalization are not reflected and realized within the study programme.	2

Accreditation standard 2. Design and approval of programmes (12 points)

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Criterion 2.1. Design and approval of the study programme (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
2.1.1. General framework for designing the study programme	RD: 1. Education Code of the Republic of Moldova (Code no. 152 of 17.07.2014). 2. Nomenclature of fields of professional training and specialties (GD no. 482 of 28.06.2017). 3. Framework plan for bachelor's degree studies (cycle I),	1,0 – the study programme is designed and approved in accordance with the requirements of the regulatory framework in force; 0 - the study programme is designed and approved with deviations from the requirements of the regulatory framework in force.	2

	<p>master's degree studies (cycle II) and integrated higher education (MECR Order no.120 of 10.02.2020).</p> <ol style="list-style-type: none"> 4. Regulation on the organization of bachelor's degree studies (cycle I) and integrated higher education studies (MECR Order no. 1625 of 12.12.2019). 5. Internal regulations / procedures regarding the design and approval study programs. 6. CISD decision on the initiation of the study programme. 7. The decision of the senate regarding the approval / initiation of the study programme. 8. Hotărârea de Guvern/ Ordinul ministerului de resort cu privire la autorizarea de funcționare provizorie/ acreditare a programului de studii superioare de licență/ studii integrate 9. Government Decision / Order of the relevant ministry regarding the authorization of provisional operation / accreditation of the bachelor's degree / integrated education study programme (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>). <p>SER:</p> <ol style="list-style-type: none"> 1. Reflecting the correspondence of the name of the study programme with the Nomenclature of fields of professional training and specialties. 2. Reflecting the correspondence of the content of the syllabus with the provisions of the Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education. 3. Reflecting the design and approval processes of the study programme. 		
2.1.2. Connecting the study programme to the National Qualifications Framework	<p>RD:</p> <ol style="list-style-type: none"> 1. National Qualifications Framework / European Qualifications Framework. 2. The syllabus for the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Connecting the study programme to the National Qualifications Framework / European Qualifications Framework. 	<p>1,0 – the study programme is connected to the National Qualifications Framework / European Qualifications Framework; 0 – the study programme is partly/is not connected to the National Qualifications Framework / European Qualifications Framework.</p>	1

Criterion 2.2. Content of the study programme (9 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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2.2.1. Mission and objectives of the study programme	<p>RD:</p> <ol style="list-style-type: none"> National development strategies of the Republic of Moldova. Strategic development plan of the institution, faculty, department / chair. The syllabus for the study programme <p>SER:</p> <ol style="list-style-type: none"> Linking the mission and objectives of the study programme to the national strategies, realities and trends in the field and to the strategic development plans of the institution / faculty / department / chair. 	<p>1,0 – the mission and objectives of the study programme are linked to the national strategies, realities and trends in the field, to the strategic development plan of the institution, department / chair; 0 – the mission and objectives of the study programme are partly linked / are not linked to the national strategies, realities and trends in the field, to the strategic development plan of the institution, department / chair.</p>	2
2.2.2. The syllabus	<p>RD:</p> <ol style="list-style-type: none"> Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education (MECR Order no.120 of 10.02.2020). Regulation on the organization of bachelor's degree studies (cycle I) and integrated higher education studies (MECR Order no. 1625 of 12.12.2019). The syllabus of the study programme (by forms of organization of education). Institutional regulation / methodology / procedures regarding the monitoring of the elaboration / updating of the syllabuses. <p>SER:</p> <ol style="list-style-type: none"> Correspondence of the content of the syllabus with the requirements of the Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education. Argumentation of the distribution of the course units and of their weight in the formative component of the syllabus in order to achieve the objectives of the study programme. Description of procedures for updating and improving the syllabus. Ensuring the similarity of the contents of the syllabuses for different forms of organization of education. <i>(Does not apply in the case of external evaluation for the authorization of provisional operation).</i> 	<p>1,0 – the syllabus corresponds to the requirements of the Framework plan and ensures the achievement of the learning outcomes and the training of professional competences; 0 – the syllabus deviates non-essentially from the requirements of the Framework plan and partly ensures / does not ensure the achievement of the learning outcomes and the training of professional competences.</p>	2
2.2.3. The curricula on disciplines	<p>RD:</p> <ol style="list-style-type: none"> Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education (MECR Order no.120 of 10.02.2020). The syllabus for the study programme. The institutional curriculum model. 	<p>1,0 – the content of the curricula contributes to the achievement of the learning outcomes and training of professional competences; 0 – the content of the curricula partly contributes / does not contribute to the achievement of the learning outcomes and training of professional competences.</p>	2

	<ol style="list-style-type: none"> 4. Curricula of the course units / modules of the study programme. <i>(In the case of external evaluation for the authorization of provisional operation of the study programme)</i> 5. The matrix of the correlation of the learning outcomes and of the competences trained within the programme with those of the course units / modules from the syllabus to the study programme. 6. Minutes of the chair / department regarding the approval of the curricula for the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the correspondence of the curriculum structure with the institutional requirements. 2. Analysis of the correspondence of the content of the course units / modules with the matrix of correlation of the learning outcomes and of the competences trained within the programme. 3. Curriculum analysis at the course units / modules in terms of learning outcomes focused on achieving the study objectives. 		
2.2.4. Relevance of the study programme	<p>RD:</p> <ol style="list-style-type: none"> 1. National development strategies of the Republic of Moldova. 2. Documents confirming the consultation of stakeholders. 3. Documents arguing the needs of the labour market of specialists with professional training in the field corresponding to the study programme. 4. Documents attesting the social and economic impact of the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Reflecting the relevance of the study programme in relation to the priorities / strategies at national level. 2. Reflecting the relationship between the study programme and the labour market. 3. Analysis of the results of the stakeholder consultation and trends in the field in order to update the study programme. 4. Analysis of the social and economic impact of the study programme <i>(In the case of external evaluation for the authorization of provisional operation of the study programme)</i>. 	<p>1,0 – the study programme reflects the needs of the labour market, trends in the field and has a social and economic impact; 0 – the study programme partially reflects / does not reflect the needs of the labour market and trends in the field and has no social and economic impact.</p>	3

Accreditation standard 3. Student-centred learning, teaching and assessment (13 points)

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Criterion 3.1. The teaching-learning process (7 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
3.1.1. Forms of organizing the teaching-learning process	RD: <ol style="list-style-type: none"> 1. Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education (MECR Order no.120 of 10.02.2020). 2. Regulation on the organization of bachelor's degree studies (cycle I) and integrated higher education studies (MECR Order no. 1625 of 12.12.2019). 3. Institutional regulation regarding the organization and conduct of the teaching process. 4. The syllabus of the study programme (by forms of organization of education). 5. Curriculum of course units / modules (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>). 6. Schedule of teaching activities (by forms of organization of education). 7. Registers of academic groups (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>). 8. Annual study contracts of students (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>). 9. The results of the students' questionnaire (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>). SER: <ol style="list-style-type: none"> 1. Analysis of the forms of organization of didactic activities (course, seminar, laboratory, individual study) in terms of observing the normative framework in force and achieving the objectives of the study programme (syllabus and curriculum of course units / modules) for all forms of organization of education (full-time / part-time). 	1,0 – the forms of organization and conduct of the teaching-learning process are carried out in accordance with the provisions of the normative framework in force and contribute to the achievement of the objectives of the study programme; 0,5 – the forms of organization and conduct of the teaching-learning process are carried out with non-essential deviations from the provisions of the normative framework in force and contribute to the achievement of the objectives of the study programme; 0 – the forms of organization and conduct of the teaching-learning process are carried out with essential deviations from the provisions of the normative framework in force and do not contribute to the achievement of the objectives of the study programme.	1
3.1.2. Student-	RD:	1,0 – the teaching-learning methods used are entirely	3

centered teaching-learning methods* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	<ol style="list-style-type: none"> 1. Curriculum of course units / modules . 2. Register of consultations given to students by teachers. 3. The results of the students' questionnaire. 4. Evidence / documents certifying the provision of individual support to students (consultations, counseling, tutoring activities for academic groups). <p>SER:</p> <ol style="list-style-type: none"> 1. Reflection of the student-centered teaching-learning methods, used in different forms of organization of education (for example: optional courses / packages, personalized syllabuses / planning of individualized / personalized teaching activities, etc.). 2. Description of ways of providing individual support to students. 	student-centred; 0,5 – the teaching-learning methods used are partly student-centred; 0 – the teaching-learning methods used are not student-centred.	
3.1.3. Use of ICT tools in the teaching-learning-assessment process <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulations / instructions / guidelines on the use of ICT tools, educational platforms in the organization and conduct of the teaching-learning-assessment process. 2. List of electronic courses placed on online platforms used by students in the study programme (indicating the active hyperlink of the platform used). 3. List of ICT tools, educational platforms used in the teaching-learning-assessment process at the course units / modules of the study programme. 4. Evidence attesting to the use by teachers of ICT tools, educational platforms indicating the tools used in the study process. <p>SER:</p> <ol style="list-style-type: none"> 1. Description of the process of using ICT tools, educational platforms in the teaching-learning-assessment process. 2. Analysis of the efficiency of the use of ICT tools, educational platforms in the teaching-learning-assessment process of the course units / modules of the study programme. 	1,0 – ICT tools, educational platforms are used in the teaching-learning-assessment process in over 90% of the course units / modules of the study programme; 0,5 – ICT tools, educational platforms are used in the teaching-learning-assessment process in 70-90% of the course units / modules of the study programme; 0 – ICT tools, educational platforms are used in the teaching-learning-assessment process in less than 70% of the course units / modules of the study programme.	2
3.1.4. Academic calendar and study process schedule* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation</i>	<p>RD:</p> <ol style="list-style-type: none"> 1. Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education (MECR Order no.120 of 10.02.2020). 2. Regulation on the organization of bachelor's degree studies (cycle I) and integrated higher education studies (MECR Order no. 1625 of 12.12.2019). 3. Institutional regulations regarding the organization and 	1,0 – the university calendar and the schedule of teaching activities are elaborated in accordance with the provisions of the syllabus of the study programme; 0,5 – the university calendar and the schedule of teaching activities are elaborated with non-essential deviations from the provisions of the syllabus of the study programme; 0 – the university calendar and the schedule of	1

<i>of the study programme)</i>	conduct of the teaching process. 4. Syllabus of the study programme (by forms of organization of education). 5. University calendar. 6. Schedule of teaching activities and exams. SER: 1. Analysis of the distribution of the number of hours per day, week, semester for a group of students by forms of organization of education. 2. Description of the process of organizing and conducting the individual study of students.	teaching activities are elaborated with essential deviations from the provisions of the syllabus of the study programme.	
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Criterion 3.2. Internships (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
3.2.1. Organizing internships <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and integrated higher education (MECR Order no.120 of 10.02.2020). 2. Framework regulation on internships in higher education (ME Order no. 203 of 19.03.2014). 3. Institutional regulations on the organization and conduct of internships. 4. The syllabus for the study programme (by forms of organization of education). 5. Curriculum and curricular support for internships. 6. Orders for assigning students to internships. 7. Student agendas and internship reports. 8. Internship evaluation sheets. 9. Reports / minutes of the department / chair regarding the student internships. SER: 1. Analysis of the types, schedule and results of internships. 2. Analysis of the correspondence of the content of the internships with the objectives of the study programme in terms of competence training. 3. Analysis of the curricular support for the internships.	1,0 – the organization of the internships is carried out in accordance with the normative framework in force and allows the achievement of the learning outcomes; 0,5 - the organization of the internships is carried out with non-essential deviations from the normative framework in force and allows the partial achievement of the learning outcomes; 0 - the organization of the internships is carried out with essential deviations from the normative framework in force and does not allow the achievement of the learning outcomes.	2
3.2.2. Collaboration agreements to carry out internships*	RD: 1. Collaboration agreements regarding the conduct of the internships. 2. The statutes and regulations for the operation of the	1,0 – the institution has collaboration agreements for the conduct of the internships and ensures in proportion of over 90% the necessary of places for the study programme;	1

	institution's own bases of practice. SER: 1. Analysis of the correspondence of the practice / internship bases with the objectives and outcomes of the study programme. 2. Number of internship places covered by collaboration contracts / agreements in relation to the number of students in the study programme. 3. Analysis of the ratio between the number of internship places selected independently by students and those covered by the institution's own contracts / collaboration agreements / internship bases.	0,5 - the institution has collaboration agreements for the conduct of internships and ensures in proportion of 80-90% the necessary of places for the study programme; 0 - the institution has collaboration agreements for the conduct of the internships and ensures in proportion of less than 80% the necessary of places for the study programme.	
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Criterion 3.3. Assessment of learning outcomes (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
3.3.1. Organizing the assessment process of the learning outcomes <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Framework recommendations for the elaboration of the Institutional regulation on the organization of the assessment of the students' learning activity (ME Order no. 881 of 18.12.2009). 2. Framework regulation on the organization of the examination for the completion of bachelor's degree studies (ME Order no. 1047 of 29.10.2015) with subsequent amendments (MECR Order no. 352 of 08.11.2017). 3. Regarding the anti-plagiarism measures in higher education institutions (MECR Order no. 635 of 23.05.2019). 4. Internal regulations / procedures of the institution regarding the assessment of learning outcomes. 5. Guidelines / regulation regarding the elaboration of bachelor's degree theses / projects / graduation works for integrated studies. 6. Anti-plagiarism regulations / software. 7. Curriculum of course units / modules . 8. Schedule of assessments. 9. Evidence regarding the analysis and approval of the forms and contents of the assessment topics. 10. Registers / tally-sheets / databases with reference to assessments. 11. Year theses / bachelor's degree theses / projects / graduation papers for integrated studies.	1,0 – the assessment process of the learning outcomes is organized in accordance with the normative framework in force and ensures the achievement of the learning outcomes at the course units / modules; 0,5 - the assessment process of the learning outcomes is organized with non-essential deviations from the normative framework in force and / or partially ensures the achievement of the learning outcomes at the course units / modules; 0 - the assessment process of the learning outcomes is organized with essential deviations from the normative framework in force and / or does not ensure the achievement of the learning outcomes at the course units / modules.	2

	<p>12. Reports of the chairs of the assessment commissions of the final examination.</p> <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the process of organizing the current and final assessments of the students' learning activity. 2. Analysis of the process of organizing the assessments for the completion of higher education. 3. Analysis of activities undertaken to prevent academic fraud in the process of current, final assessment and completion of studies. 4. Analysis of the activities undertaken for the prevention of academic frauds in the process of elaboration of year theses / bachelor's degree theses / projects / graduation papers for integrated studies. 5. Analysis of the appeal process of the results of assessments by students. 6. Analysis of the reports of the chairs of the commissions for the assessment of theses in higher education and the measures / actions taken in order to implement their recommendations 		
<p>3.3.2. Organizing the assessment process of the internships <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Framework regulation on internships in higher education (ME Order no. 203 of 19.03.2014). 2. Institutional regulations / procedures regarding the organization and conduct of internships. 3. Student agendas and internship reports. 4. Reports of the department / chair regarding the student internships. 5. Registers / tally-sheets / databases with reference to assessments of internships. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the assessment criteria of the internships and of the results of the internships. 2. Analysis of the assessment process of the internships (e.g.: the forms of public defense of the reports regarding the internships, the organization of the totalization conferences, the defense of the reports within the internship base, etc.). 3. Involvement of the representatives of the internship bases in the assessment process of the internships. 	<p>1,0 – the assessment process of the internships is carried out in accordance with the provisions of the normative framework in force and ensures the achievement of the learning outcomes; 0,5 - the assessment process of the internships is carried out with non-essential deviations from the normative framework in force and ensures the achievement of the learning outcomes; 0 - the assessment process of the internships is carried out with essential deviations from the normative framework in force and does not ensure the achievement of the learning outcomes.</p>	<p>1</p>

Accreditation standard 4. Student admission, progression, recognition and certification (8 points)

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

Criterion 4.1. Admission of students (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.1.1. Recruitment and admission of students <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: <ol style="list-style-type: none"> Regulation on the organization of bachelor’s degree studies (cycle I) and integrated higher education studies (MECR Order no. 1625 of 12.12.2019). Regulation on the conditions for occupying places with budgetary financing in state higher education institutions in the Republic of Moldova (ME Order no. 748 of 12.07.2013). Nomenclature of fields of professional training and specialties (GD no. 482 of 28.06.2017). Admission plans. Regulation / methodology of the institution regarding the admission to studies. The annual reports of the admission commission. Government Decision / order of the relevant ministry regarding the accreditation / authorization of provisional operation of the study programme(s). Other documents and materials regarding the admission procedures and criteria. SER: <ol style="list-style-type: none"> Analysis of the process of recruitment and admission to studies (for example: forms of promotion of the study programme, ways of consultation on career choice, etc.). Analysis of admission results. Analysis of institutional measures regarding the efficiency of the recruitment and admission process. 	1,0 – the recruitment and admission of students to the study programme is carried out in accordance with the normative framework in force; 0 - the recruitment and admission of students to the study programme is carried out with deviations from the normative framework in force.	1
		1,0 – students are admitted to the study programme that is authorized for provisional operation/accredited/re-accredited; 0 – students are admitted to the study programme that is not authorized for provisional operation/ not accredited. Mandatory minimum evaluation standard: The educational institution ensures the admission of students to the study programme that is authorized for provisional operation/accredited/reaccredited.	1
4.1.2. Access for disadvantaged groups to studies* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study)</i>	RD: <ol style="list-style-type: none"> Law of the Republic of Moldova on the social inclusion of people with disabilities (no. 60 of 30.03.2012). Admission plans. The annual reports of the admission commission. SER: <ol style="list-style-type: none"> Analysis of the mechanism for implementing access to education for disadvantaged groups. 	1,0 – the recruitment and admission of students from disadvantaged groups is carried out in accordance with the normative framework in force; 0 - the recruitment and admission of students from disadvantaged groups is carried out with deviations from the normative framework in force.	1

programme)			
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Criterion 4.2. Student progression (4 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.2.1. Student promotion <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: <ol style="list-style-type: none"> 1. Regulation on the organization of bachelor's degree studies (cycle I) and integrated higher education studies (MECR Order no. 1625 of 12.12.2019). 2. Regulation on the conditions for occupying places with budgetary financing in state higher education institutions in the Republic of Moldova (ME Order no. 748 of 12.07.2013). 3. Internal regulations / procedures regarding the organization of studies. 4. Promotion and graduation orders. SER: <ol style="list-style-type: none"> 1. Analysis of the mechanism for promoting students to the next year of studies. 2. Analysis of the rate of promotion of students during the study period of the study programme. 3. Analysis of the dropout rate of students of the study programme and the application of measures to reduce it. 4. Evaluation and analysis of the graduation rate in relation to the number of students of the study programme enrolled in the first year. 	1,0 – the promotion of students of the study programme is carried out in accordance with the normative framework in force; 0,5 - the promotion of students of the study programme is carried out with non-essential deviations from the normative framework in force; 0 - the promotion of students of the study programme is carried out with essential deviations from the normative framework in force. Mandatory minimum evaluation standard: The educational institution has promoted graduates of the study programme every year for the last 5 years <i>(Applies in the case of external evaluation for re-accreditation)</i> .	2
4.2.2. Academic mobility <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: <ol style="list-style-type: none"> 1. Framework regulation on academic mobility in higher education (GD no. 56 of 27.01.2014). 2. Institutional regulation on academic mobility. 3. Institutional agreements and contracts on academic mobility. 4. Other documents attesting the conduct of academic mobility. SER: <ol style="list-style-type: none"> 1. Analysis of the results of the (internal and external) academic mobility of the students from the study programme. 2. Institutional measures to intensify academic mobility for the study programme. 3. Analysis of the procedure for recognizing ECTS credits accumulated during the study period through academic 	1,0 – the academic mobility of students from the study programme is carried out in accordance with the normative framework in force and includes periods of studies / internships of students in an educational institution in the country / abroad; 0,5 - the academic mobility of students from the study programme is carried out with non-essential deviations from the normative framework in force and / or does not include periods of studies / internships of students in an educational institution in the country or abroad; 0 - the academic mobility of the students from the study programme is carried out with essential deviations from the normative framework in force or it is not carried out.	2

	mobility.		
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Criterion 4.3. Recognition and obtaining of certifications (1 point)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.3.1. Awarding the title and issuing the diploma <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: <ol style="list-style-type: none"> Nomenclature of fields of professional training and specialties (Government Decision 482 of 28.06.2017). Correlation of bachelor's degree - master's degree - doctor / doctor habilitate degree according to the Nomenclature of professional training fields and specialties in higher education (Annex no. 2 to the MECR Order no. 1017 of 03.07.2018) Internal regulation / rocedures for awarding the title and issuing the diploma. Orders of awarding the titles. Diploma supplements issued to programme graduates. SER: <ol style="list-style-type: none"> Analysis of the mechanism / process of awarding the titles and issuing diplomas, diploma supplement and academic certificates of the study programme. 	1,0 – the awarding of the title and issuing of the diploma, the diploma supplement and the academic certificates is done in accordance with the normative framework in force; 0 - the awarding of the title and issuing the diploma, the diploma supplement and the academic certificates is done with deviations from the normative framework in force.	1

Accreditation standard 5. Teaching staff (21 points)

Institutions should assure themselves of the competence of their teachers, apply fair and transparent processes for the recruitment and development of the staff.

Criterion 5.1. Recruitment and administration of teaching staff (8 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.1.1. Planning, recruitment and administration of teaching staff	RD: <ol style="list-style-type: none"> Education Code of the Republic of Moldova (Code no. 152 of 17.07.2014). Labour Code of the Republic of Moldova (Code no. 154 of 28.03.2003). Framework regulation on the workload of scientific and didactic activity in higher education (ME Order no. 304 of 22.04.2016). Framework regulation for the organization, conduct of the competition and the occupation of teaching and 	1,0 – the planning, recruitment and administration of the teaching staff from the study programme is carried out in accordance with the normative framework in force; 0 - the planning, recruitment and administration of the teaching staff from the study programme is carried out with deviations from the normative framework in force.	1

	<p>scientific-didactic positions in higher education (MECR Order no. 126 of 10.02.2021).</p> <ol style="list-style-type: none"> 5. Regulation for conferring scientific-didactic titles in higher education (GD no. 325 of 18.07.2019). 6. Qualification requirements for holding teaching and scientific-teaching positions (MECR Circular 04 / 1-09 / 4419 of 20.08.2019). 7. List / information about the teaching staff involved in the teaching process of the study programme. 8. Orders regarding the employment of teaching staff in the study programme. 9. The dossiers of the staff employed at the study programme. 10. Individual employment contracts of teaching staff with reference to the study programme. 11. Job description. <p>SER:</p> <ol style="list-style-type: none"> 1. Description of the planning, recruitment and administration process of the teaching staff from the study programme. 2. Analysis of the structure of the teaching staff at the study programme (full-time / part-time; internal / external part-time, age). 	<p>1,0 – at least 70% of the number of the teaching staff that ensure the realization of the study programme are full-time and internal part-time staff; 0 - less than 70% of the number of the teaching staff that ensure the realization of the study programme are full-time and internal part-time staff.</p>	2
5.1.2. Professional qualification of teaching staff	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulation for conferring scientific-didactic titles in higher education (GD no. 325 of 18.07.2019). 2. Qualification requirements for holding teaching and scientific-teaching positions (MECR Circular 04 / 1-09 / 4419 of 20.08.2019). 3. The dossiers of the staff employed at the study programme. 4. Job description. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the degree of correspondence of the professional qualification of the teaching staff with the field of the study programme (the position held, the basic / initial professional training, the scientific and scientific-didactic title). 2. Analysis of the share of teaching staff holding scientific-didactic / honorary titles involved in teaching theoretical courses of the study programme. 	<p>1,0 – at least 90% of the number of teaching staff have professional qualification according to the study programme; 0 - less than 90% of the number of teaching staff have professional qualification according to the study programme.</p> <p>1,0 – 100% of the number of teaching staff, that ensure the teaching of theoretical courses of the study programme, hold scientific titles or, in the case of artistic and sports education, and/or honorary titles: People's Artist, Emeritus Artist, Master of Arts, Master of Sports, Emeritus Man, Emeritus Coach, Knight of the Order of the Republic and their equivalents; 0,5 – less than 100% of the number of teaching staff, that ensure the teaching of theoretical courses of the study programme, hold scientific titles or, in the case of artistic and sports education, and/or honorary titles: People's Artist, Emeritus Artist, Master of Arts, Master of Sports,</p>	2

		Emeritus Man, Emeritus Coach, Knight of the Order of the Republic and their equivalents.	
		1,0 – at least 60% of the number of teaching staff, who provide the teaching of theoretical courses in the study programme, hold scientific-didactic titles. 0 – less than de 60% of the number of teaching staff, who provide the teaching of theoretical courses in the study programme, hold scientific-didactic titles.	1

Criterion 5.2. Teaching staff development (6 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.2.1. Teaching staff development strategies / policies / measures* (Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)	RD: <ol style="list-style-type: none"> National development strategies of the Republic of Moldova. MECR Order no. 199 of 04.04.2011 (regarding the Psycho-pedagogical module). Strategies / policies / plans for professional development of the teaching staff involved in the realization of the study programme. Plans / reports on the professional development of the teaching staff at the level of faculty, department / chair. SER: <ol style="list-style-type: none"> Reflecting the process / activities regarding the development of teaching staff in the strategies and institutional plans of the faculties, departments / chairs. Description of the support provided by the institution to the teaching staff from the study programme (for example: internships, doctoral studies, training programmes, etc.). Analysis of the effectiveness of the methods of supporting / stimulating the professional progress of the teaching staff, including the young staff involved in the study programme. 	1,0 – the institution has strategies / policies for the development of the teaching staff and fully implements them; 0 - the institution has strategies / policies for the development of the teaching staff and partially implements / does not implement them.	2
5.2.2. Planning and carrying out the methodical activity of the teaching staff (Does not apply in the case of external	RD: <ol style="list-style-type: none"> Curricular support editing plans. Opinions of the quality assurance commissions on curricular supports. The didactic and methodical materials elaborated by the teaching staff from the study programme. 	1,0 – the institution plans, monitors and fully supports the methodical activity of the teaching staff; 0 - the institution plans, monitors and / or partially supports / does not support the methodical activity of the teaching staff.	1

<i>evaluation for the authorization of provisional operation of the study programme)</i>	4. The activity plan of the department / chair. SER: 1. Reflecting the mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff with reference to the study programme. 2. Analysis of the realization of the plan for editing the curricular support for the study programme by the teaching staff employed at the programme during the reference period.	1,0 – the teaching staff performs the planned methodical activity; 0 - the teaching staff partially performs / does not perform the planned methodical activity.	1
5.2.3. Assessment of teaching staff* (Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)	RD: 1. Institutional regulations / procedures regarding the assessment of the teaching staff. 2. Teaching staff questionnaires / assessment sheets. 3. Orders, decisions and provisions of the management of the institution regarding the assessment of the teaching staff. 4. Reports of quality assurance structures on the assessment of the teaching staff. 5. The activity plan of the department / chair. SER: 1. Description of the process and mechanisms for assessing teaching staff. 2. Analysis of the results of the assessment of the teaching staff and of the measures taken. 3. The efficiency of the assessment system of the teaching staff at the level of institution, faculty, department / chair.	1,0 – the teaching staff from the study programme is periodically assessed and measures are taken to continuously improve their performance; 0 - the teaching staff from the study programme is periodically assessed, but no measures are taken to continuously improve their performance.	2

Criterion 5.3. Scientific research and innovation activity of teaching staff (7 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.3.1. Planning and supporting the scientific research and innovation activity of the teaching staff* (Does not apply in the case of external evaluation for the authorization of	RD: 1. Code on science and innovation (Law no. 259-XV of 15.07.2004). 2. Framework regulation on the workload of scientific and didactic activity in higher education (ME Order no. 304 of 22.04.2016). 3. Institutional strategies / plans regarding scientific research, innovation and technology transfer. 4. Regulations on the organization and operation of	1.0 – the institution plans and fully supports the activity of scientific research, innovation and technological transfer, including creation (in the case of artistic education) and sports performances (in the case of sports education) of the teaching staff; 0 – the institution partially supports/does not support the activity of scientific research, innovation and technological transfer, including creation (in the case of artistic education) and sports performances (in the case	2

<i>provisional operation of the study programme)</i>	scientific research, innovation and technology transfer structures. SER: 1. Analysis of the efficiency of the planning and support by the institution of the scientific research, innovation and technological transfer activity of the teaching staff involved in the realization of the study programme. 2. Reflecting the encouragement and support of scientific research, innovation and technology transfer, in order to strengthen the link between education and research in the study programme.	of sports education) of the teaching staff.	
5.3.2. Carrying out and monitoring the scientific research and innovation activity of the teaching staff	RD: 1. Framework regulation on the workload of scientific and didactic activity in higher education (ME Order no. 304 of 22.04.2016). 2. Methodological framework for evaluating research and development projects and programmes in the Republic of Moldova (ASM, 2013). 3. Reports on scientific research, innovation and technology transfer. 4. Evidence on the involvement / participation of teaching staff in implementation of scientific research / national /	1,0 – the teaching staff fully carries out the planned scientific research, innovation and technological transfer activities, including creation (in the case of artistic education) and sports performances (in the case of sports education); 0 – the teaching staff partially performs/does not perform the planned scientific research, innovation and technological transfer activities, including creation (in the case of artistic education) and sports performance (in the case of sports education).	2

	<p>international / community projects.</p> <ol style="list-style-type: none"> 5. List of scientific publications of the teaching staff with reference to the study programme. 6. Certificates, diplomas, medals and other evidence of participation and performance of teaching staff involved in the study programme in national and international scientific events. 7. Evidence regarding the implementation of the results of scientific research and innovation of the teaching staff from the study programme. 8. Evidence regarding the existence and activity of specialized / scientific journals. 9. Evidence of the involvement of teaching staff in the publication of scientific journals (e.g. members of editorial boards, scientific colleges, etc.). 10. Evidence of organization and participation in national and international scientific meetings. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the efficiency of carrying out and monitoring the activity of scientific research, innovation and technological transfer with reference to the study programme. 2. Analysis of scientific publications of the teaching staff with reference to the study programme. 3. Analysis of the results of the participation of the teaching staff with reference to the study programme in scientific / community research projects. 4. Analysis of the participation of teaching staff in national and international scientific events. 	<p>1,0 – the institution monitors the realization of the scientific research, innovation and technology transfer activities, including creation (in the case of artistic education) and sports performances (in the case of sports education), of the teaching staff involved in the study programme;</p> <p>0 - the institution partially monitors / does not monitor the realization of the scientific research, innovation and technology transfer activities, including creation (in the case of artistic education) and sports performances (in the case of sports education), of the teaching staff involved in the study programme;</p> <p>0 - the institution the realization of the scientific research, innovation and technology transfer activity of the teaching staff involved in the study programme.</p>	1
<p>5.3.3. Capitalization on the results of the scientific research and innovation activity of the teaching staff in the context of the study programme <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Reports on scientific research and innovation activity with an impact on the study programme. 2. Deliverables resulting from the implementation of scientific / community research projects carried out within the study programme with the participation of the teaching staff involved in ensuring the study programme. 3. Evidence regarding the scientific publications of the teaching staff involved in ensuring the study programme. 	<p>1,0 – the results of the activity of scientific research, innovation and technological transfer, including creation (in the case of artistic education) and sports performances (in the case of sports education) of the teaching staff are capitalized within the study programme;</p> <p>0 – the results of the activity of scientific research, innovation and technological transfer, including creation (in the case of artistic education) and sports performances (in the case of sports education) of the teaching staff are partially capitalized/ are not capitalized within the study programme.</p>	2

<i>the study programme)</i>	<ol style="list-style-type: none"> 4. Documents certifying the defense of the doctoral / doctor habilitate theses of the teaching staff involved in ensuring the study programme. 5. Evidence regarding the implementation of the results of scientific research and innovation of the teaching staff involved in ensuring the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the capitalization of the scientific research, innovation and technology transfer activity (courses, laboratory works, projects / year theses, etc.) of the teaching staff involved in the study programme 		
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Accreditation standard 6. Learning resources and student support (14 points)

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Criterion 6.1. Administrative and auxiliary staff (1 point)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.1.1. Planning and coordinating the activity of administrative and auxiliary staff*	<p>RD:</p> <ol style="list-style-type: none"> 1. Labour Code of the Republic of Moldova (Code no. 154 of 28.03.2003). 2. Framework regulation on the organization and operation of the governing bodies of higher education institutions in the Republic of Moldova (ME Order no. 10 of 14.01.2015). 3. Framework regulation of the chair of the higher education institution (ME Order no. 671 of 06.08.2010, Annex 1). 4. Framework regulation of the faculty of the higher education institution (ME Order no. 671 of 06.08.2010, Annex 2). 5. Institutional regulations regarding the occupation of management positions. 6. Evidence of planning, recruitment and coordination of administrative and auxiliary staff. 7. Orders regarding the employment of administrative and auxiliary staff employed for the study programme. 8. The dossiers of the administrative and auxiliary staff employed for the study programme. 	<p>1,0 – the planning, recruitment and coordination of the administrative and auxiliary staff at the study programme is carried out in accordance with the normative framework in force;</p> <p>0 - the planning, recruitment and coordination of the administrative and auxiliary staff at the study programme is carried out with deviations from the normative framework in force.</p>	1

	9. Individual employment contracts of the administrative and auxiliary staff employed for the study programme. 10. Job description for the administrative and auxiliary staff employed for the study programme. SER: 1. Presentation of the institutional system of planning, recruitment and coordination of administrative and auxiliary staff from the study programme. 2. Reflecting the strategies / development plans of the administrative and auxiliary staff from the study programme. 3. Analysis of the structure of the administrative and auxiliary staff from the study programme (position, basic studies, professional qualification, age).		
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Criterion 6.2. Material and learning resources (9 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.2.1. Existence and use of educational and research facilities*	RD: 1. The plans of the spaces used in the study and research process of the study programme. 2. The plan for the development of spaces for the study and research process with reference to the study programme. 3. Sanitary authorization for operation. SER: 1. Quantitative analysis (total number and by categories) of the spaces used in the teaching and research process at the study programme (institutes, centers, incubators, research laboratories, virtual laboratories). 2. Correspondence of educational and research spaces, depending on the requirements of the study programme. 3. Determining the area for a student by category of rooms with reference to the study programme.	1,0 – the institution fully provides adequate spaces for carrying out the study and research process of the study programme; 0,5 - the institution partially provides adequate spaces for carrying out the study and research process of the study programme; 0 - the institution does not provide adequate spaces for carrying out the study and research process of the study programme. Mandatory minimum evaluation standard: The institution partially provides spaces for the study and research process of the study programme (e.g.: lecture / seminar rooms, computers, laboratories, libraries, reading rooms, gyms, etc.).	1
		1,0 – the institution provides area per one student as follows: <ul style="list-style-type: none"> • classrooms – not less than 2,0 m²; • seminar rooms – not less than 2,0 m²; • laboratories – not less than 3,0 m². 0,5 – the institution provides area per one student as follows: <ul style="list-style-type: none"> • classrooms – at least 1,0 m²; 	1

		<ul style="list-style-type: none"> • seminar rooms – at least 1,4 m²; • laboratories – at least 2,0 m². <p>0 – the institution provides area per one student as follows:</p> <ul style="list-style-type: none"> • classrooms – less than 1,0 m²; • seminar rooms – less than 1,4 m²; • laboratories – less than 2,0 m². <p>Mandatory minimum evaluation standard: The educational institution provides minimum area per one student at the study programme as follows:</p> <ul style="list-style-type: none"> • classrooms – 1,0 m²; • seminar rooms – 1,4 m²; • laboratories – 2,0 m². 	
6.2.2. Endowment and accessibility of educational and research facilities	<p>RD:</p> <ol style="list-style-type: none"> 1. The strategic development plan of the institution with reference to the endowment of the educational and research facilities for the study programme. 2. List of equipment, teaching aids and curricular auxiliaries used in the study programme. 3. Evidence of correspondence and accessibility of educational and research facilities with reference to the study programme with occupational safety requirements. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the endowment of educational and research facilities according to the objectives of the study programme; 2. Description of the relevance of the material base for carrying out practical (seminars, laboratory) and research activities with reference to the study programme. 3. Analysis of the accessibility to educational and research facilities of the study programme. 	<p>1,0 – the institution is endowed with educational and research facilities that fully ensure the achievement of the objectives of the study programme;</p> <p>0,5 - the institution is endowed with educational and research facilities that partially ensure the achievement of the objectives of the study programme;</p> <p>0 - the institution is endowed with educational and research facilities that do not ensure the achievement of the objectives of the study programme.</p>	3
6.2.3. Endowment, development and accessibility of the library collection for the study programme*	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulation on library operation. 2. The book collection / periodical editions of the library with reference to the study programme. 3. Library databases with reference to the study programme. 4. Evidence of accessibility to library collection (physical and electronic) for students and teachers. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the endowment / updating of the book collection / periodical editions of the library relevant for the study 	<p>1,0 – the library collection is properly endowed, developed periodically and accessible to students and teaching staff;</p> <p>0,5 - the library collection is properly endowed, sporadically developed and partially accessible to students and teaching staff;</p> <p>0 - the library collection is not properly endowed and developed and / or is not accessible to students and teaching staff.</p>	2

	programme.		
6.2.4. Ensuring and providing students with access to curricular support <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Syllabus of the study programme. 2. Curricular support for the study programme. SER: 1. Analysis of the insurance with curricular support (physical and / or electronic) of the study programme. 2. Analysis of the accessibility of the curricular support (physical and / or electronic) of the study programme.	1,0 – over 90% of the curricular support of the study programme is accessible and adequate for the training of competences and the achievement of the learning outcomes; 0,5 - 50-90% of the curricular support of the study programme is accessible and adequate for the training of competences and the achievement of the learning outcomes; 0 - less than 50% of the curricular support of the study programme is accessible and adequate for the training of competences and the achievement of the learning outcomes.	2

Criterion 6.3. Financial resources (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.3.1. The financial means allocated to the educational and research process for the study programme*	RD: 1. Standard budget financing methodology for public higher education institutions (GD 343 of 10.06.2020). 2. The institutional system for allocating funds for teaching and research with reference to the study programme. 3. Budget of revenues and expenditures for the study programme. SER: 1. Description of the procedures for planning and allocating funds for teaching and research in the revenue and expenditure budget of the institution covering the needs of the study programme. 2. Analysis of funding sources for the study programme (budget / own) and their sufficiency <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i> .	1,0 – the financial means intended for teaching and research are allocated in accordance with the regulatory framework in force and are sufficient for the realization of the programme; 0,5 - the financial means intended for teaching and research are allocated in accordance with the regulatory framework in force and partially cover the needs for the realization of the programme; 0 - the financial means intended for the teaching and research process are allocated with deviations from the normative framework in force and / or do not cover the needs for the realization of the programme.	2
6.3.2. Tuition fees and scholarships for the study programme* <i>(Does not apply in the case of external evaluation for the</i>	RD: 1. Regulation on the conditions for occupying places with budgetary financing in state higher education institutions in the Republic of Moldova (ME Order no. 748 of 12.07.2013). 2. Decision on the amounts of scholarships, other forms of social assistance for students in higher education	1,0 – the procedures for setting tuition fees, scholarship allocation and other forms of material support are applied in accordance with the regulatory framework in force; 0,5 - the procedures for setting tuition fees, scholarship allocation and other forms of material	1

<p><i>authorization of provisional operation of the study programme)</i></p>	<p>institutions, students in specialized secondary education institutions, vocational secondary education and persons studying in postgraduate education (GD no. 1009 of 01.09.2006).</p> <ol style="list-style-type: none"> 3. Decision on the exemption from the payment of the tuition fee of the students and pupils of the state higher and secondary higher education institutions enrolled on a contract basis (GD no. 125 of 15.02.2001). 4. Institutional regulation for planning and approving tuition fees. 5. Institutional regulation on the allocation of scholarships and other forms of material support for students. 6. Scholarship allocation orders / provisions and other forms of material support for students with reference to the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of scholarship allocation procedures and other forms of material support for students with reference to the study programme. 2. Analysis of the share of students in the study programme who benefit from scholarships and other forms of material support. 	<p>support are applied with non-essential deviations from the regulatory framework in force;</p> <p>0 - the procedures for setting tuition fees, scholarship allocation and other forms of material support are applied with essential deviations from the regulatory framework in force.</p>	
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Criterion 6.4. Social insurance for students (1 point)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
<p>6.4.1 Providing students with dormitory` (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Framework regulation on the operation of dormitories subordinated to state educational institutions (GD no. 74 of 25.01.2007). 2. Regulation on the organization and operation of student self-governance structures (ME Order no. 969 of 10.09.2014). 3. Documents regarding the institution's offer regarding student accommodation (own dormitories, rented dormitories, lease agreements, etc.). 4. Documents confirming the observance of the hygienic-sanitary and fire-prevention rules. 5. Institutional regulation / procedure / methodology regarding the accommodation of students in dormitories. 6. Orders / provisions for accommodation in dormitories of 	<p>1,0 – over 50% of the student-applicants from the study programme are provided with a dormitory in accordance with the rules in force;</p> <p>0,5 - between 10-50% of the student-applicants from the study programme are provided with a dormitory in accordance with the norms in force;</p> <p>0 - less than 10% of the student-applicants from the study programme are provided with a dormitory in accordance with the rules in force.</p>	<p>1</p>

	<p>students from the study programme.</p> <p>7. Proof of insurance with dormitory for students from disadvantaged categories (with disabilities, from socially vulnerable families, etc.).</p> <p>SER:</p> <p>1. Analysis of the degree of insurance with dormitory of the student-applicants from the study programme (number of dormitories, number of places, the area for an accommodated student).</p>		
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Accreditation standard 7. Information management (5 points)

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Criterion 7.1. Access to information (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
7.1.1. Information management and access of students and staff to information about the study programme*	<p>RD:</p> <ol style="list-style-type: none"> 1. Law on access to information (no. 982- XIV of 11.05.2000). 2. Law on electronic communications (no. 241-XVI of 15.11.2007) 3. Institutional information management system / mechanism with reference to the study programme. 4. Procedures for collecting, analyzing and using information relevant for the effective management of the study programme. 5. Evidence regarding the collection, analysis and use of information about the profile of the student contingent, the academic path of the students, the professional paths of the graduates with reference to the study programme; student and employee satisfaction with the study programme.. <p>SER:</p> <ol style="list-style-type: none"> 1. Description of the processes of collection, analysis and use of information with reference to the study programme for its efficient management. 2. Analysis of the ways of accessing and the type of information from the databases by the students and the staff from the study programme. 	<p>1,0 – the institution has a system / mechanism for collecting information relevant for the management of the study programme, which is accessible to students and staff;</p> <p>0,5 - the institution has a system / mechanism for collecting information relevant for the management of the study programme, which is partially accessible to students and staff;</p> <p>0 - the institution does not have a system / mechanism for collecting information relevant for the management of the study programme.</p>	3

Criterion 7.2. Databases (2 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
7.2.1. Establishment and access to the study programme database* (Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)	RD: <ol style="list-style-type: none"> 1. Law on personal data protection (no. 133 of 08.07.2011). 2. Law on the approval of the Concept of information security of the Republic of Moldova (No. 299 of 21.12.2017). 3. Regulations / orders / provisions regarding the establishment, management and access to electronic databases with reference to the study programme. 4. Database on students and graduates - the academic path and student satisfaction, the professional path of graduates, etc. 5. Database on academic diplomas and certificates issued to graduates from the study programme. 6. The database regarding the staff of the study program - the scientific-didactic path and the training of the teaching staff. SER: <ol style="list-style-type: none"> 1. Description of the system / process for setting up and managing the information in the institution's electronic databases. 2. Analysis of ways to ensure database security. 	1,0 – the institution has functional electronic databases and ensures secure access to them for students and staff; 0,5 - the institution has partially functional electronic databases without ensuring secure access to them for students and staff; 0 - the institution does not have electronic databases.	2

Accreditation standard 8. Public information (3 points)

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Criterion 8.1. Transparency of information of public interest regarding the study programme (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
8.1.1. Website of the institution / study programme*	RD: <ol style="list-style-type: none"> 1. Regulations / procedures regarding the organization and administration of the website of the institution / faculty / department / chair. SER: <ol style="list-style-type: none"> 1. Organization of the website and placing / updating public information regarding the study programme. 2. Analysis of the content of public information regarding the 	1,0 – public information regarding the study programme is accessible and updated on the website of the institution / faculty / department / chair; 0,5 - public information regarding the study programme is partially accessible and / or partially updated on the website of the institution / faculty / department / chair; 0 - public information regarding the study programme	1

	study programme on the website of the educational institution, faculty, department / chair.	is not accessible on the website of the institution / faculty / department / chair.	
8.1.2. Transparency of information regarding the activity of the chair / department / study programme* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Institutional normative documents regarding the transparency of public information with reference to the study programme. SER: 1. Analysis and assessment of the degree of ensuring the transparency of public information regarding the study programme (admission process, teaching, learning, research, assessment, examination results, information about the employment of graduates, etc.). 2. Analysis of the process of informing students about scholarships and other forms of material support, as well as allocation of accommodation in dormitories.	1,0 – the institution ensures full transparency of public information regarding the study programme; 0,5 - the institution partially ensures the transparency of public information regarding the study programme; 0 - the institution does not ensure the transparency of public information regarding the study programme.	2

Accreditation standard 9. On-going monitoring and periodic review of programmes (12 points)

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Criterion 9.1. Procedures for regular monitoring, evaluation and review of the study programme (8 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
9.1.1. Monitoring and reviewing the educational offer and the study programme	RD: 1. Quality assurance regulations and procedures for regular monitoring and review of the study programme. 2. Quality manual. 3. Syllabus, curriculum and other curricular products reviewed from the study programme. 4. Plan of measures for continuous improvement of the study programme. 5. Minutes on monitoring and reviewing the study programme. SER: 1. Description of the process of monitoring and reviewing the study programme.	1,0 – the institution has procedures for monitoring and reviewing the educational offer and applies them consistently and effectively; 0,5 - the institution has procedures for monitoring and reviewing the educational offer and applies them sporadically; 0 - the institution does not have procedures for monitoring and reviewing the educational offer.	1
9.1.2. Monitoring the teaching-learning-	RD: 1. Regulations / procedures for monitoring the teaching-	1,0 – the teaching-learning-assessment processes are monitored consistently and effective measures are	2

assessment processes* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	learning-assessment processes. 2. Minutes regarding the activities of monitoring the teaching-learning-assessment processes with reference to the study programme. 3. Questionnaires for students, teaching staff, employers and other stakeholders on teaching-learning-assessment activities of the study programme. SER: 1. Analysis of the monitoring process of teaching-learning-assessment activities within the study programme. 2. Analysis of the degree of involvement of students, teaching staff and other stakeholders in monitoring the teaching-learning-assessment processes. 3. Analysis of the results of the questionnaire regarding the teaching-learning-assessment activities within the study programme. 4. Analysis of the methods / tools for implementation / application of the anti-plagiarism system and other mechanisms for verifying bachelor's degree theses / projects / graduation papers for integrated studies.	taken to improve them; 0,5 - the teaching-learning-assessment processes are monitored and sporadic measures are taken to improve them; 0 - the teaching-learning-assessment processes are not monitored.	
9.1.3. Existence and application of self-evaluation procedures of the study programme	RD: 1. Internal procedures for self-evaluation of the study programme. 2. Self-evaluation reports and plan of measures for continuous improvement of the study programme. 3. Minutes of the meetings of the department / chair regarding the results of self-evaluation of the study programme. SER: 1. Analysis of the self-evaluation procedures of the study programme and of the efficiency of their application for its quality assurance.	1,0 – the institution has and effectively applies self-evaluation procedures of the study programme; 0,5 - the institution has procedures for self-evaluation of the study programme and applies them sporadically; 0 - the institution does not have procedures for self-evaluation of the study program.	3

9.1.4. Evaluation of the study programme by students, graduates, employers and other beneficiaries* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Questionnaires for students, staff, employers and other stakeholders on the content of the study programme. 2. Minutes on the results of the survey of the beneficiaries of the study programme. SER: 1. Analysis of the results of questioning the beneficiaries regarding the content of the study programme. 2. Analysis of the effectiveness of preventive / corrective measures taken as a result of questioning the beneficiaries of the study programme.	1,0 – the study programme is evaluated by all categories of beneficiaries (students, employees, graduates, employers) and measures are taken to continuously improve it; 0,5 - the study programme is evaluated only by some categories of beneficiaries and / or sporadic measures are taken to improve it; 0 - the study programme is not evaluated by the beneficiaries and / or no measures are taken to improve it.	2
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Criterion 9.2. Employment (4 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
9.2.1. Mechanisms for recording the employment and evolution of graduates from the study programme on the labour market* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Regarding the placement in the labour market of the graduates of the state higher and secondary education institutions (GD no. 923 of 04.09.2001 with modifications by GD no. 217 of 03.04.19). 2. Mechanisms / tools / methods for recording the employment and professional development of graduates of the study programme. SER: 1. Analysis of the institutional mechanisms for recording the employment and professional evolution of the graduates of the study programme.	1,0 – the institution has institutional mechanisms to record the employment and professional evolution of graduates and applies them consistently; 0,5 - the institution has institutional mechanisms to record the employment and professional evolution of graduates of the study programme and applies them sporadically; 0 - the institution does not have institutional mechanisms to record the employment and professional evolution of graduates.	2
9.2.2. Career guidance activities and the competitiveness of graduates on the labour market <i>(Does not apply in the</i>	RD: 1. Career guidance regulations / procedures. 2. Regulations for the operation of the university career guidance and counseling center. 3. Graduates' and employers' questionnaires regarding graduates' competitiveness on the labour market.	1,0 – the institution consistently carries out effective career guidance activities; 0,5 - the institution sporadically carries out career guidance activities; 0 - the institution does not carry out career guidance activities.	1

<i>case of external evaluation for the authorization of provisional operation of the study programme)</i>	<p>4. Database of employment and professional evolution, according to the qualification obtained, of the graduates of the study programme.</p> <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of procedures and results of career guidance and counseling activities. 2. Analysis of the employment rate of graduates of the study programme according to the field of professional training. 3. Analysis of the results of the questionnaires on the correspondence of the competences of the graduates of the study programme with the requirements of the labour market. 4. Analysis of the results / performances of the graduates from the study programme with socio-economic impact in various fields of activity (at local, national or international level). 5. Data analysis regarding the continuation of the studies of the graduates of the study programme to cycle II – master's degree studies. 	<p>1,0 – the employment rate of graduates according to the general field of study (in the first year after graduation) is over 70%;</p> <p>0,5 - the employment rate of graduates according to the general field of study (in the first year after graduation) is 50 - 70%;</p> <p>0 - the employment rate of graduates according to the general field of study (in the first year after graduation) is less than 50%.</p>	1
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Accreditation standard 10. Cyclical external quality assurance (4 points)

Institutions should undergo external quality assurance on a cyclical basis.

Criterion 10.1. External quality assurance (4 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
10.1.1. Implementation of the provisions and recommendations of the Ministry of Education and Research and of the relevant ministries* <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	<p>RD:</p> <ol style="list-style-type: none"> 1. Recommendations on the implementation and improvement of the quality management system in higher education institutions (ME provision no. 503 of 27.11.2014). 2. Regarding the participation of students in quality assurance (ME Order no. 738 of 05.08.2016). 3. Framework recommendations regarding the improvement of study programs based on the results of external quality evaluations for their accreditation (MECR Order no. 569 of 15.12.2017). 4. Institutional procedures for communicating, executing and monitoring the provisions and recommendations of MER 	<p>1,0 – the institution has and implements procedures for communicating, implementing and monitoring the provisions and recommendations of the MER and the relevant ministries;</p> <p>0,5 - the institution executes and monitors the provisions and recommendations of the MER and the relevant ministries, but does not have approved procedures;</p> <p>0 - the institution does not execute the provisions and recommendations of the MER and the relevant ministries.</p>	1

	and relevant ministries. SER: 1. Analysis of the institutional procedures for communication, execution and monitoring of the provisions and recommendations of the MER and the relevant ministries and their implementation.		
10.1.2. Implementation of the observations, recommendations and decisions formulated based on the external evaluation by the National Agency for Quality Assurance in Education and Research / other quality assurance agencies <i>(Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme)</i>	RD: 1. Education Code (Code no. 152 of 17.07.2014). 2. Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions, GD no. 616 of May 18, 2016, as subsequently amended and supplemented. 3. Decisions on the external evaluation of study programmes by ANACEC / other quality assurance agencies with reference to the study programme. 4. External evaluation reports of the quality of the study programme. 5. Minutes of the examination of observations, recommendations and decisions of ANACEC / other quality assurance agencies and of measures taken following external evaluations. 6. The plan of corrective measures regarding the study programme and the report on its implementation. SER: 1. Analysis of the observations, recommendations and decisions of ANACEC / other quality assurance agencies and of the measures taken regarding the development of the study programme as a result of the external evaluation.	1,0 – the institution examines the observations, recommendations and decisions of ANACEC / other quality assurance agencies and takes consistent measures for the development of the study programme after the external evaluation; 0,5 - the institution examines the observations, recommendations and decisions of ANACEC / other quality assurance agencies and takes sporadic measures for the development of the study programme after the external evaluation; 0 - the institution does not take measures for the development of the study programme after its external evaluation.	3

List of mandatory annexes to the external evaluation dossier (electronic format / active hyperlink)

Accreditation standard 1. Policy for quality assurance

- 1) The documents of establishment/registration of the institution.
- 2) Sanitary operating permit.
- 3) The legal document certifying compliance with fire safety regulations, issued by the competent bodies.
- 4) Government decision / order of the relevant ministry regarding the accreditation / authorization of provisional operation of the bachelor's degree programme / programmes in the fields of professional training of the master's degree programme / programmes.
- 5) Annual activity plans for quality assurance at department / chair, faculty, institution level.
- 6) The strategic development plan of the institution, faculty, department / chair.
- 7) Medium and short-term strategies / programmes on internationalization.
- 8) Table 1.1 Internationalization of the study programme.

Accreditation standard 2. Design and approval of programmes

- 1) Decision of the Institutional Strategic Development Council regarding the initiation of the study program.
- 2) The decision of the senate regarding the approval / initiation of the study programme, cycle I - bachelor's degree studies.
- 3) The syllabus of the study programme.
- 4) The institutional curriculum model.
- 5) Curriculum of course units / modules of the study programme (2-3 examples).
- 6) Minutes of the department / chair regarding the approval of the curricula for the study programme and the updating of the syllabus.
- 7) Evidence confirming stakeholder consultation.
- 8) Evidence of the social and economic impact of the study programme.

Accreditation standard 3. Student-centred learning, teaching and assessment

- 1) Institutional regulation regarding the organization and conduct of the teaching process.

- 2) The timetable of teaching activities (by forms of education organization).
- 3) Students' annual study contracts (2-3 examples).
- 4) Table 3.1 Use of ICT tools in the teaching-learning-assessment process.
- 5) Curriculum for internships.
- 6) Assignment order of students to internships (1-2 examples).
- 7) Agendas, reports on students' internships (2-3 examples).
- 8) List of collaboration agreements regarding internships (number of places, validity period of the agreements).
- 9) Evidence regarding the analysis and approval of the assessment topics (minutes, 2-3 examples).

Accreditation standard 4. Student admission, progression, recognition and certification

- 1) Admissions plans and Admissions Committee annual reports (for the last 5 years).
- 2) Table 4.1 Admission of students.
- 3) Table 4.2 Student progress.
- 4) Table 4.3 Academic mobility of students.
- 5) Orders / Provisions for promotion / enrollment of students to the next year of studies (2-3 examples)
- 6) Order of awarding the title (1-2 examples).
- 7) Diploma supplement issued to graduates (1-2 examples).

Accreditation standard 5. Teaching staff

- 1) Table 5.1 Planning, recruitment and administration of teaching staff.
- 2) Table 5.2 Professional qualification of teaching staff.
- 3) Table 5.3 Information with reference to teaching staff who ensure the realization of teaching activities.
- 4) Table 5.4 Methodical activity, scientific research, innovation and technological transfer.
- 5) Individual employment contract template.
- 6) Job description template.
- 7) Evidence regarding the assessment of teaching staff.

- 8) Evidence regarding the approval of the editing of methodical, didactic works.
- 9) Institutional strategies / plans regarding scientific research, innovation and technology transfer activity.
- 10) Reports on research, innovation and technology transfer activity (1-2 examples).
- 11) Evidence regarding the involvement/participation of teaching staff in scientific research / implementation / national / international community projects.

Accreditation standard 6. Learning resources and student support

- 1) Orders regarding the employment of administrative and auxiliary staff.
- 2) Individual employment contracts of administrative and auxiliary staff employed.
- 3) Job description for administrative and auxiliary staff.
- 4) Plans of the premises used in the study and research process.
- 5) List of equipment, teaching aids and curricular aids used in the study programme.
- 6) Table 6.1 Curricular support for the study programme.
- 7) Decision regarding the exemption from the payment of the student tuition fee / filling of budget places.
- 8) Institutional regulation on the allocation of scholarships and other forms of material support for students.
- 9) Orders on granting scholarships and other forms of material support for students (1-2 examples).
- 10) Orders / provisions for accommodation in student dormitories.

Accreditation standard 7. Information management

- 1) Evidence on the collection of information on the profile of the student contingent, the academic progress of students, teaching staff, etc.
- 2) Evidence regarding databases.

Accreditation standard 8. Public information

- 1) Regulations / procedures related to the organization and administration of the institution / faculty / department / chair website.

Accreditation standard 9. On-going monitoring and periodic review of programmes

- 1) Quality assurance regulations / procedures regarding the monitoring and periodic review of the study programme

- 2) Questionnaires of students, teaching staff, employers and other stakeholders on teaching-learning-assessment activities.
- 3) Evidence on questionnaire analysis
- 4) Internal self-evaluation procedures of the study programme.
- 6) Evidence regarding the self- evaluation results of the study programme.
- 7) Evidence regarding employment records and professional development of graduates.

Accreditation standard 10. Cyclical external quality assurance

- 1) Incoming/outgoing mail registers
- 2) Document management procedures
- 3) The plan of corrective measures regarding the study programme.
- 4) The report on the implementation of the Plan of corrective measures regarding the study programme.

BIBLIOGRAPHICAL REFERENCES

1. Education Code of the Republic of Moldova, No. 152, of July 17, 2014, Official Gazette of the Republic of Moldova, 2014, no. 319 - 324, art. No. 634.
2. Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions, Government Decision no. 616 of May 18, 2016, as subsequently amended and supplemented.
3. Regulation on the organization and operation of the National Agency for Quality Assurance in Professional Education, Government Decision no. 191 of April 22, 2015.
4. ISCED: International Standard Classification of Education, 2013 - <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.
5. Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG 2015 - <http://www.engq.eu/index.php/home/esg/>.
6. Recommendation of the European Parliament and of the Council of 18 June 2009 on establishing a European reference framework for quality assurance in education and training (2009/C 155/01) - [http://eur-lex.europa.eu/legal-content/RO/TXT/?uri=CELEX:32009H0708\(01\)](http://eur-lex.europa.eu/legal-content/RO/TXT/?uri=CELEX:32009H0708(01)).
7. Criteria, indicators and procedures for the evaluation of study programmes in higher education - GUIDELINES (cycle one - bachelor's degree studies, cycle two - master's degree studies). Collective of authors: Todos P., Ciumac J., Chiciuc A. et al. - Chisinau: CEP UTM, 2009.