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Enhancing the University Autonomy in Moldova  
(EUniAM)

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# Evaluation of Existing Situation of Academic Autonomy in Moldova

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## **EXECUTIVE SUMMARY**

The aim of the study is to evaluate the current situation of academic autonomy in Moldova. As national laws and regulations do not provide a definition of academic autonomy, for the purpose of this study academic autonomy is defined as university's freedom to decide on degree supply, curriculum and methods of teaching, deciding on areas, scope, aims and methods of research. The scope of the study was extended by analysing the relationship of academic autonomy with five interfaces that characterize the internal and external points of interaction between modern universities and key stakeholders. These interfaces are: Government–University; University Management–University Staff; University Staff–Students; University–Business, and University–Internationalization.

Following a developed research methodology, unobtrusive data in form of laws regulating directly or indirectly the higher education system in Moldova, governmental and ministerial decrees, university chapters and organizational structures, and education records were collected and analysed. A total number of 50 documents have been analysed, adding up to approximately 3000 pages.

Data analysis revealed that universities enjoy a fairly large amount of academic autonomy when it comes to launching or terminating Bachelor's, Master's and PhD programmes; deciding on the type and form of examination and admission criteria; concluding student exchange and student mobility agreements; defining the needs and structure of student career support; and planning the content and the organization of the educational process.

Data further point to a number of issues at the level of academic autonomy. The process of authorising new BSc programmes (Cycle I) by the Ministry of Education is complex and cumbersome. The Government also sets quotas for admissions among the budgets places for the fee based studies for all cycles of studies. Although formally established, doctoral schools cannot establish PhD study programmes to enhance institutional research capacity. The mobility of students at all levels is stifled by the lack of knowledge of foreign languages. The introduction and promotion of modern studies are inhibited by the outdated Occupational Framework that details professional occupations as per all three cycles: Bachelor, Master and PhD.

Being a highly centralized system, Moldovan Higher Education and R&D sector is not very successful in overcoming the challenge of knowledge sharing between universities, research institutes and business enterprises. Research in universities is traditionally weaker than in the academy and research institute sector. Limited financial and human resources, quite poor infrastructure and weak incentives for individual researchers make development of the knowledge sharing problematic. At the university level, there is no clear separation of teaching and research workloads. In relation to the latter, there are no formal planning, evaluation, funding and incentives mechanisms for research activities of the academic staff. This primarily is due to the fact that universities are seen by policy makers as teaching institutions with no or limited research attributes and adequate funding.

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# **1. INTRODUCTION**

## **1.1. Purpose**

The purpose and objectives of the report refer to the general framework of the project, namely:

- To contribute to the work of permanent structures of government, working in reforming the university governance system.
- To build the capacity for the modernization of universities involved in the project.
- To assess the existing university governance systems, taking into account vulnerabilities and key constraints.
- To study and adopt the relevant solutions and procedures of university governance systems applied at EU universities.
- To develop legislative proposals on university governance and financial autonomy.
- To disseminate the project results and assurance of sustainability and awareness of the role of all stakeholders to ensure the development of a quality education system in Moldova.

## **1.2. Definitions**

The type of autonomy covered by the report is academic autonomy. In the Republic of Moldova, “state higher education institutions have university autonomy status” (Legea învățământului, Nr.547 din 21.07.1995, Art.49 al. (1) modificat prin LP178 din 11.07.12, MO190-192/14.09.12 art.644; în vigoare 01.01.13).

Currently, in the specialized literature and European legislation we often meet the definition of university autonomy, e.g.: University autonomy is “the right of public universities to make their own decisions on the educational process, scientific programs, appointment and promotion of didactic staff, distribution of funds, etc.” (Dicționar explicativ ilustrat al limbii române / Eugenia Dima, Doina Cobeț, Laura Manea: coord.: Eugenia Dima – Ch.: Arc: Gunivas. 2007. pag. 168 – 2280 pag.).

University autonomy is the “right granted by the laws and regulations to higher education institutions to undertake pedagogical measures necessary to achieve superior results in their activity” (Dicționar de termeni pedagogici, Sorin Cristea, Editura Didactică și Pedagogică, R.A.-București, 1998, pag. 25-27. – 478 pag.).

University autonomy is “the right of the academic community to determine its own mission, institutional strategy, structure, activities, its organization and operation, material and human resources management, in strict compliance with legislation and in terms of public accountability”. (Legea educației naționale, Publicată în Monitorul Oficial al României, Anul 179(XXIII) - Nr. 18, din 10 ianuarie 2011).

Recently, this notion has been also related to higher education institutions in the Republic of Moldova under the new amendments to the Law on Education: under Article 49 of the Law on Education, higher education institutions have the status of university autonomy.

University autonomy is the right of the university community to organize and manage itself (the domains of management, structure and functioning of the institution), to perform its academic freedom without any ideological, political or religious interference, to assume itself a set of competences and duties in accordance with national policies and strategies for higher education and post-university education development (Legea învățământului, Nr. 547 din 21.07.1995, Art.49 al.(1<sup>1</sup>) introdus prin LP178 din 11.07.12, MO190-192/14.09.12 art.644; în vigoare 01.01.13).

Academic autonomy (autonomy of teaching and research) relates to the university's ability to make decisions on vision, mission and academic profile on the introduction or withdrawal of educational programs, their structure and content, and issues such as the admission of students and ways to ensure the quality of programs and awards. The ability to decide on the areas, scope, aims and methods of research are important subcomponents of academic autonomy (Estermann, Thomas and Terhi Nokkala (2009): “University Autonomy in Europe I” Exploratory Study, European University Association. [www.eua.be](http://www.eua.be)).

Esterman in the second study on university autonomy (Estermann Thomas, Terhi Nokkala and Monica Steinel (2011): University Autonomy in Europe II Tableau de Bord, European University Association. [www.eua.be](http://www.eua.be)) defines academic autonomy with seven quantifiable indicators namely the ability of the institution to decide on: the total number of students; selecting students; forming cycles of study; choosing the language of education; selecting the quality assurance mechanisms and the provider of these services; designing study programs' content. The European University Association defines it as follows: „Academic autonomy refers to a university's capacity to manage its internal academic affairs independently”. (<http://www.university-autonomy.eu/dimensions/academic/>).

### **1.3. Methodology**

To achieve the objectives set out in p 1.1, we performed a thorough research. There were selected the most important laws and government decisions, orders of the Minister of Education and regulations approved by the Ministry of Education which refer to the autonomy of the university in general and to the academic autonomy in particular. There were also analysed institutional normative acts of five universities in the Republic of Moldova (AESM, TUM, SUARB, SUMP, and SAUM). The list of these reference documents is presented in Annex 1. When collecting initial, data the generic methodology was followed, designed by the EUniAM project team (Annex 2).

### **1.4. Report structure**

Chapter 2 describes the research methodology used in this study. Chapter 3 presents the results obtained from the analysis of selected sources, and discusses the extent to which the academic autonomy is now manifested and regulated in Moldovan universities. Chapter 4 analyses and interprets these findings in relation to the five interfaces identified. Chapter 5 consists of conclusions and describes the next steps.

## **2. METHODOLOGY**

### **2.1. Introduction**

This chapter describes, in brief, the methodology for collecting relevant information relating to academic autonomy in higher education institutions, the way of presenting the information, the distribution of tasks between “academic autonomy” team members, means of making decisions and drawing conclusions.

### **2.2. Data collection**

#### *2.2.1. The collection / selection of information on academic autonomy*

Regarding the collection / selection of information, a list of reference documents was made. There were selected and introduced in the list: organic and ordinary laws of the RM; normative acts adopted by the Parliament of the RM; normative acts defined by the ministries (Ministry of Education, Ministry of Finance, Ministry of Labour, Social Protection and Family, Ministry of Health etc.); institutional normative acts developed by universities based on ministerial normative acts and adapted to the particular conditions of the institution. As a basis, there were selected project partner universities and which: are among the best in the country, are different in size, subordination and the field they cover.

In the list of reference sources there were also introduced several relevant thematic studies.

The reading of these sources allowed the selection of basic information on academic autonomy in Moldovan higher education institutions.

There were reviewed and analysed a number of 50 documents. The list of revised data is presented in Annex 1. Electronic copies of the materials analysed in Annex 1 are available on the project intranet: <http://euniam-moodle.samf.aau.dk/>.

#### *2.2.2. Distribution of responsibilities among members of the “academic autonomy” team*

At the plenary session of the “academic autonomy” team, which took place on 13.03.2013, it was decided to work in subgroups of two people, each member of the subgroup with responsibility for collection / selection and analysis of information on 1 - 2 of the five interfaces that define university academic autonomy, as follows:

Chapter 1. Introduction

Defining the concept of university autonomy and academic autonomy. Defining the list of references – responsible: Todos P., Guvir S.

Chapter 2. Methodology - responsible: Todos P., Guvir S.

Chapter 3. Understanding Academic Autonomy - responsible: Todos P., Guvir S.

Chapter 4. Interfaces of academic autonomy:

- Todos P. and Solcan A. – responsible for Interface I (Government - University).
- Chiciuc A., Prițcan V. and Balanici A – responsible for Interface II (Management - Staff).
- Todos P. and Zacon E. – responsible for Interface III (Staff - Students).
- Prițcan V., Șaptefrați L. and Negara C. – responsible for Interface IV (University – Business).
- Șaptefrați L. and Prițcan V. – responsible for Interface V (University - Internationalization).

### **2.3. Data analysis**

Each team member participated in the selection of relevant information for at least two of the five interfaces. The distribution in subgroups was made democratically, and each person in the group has identified and selected interfaces which are better known by him/her, depending on the activities that they are directly involved day-to-day in the university they represent (see, also, p. 2.2.2.).

Differences of information that academic autonomy team members have experienced were resolved during subsequent discussions / debates and often additional sources of information were used, and by consulting with their colleagues.

We chose the most eloquent case studies to illustrate some situations, which without giving examples could be misinterpreted or would appear declarative.

The members of „academic autonomy” team revised primarily the identified external (laws, government and ministerial acts) and internal (university) documents (see Annex 1) in order to analyse the properties and indicators of academic autonomy implicitly incorporated in these documents. In this analysis, were defined basic criteria / sub-criteria, the most important indicators of academic autonomy as defined by Estermann and Nokkala (2009, 2011), and defined in the generic project of the methodology. By means of brainstorming, during the analysis phase, this list was also extended (Table 1).

Table 1: Understanding of Academic Autonomy in the Republic of Moldova

Properties / indicators	Source (title and quote source)	Comments / Description
1. Establishment of specializations / study programs	Legea învățământului nr. 547 din 21 iulie 1995, cu modificările ulterioare din 2005, 2013	The Law on Education establishes general rules for the organization of education in Moldova
Introduction of study programs at cycle I	Legea învățământului nr. 547 din 21 iulie 1995, art. 27 Legea privind aprobarea Nomenclatorului domeniilor de formare profesională și specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I nr. 142 din 07.07.2005	The Nomenclature establishes the general areas of study and programs of study (specialties) permitted for higher education, cycle I. It is determined the duration of studies and the title/degree awarded.
Introduction of study programs at cycle II	Legea învățământului nr. 547 din 21 iulie 1995, art. 28. Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, Hotărârea Guvernului nr.1455 din 24 decembrie 2007	The Regulation lays down general rules for the organization of master programs, duration and titles conferred.
Introduction of study programs at cycle III	Legea învățământului nr. 547 din 21 iulie 1995, art.30. Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului (Hotărârea Guvernului Nr. 173 din 18.02.2008) Nomenclatorul specialităților științifice. Aprobare prin Hotărârea Guvernului nr.199 din 13 martie 2013. (Publicat în Monitorul Oficial nr 60-63 (4378-4381) pag.32)	The Regulation lays down general rules for the organization of doctoral studies. The scientific specialties for doctoral programs are classified in the Nomenclature.
Termination of study programs	Legea învățământului nr. 547-Xiii din 21 iulie 1995, art.37.2 (9,10.11)	The university terminates study programs on its own initiative or by decision of ME in the case of non-accreditation.
Language of instruction	Legea învățământului nr. 547-Xiii din 21 iulie 1995, art.8. Regulamentul cu privire la instruirea străinilor în instituțiile de învățământ din Republica Moldova, Aprobare prin Hotărârea Guvernului Republicii Moldova Nr. 746 din 21.06.2003 Carta Instituției Publice Universitatea de Stat de Medicină și Farmacie „Nicolae Testemițanu” din Republica Moldova, cu modificările și completările ulterioare, Aprobare la ședința Senatului din 28 decembrie 2012	The Regulation lays down general rules for admission and organization of specific studies for foreign students. This is an example of internal normative act which where general rules are reflected.
2. Admission to studies	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu	The state determines the number of budget

Properties / indicators	Source (title and quote source)	Comments / Description
The quota of admission of local students with grants from the Government / on own account	modificările ulterioare (art.27,28,29) Ordinul ME nr 614 din 12 iunie 2013 Referitor la cotele de înmatriculare în instituțiile de învățământ superior	scholarships and the maximum number of study places on fee basis allowed for admission for each program of study. The division among universities is determined by negotiations with ME.
Procedures for admission to Cycle I - Bachelor (education documents, level of grades, procedures)	Regulamentul de organizare și desfășurare a admiterii în instituțiile de învățământ superior din Republica Moldova, aprobat de Ministerul Educației, aprobat prin ordinul ME nr 475 din 07.06.2012, cu modificările ulterioare	The Regulation lays down general rules, universities define, through their own regulations, their requirements for admission to each program of study on cycles.
Procedures for admission to Cycle II – Master	Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, Hotărârea Guvernului nr.1455 din 24 decembrie 2007	Admission requirements, the terms and the organization of entrance examinations are defined.
Procedures for admission to doctoral studies / PhD	Legea învățământului nr. 547 din 21 iulie 1995, art.30(2). Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului (Hotărârea Guvernului Nr. 173 din 18.02.2008)	Admission requirements, the terms and the organization of entrance examinations to doctoral studies are defined.
Admission of foreign students, admission quota of students, admission procedures	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art.65. Legea privind regimul străinilor în Republica Moldova, <b>Lege</b> Nr. 200 din 16.07.2010. Regulamentului cu privire la instruirea străinilor în instituțiile de învățământ din Republica Moldova, Aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 746 din 21.06.2003 Ordinul ME nr 614 din 12 iunie 2013 Referitor la cotele de înmatriculare la studii a cetățenilor străini (acorduri interguvernamentale) (a se vedea at. 21, 22, 23, 24). Regulamentul privind eliberarea de invitații cetățenilor străini și apatrizilor Aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 33 din 22.01.2004 Regulamentul de organizare și desfășurare a admiterii în instituțiile de învățământ superior din Republica Moldova, aprobat de Ministerul Educației, aprobat prin ordinul ME nr 475 din 07.06.2012, (art.75, 76)	Here you have to distinguish between foreign students who come under agreements and the category of students coming from own initiative. In the first case the selection is made by the country of origin, in the second case - the host university is free to formulate the admission requirements, but the procedure for obtaining a residence visa is much more complicated.
3. Recognition of studies	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu	

Properties / indicators	Source (title and quote source)	Comments / Description
Academic mobility of students	modificările ulterioare Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art. 64 Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu (Anexă la ordinul Ministerului Educației nr. 726 din septembrie 2010) Cu privire la unele măsuri pentru implementarea în Republica Moldova a Acordului privind Programul de schimburi pentru studii universitare în Europa Centrală (CEEPUS III), semnat la Budva la 25 martie 2010, Aprobare prin Hotărârea Guvernului Republicii Moldova Nr. 454 din 25.06.2012	In the Regulation, it is defined the structure of the credit transfer system for higher education in Moldova and its implementation rules, which are adapted to the specifics of each program of study by universities. The practice of organizing student mobility in RM is very modest. Universities are now in the phase of gaining experience in this field.
Recognition of study periods undertaken abroad at Bachelor, Master, and Doctoral level	Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu (Anexă la ordinul Ministerului Educației nr. 726 din septembrie 2010) Regulament privind organizarea studiilor în UTM în baza Sistemului Național de Credite de Studiu. Ordinul Rectorului nr.242-r din 05.04.2011. Regulamentul cu privire la recunoașterea și echivalarea actelor de înaltă calificare științifică și științifico-didactică obținute în străinătate, Aprobare prin Hotărârea Guvernului nr. 472 din 6 mai 2004	Recognition of study periods undertaken abroad, cycle I or II, falls within the competence of the university the student belongs to. Recognition procedures are set by each university based on the general requirements set by the Ministry of Education.
Recognition of documents of studies done abroad at Bachelor, Master, Doctoral level (recognition bodies, procedures, conditions)	RM. Serviciul Informare și Recunoașterea Calificărilor. Regulament privind recunoașterea, echivalarea și autentificarea actelor de studii și a calificărilor, <a href="http://www.edu.md/ro/">http://www.edu.md/ro/</a>	The study documents issued abroad are recognized by the Ministry of Education. Doctor and the doctor habilitate diplomas obtained abroad are nostrified by the National Council for Accreditation and Attestation (NCAA).
4. Quality assurance, accreditation of study programs	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art.37	Institutional quality assurance structures are established in all universities of the consortium.
Internal quality assurance structures, students' involvement	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art.37 (3) Strategia Națională de Dezvoltare „Moldova 2020”: Șapte soluții pentru creșterea economică și reducerea sărăciei (aprobată prin	Quality assurance procedures differ from one university to another in the absence of general requirements approved at ministerial level.

Properties / indicators	Source (title and quote source)	Comments / Description
Methodology, evaluation criteria, procedures (self-evaluation, external evaluation)	<p>Legea nr. 166 din 11 iulie 2012).</p> <p>REGULAMENT privind Sistemul de Management al Calității din Universitatea Tehnică a Moldovei, <a href="http://www.utm.md/ro/acte-normative-interne/">http://www.utm.md/ro/acte-normative-interne/</a></p> <p>Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art.37.1, 37.2</p> <p>Recomandarea nr. 1762 din 30.06.2006 a Adunării Parlamentare a Consiliului privind Libertatea Academică și Autonomia universitară.</p> <p>Criterii, indicatori și proceduri de evaluare a programelor de studii în învățământul superior ciclul unu – studii licență, ciclul doi – studii master. 2009, <a href="http://www.utm.md/ro/acte-normative-interne/">http://www.utm.md/ro/acte-normative-interne/</a></p>	General methodology, internal and external criteria provided by law are already outdated, universities have developed their own internal assessment methodology and criteria.
Freedom in the choice of external quality assessment body	Legea privind aprobarea Regulamentului de evaluare și acreditarea instituțiilor de învățământ, Nr. 423 din 04.06.1999	Currently, the National Agency for Quality Assurance is in the process of establishment.
Relations of cooperation of the accreditation body with the Ministry of Education in the accreditation process	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art.37.2 (11), 37.3(4)	It is provided the conduct of external evaluation of study programs by the Agency and the accreditation decision will be made by the Ministry of Education.
5. The National Qualifications Framework (NQF)	Cadrul național al calificărilor - învățământ superior, <a href="http://www.edu.md/ro/cadrul-na-ional-al-calificarilor/">http://www.edu.md/ro/cadrul-na-ional-al-calificarilor/</a>	The Ministry of Education is responsible for the National Qualifications Framework. Separate structures are not created. Higher Education Division of the Ministry is responsible for higher education qualifications. Qualifications Framework on areas of higher education studies was developed with the help of universities.
How are NQF requirements reflected in the study programs (internal control procedures, external evaluation)?	Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu (Anexă la ordinul Ministerului Educației nr. 726 din septembrie 2010)	The qualifications framework on study fields of higher education is used as educational standards in developing and perfecting new programs of study and their internal and external evaluation.
Educational standards (how are	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu	

Properties / indicators	Source (title and quote source)	Comments / Description
they related to NQF) 6. Employment	modificările ulterioare, art.7 Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art.	The classifier of occupations includes a general description of specialties used in Moldova, their classification by domains, but it does not define the level of education or the level of competences necessary to practice the specialty. The difference between the level of competences acquired through undergraduate, master's and doctoral programs is not reflected in any way in the Classifier. To support students in finding jobs, universities, on own initiative, create centers for career counseling and career guidance.
Differentiation of occupations per education levels. Place of master's and doctorate	Clasificatorul ocupațiilor din RM, Moldovastandard, 2001 Hotărârea Guvernului privind aprobarea structurii clasificatorului ocupațiilor din Republica Moldova, Nr. 461 din 02.07.2013, Monitorul Oficial nr.141-144/550 din 05.07.2013	
	HG cu privire la plasarea în câmpul muncii a absolvenților instituțiilor de învățământ superior și mediu de specialitate de stat, Nr. 923 din 04.09.2001 Publicat: 06.09.2001 în Monitorul Oficial Nr. 108-109 art. Nr : 972	
	Regulamentul de organizare și funcționare a Centrului de Asistență Antreprenorială și Management (CAAM), Hotărârea Senatului UTM nr. 5 din 25 ianuarie 2011, Regulament de funcționare a Centrului universitar de informare și orientare profesională a studenților CENIOP, UTM	
7. The content and realization of study programs, organization of the study process	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare,	The process of studies is organized according to institutional Regulations developed under the general provisions of the Framework Regulation, approved by the Ministry of Education. In the regulation, all stages of the study process, from admission up to graduation, are laid down.
Designing the content, allocation among academic structures	Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu (Ordinul Ministerului Educației nr. 726 din 20.09.2010) Plan-cadru pentru studii superioare, Aprobate prin ordinul Ministerului Educației nr. 455 din 03.06.2011 Regulament instituțional privind organizarea evaluării activității de învățare a studenților, Hotărârea Senatului UTM din 07.12.2011, ord. Nr. 1032-r	
Internships	Plan-cadru pentru studii superioare, Aprobate prin ordinul Ministerului Educației nr. 455 din 03.06.2011, art.52-54. Regulamentul-cadru privind stagiile de practică în învățământul	

Properties / indicators	Source (title and quote source)	Comments / Description
Final evaluation (exams, theses) on cycles	superior (ciclul I - studii superioare de licență, ciclul II - studii superioare de masterat), 2013. Regulament privind organizarea și desfășurarea stagiilor de Practică ale studenților la UTM, 2010. <a href="http://www.utm.md/ro/acte-normative-interne/">http://www.utm.md/ro/acte-normative-interne/</a> Regulament-cadru privind organizarea examenului de finalizare a studiilor superioare de licență, Anexă la ordinul Ministerului Educației și Tineretului nr. 84 din 15 februarie 2008 GHID privind elaborarea și susținerea tezelor / proiectelor de licență, 2010 GHID privind elaborarea și susținerea tezelor de master, 2010 STANDARD. Examen de licență. Criterii de apreciere a cunoștințelor, Aprobant la Consiliul Metodic al UTM, 2010	to define the distribution by year of study, the content and duration of the internships.  The Framework Regulation establishes the undergraduate exam structure, general admission and organization rules. Institutions, starting from the peculiarities of their general field of study, establish by regulations, standards and guidelines the way to support the theoretical component of the examination, development and public defence of the undergraduate thesis / project. The procedures for developing and defending the master's thesis are defined by internal regulations.
8. Teachers' workload  Planning the didactic workload Distribution of the didactic workload The accounting of performing teaching and research workload	Codul muncii al RM, COD Nr. 154, Publicat : 29.07.2003 în Monitorul Oficial Nr. 159-162, (articolele 296-298) Ordinul Ministrului educației nr.175 din 20.05.1996 privind aprobarea normelor model ale timpului de lucru pentru calculul volumului muncii didactice. Ordinul Rectorului UTM privind distribuirea sarcinii didactice Ordinul rectorului cu privire la normele de timp pentru calcularea volumului de activitate realizată de corpul profesoral-didactic al UTM, nr. 374-r, din 01.07.2008	The Labour Code defines a working week of 36 hours and 63 days of annual leave for teachers in higher education. Starting from the general recommendations set out by the Ministerial order, institutions have developed their own methodologies of calculation and distribution of the didactic workload among departments/chairs and teachers of the department/chair.
9. University scientific research (organization)  University structures involved in the organization of scientific research	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare (art.32) COD Nr. 259 din 15.07.2004, cu privire la știință și inovare al Republicii Moldova. Publicat: 30.07.2004 în Monitorul Oficial Nr. 125-129 art. Nr : 663	Scientific research is considered by law as one of the core activities of higher education institutions and their teachers. Basic rules for the organization of scientific research, including within universities, are formulated in the Research Code. Annual didactic workload of the teacher depending on the position held, is up to 50% of the full workload.

Properties / indicators	Source (title and quote source)	Comments / Description
Student involvement in the process of scientific research (incentive mechanisms / incentives for parties)		But the accounting of fulfilling this task, for various reasons, is carried out inefficiently.
Scientific research of teachers (planning and control of achievements, the methodology of assessing the value of research), Research Master		
10. The doctorate	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art. 30, 31	
Types of doctorates	Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului, Hotărârea Guvernului Nr. 173 din 18.02.2008. Ghid privind perfectarea tezelor de doctorat și autoreferatelor, Aprobare prin Hotărârea Comisiei de Atestare a CNA, Nr.AT03/1-1 din 23 aprilie 2009	By 2014, the doctorate was regarded as postgraduate education that took place according to the rules defined by the Regulation nominated, under rigid control of the Academy of Sciences of Moldova. The rules for developing and defending of the PhD thesis are determined by the National Council for Accreditation and Attestation. On the insistence of universities, there have already been introduced changes to the Law on Education by which the doctorate is considered the third cycle of higher education and the doctoral schools - a way of their organization.
Doctoral Schools	Regulament privind organizarea și desfășurarea activității școlii doctorale de inginerie UTM, Aprobare la ședința Senatului din 21 octombrie 2008	
Postdoctorate, habilitate	Legea învățământului nr. 547-Xiii din 21 iulie 1995 cu modificările ulterioare, art. 31, Ghid pentru postdoctoranzi, Aprobare prin Hotărârea Senatului UTM din 02.04.2014	

Table 2: Relationship between Academic Autonomy and university interfaces

Interface	Relationship (incl., quotes)	Impact
<b>Government - University</b>	Legea învățământului nr. 547-Xiii din 21 iulie 1995	The Law on Education determines the state policy in the field of education and regulates the organization and operation of the education system.
	Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu (Ordinul Ministerului Educației nr. 726 din 20.09.2010) – determines the organization and deployment of studies in public and private institutions of higher education	These Regulations determine the organization and deployment of Bachelor and Master degree studies in public and private institutions of higher education. Specific rules are developed by institutions by adapting them to their own strategy.
	Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II (Hotărârea Guvernului nr. 1455 din 24 decembrie 2007) - establishes the basic principles on the organization and deployment of studies at cycle II - Master	
	Regulament – cadru al catedrei instituției de învățământ superior, Ordinul nr. 671 din 06.08.2010 – provides: the Department / chair of the HEI is a fundamental structural subdivision of the higher education institution.	The department / chair operates under the provisions of the legislation in force, the statute, regulations and instructions of the HEI.
	Legea privind aprobarea Nomenclatorului domeniilor de formare profesională și specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I nr. 142 din 07.07.2005	By this Law it is provided that higher education is organized by areas of training (specialties) in accordance with the nominated Nomenclature, except in areas covered by specific rules in the European Union (e.g. medicine, architecture).
	Plan-cadru provizoriu pentru ciclul I (studii superioare de licență) aprobat prin ordinul ministrului educației, tineretului și sportului nr. 202 din 01.07.2005	Establishes general principles regarding the organization and deployment of the educational process in higher education institutions and reflects the basic requirements for curriculum development in various general areas of study at cycle I for all forms of study.
	Regulamentul de organizare și desfășurare a admiterii în instituțiile de învățământ superior din Republica Moldova, aprobat de Ministerul Educației (ciclul I licență)	Provides that admission to higher education is carried out on a competitive basis and aims at the selection of candidates based on knowledge and skills criteria for the specialty / area of

Interface	Relationship (incl., quotes)	Impact
<b>Management – Employees</b>	Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, aprobat prin Hotărârea Guvernului nr. 1455 din 24.12.2007	professional training they are opting for. Establishes the basic principles on the organization and deployment of higher education at cycle II – Master.
	Strategia Națională de Dezvoltare „Moldova 2020”: Șapte soluții pentru creșterea economică și reducerea sărăciei (aprobată prin Legea nr. 166 din 11 iulie 2012)	Provides adapting the national education system to the labor market requirements in order to enhance labor productivity and increase employment.
	Legea privind aprobarea Regulamentului de evaluare și acreditare a instituțiilor de învățământ, Nr. 423 din 04.06.1999	Regulates the process of assessment and accreditation of public and private educational institutions, at all levels, in Moldova. Based on it, there had been externally assessed and accredited educational institutions at all levels in 1999-2008. This process was stopped until the creation of an autonomous agency for external evaluation.
	Regulament privind recunoașterea, echivalarea și autentificarea actelor de studii și a calificărilor	Establishes the procedure for recognition and equivalence of diplomas and qualifications and the procedure for authentication of diplomas and other supporting documents (diploma supplement, study programs / curricula, continuing education certificates, academic / school situations, grade tables and other documents)
	Regulamentul cu privire la recunoașterea și echivalarea actelor de înaltă calificare științifică și științifico-didactică obținute în străinătate, Aprobat prin Hotărârea Guvernului nr. 472 din 6 mai 2004	Ensures the unitary character of recognition and equivalence of documents of scientific and scientific and didactic high qualification obtained by Moldovan citizens and other persons who reside and / or have a permanent job in Moldova.
	Codul Muncii al Republicii Moldova, Cod Nr. 154 din 28.03.2003.	Regulates all the individual and collective labor relations, the control of the implementation of regulations in the field of employment, labor jurisdiction and other relations directly related to labor relations in HEI.
	Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului, hotărârea Guvernului Nr. 173 din 18.02.2008 – is developed in accordance with the provisions of the Code on Science and Innovation of the Republic of Moldova no. 259-XV of 15 July 2004, Law on Education no. 547-XIII of 21 July 1995	Establishes the unitary character of the process of training highly qualified scientific staff and stipulates that in Moldova the training of highly qualified scientific staff is carried out through doctoral and postdoctoral programs.

Interface	Relationship (incl., quotes)	Impact
<b>Employees – Students</b>	and Policy concept of scientific and scientific-pedagogical staff's training, approved by Government Decision no. 482 of 23 April 2003.	
	Legea învățământului nr. 547-Xiii din 21 iulie 1995	Determines the state policy in the field of education and the organization and operation of the education system; generally defines the obligations and rights of the two basic actors of the educational process - students and teachers.
	Regulamentul de organizare și desfășurare a admiterii în instituțiile de învățământ superior din Republica Moldova, aprobat de Ministerul Educației (ciclul I licență)	These Regulations provide that admission to higher education is carried out on a competitive basis and aims at the selection of candidates based on knowledge and skills criteria for the specialty / area of training they are opting for; establishes the basic principles on the organization and deployment of Bachelor and Master degree studies. Students participate in the governing bodies of the institution (faculty council, senate), where decisions are made on the organization of studies and research. Students have the right to participate in the evaluation of courses and teachers.
<b>University - Business</b>	Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, aprobat prin Hotărârea Guvernului nr. 1455 din 24.12.2007	
	Regulament cu privire la modul de funcționare a instituțiilor de învățământ superior de stat în condiții de autonomie financiară, Anexa nr.1 la Hotărârea Guvernului nr. 983 din 22 decembrie 2012	This Regulation determines the right of universities to develop autonomously joint activities with the public and private sector, various cooperation relations in the field of research and innovation with public and private enterprises.
<b>University-Internationalisation</b>	Regulamentul cu privire la instruirea străinilor în instituțiile de învățământ din Republica Moldova, Aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 746 din 21.06.2003	These normative documents determine how to organize the training of foreigners in the educational institutions of the Republic of Moldova: the requirements for admission to studies, deadlines for submitting applications, responsibilities of educational institutions. Institutions develop their own policies and internationalization strategy, regulations on foreign student recruitment, organization and support of student and teachers mobility, encourage the participation in European and international research projects (see the example of SUARB).
	Statutul USARB, aprobat la ședința Senatului din 02.01.2013 – provides the internationalization policy of the State University “Alecu Russo” of Balti (SUARB).	
	Planul Strategic de Dezvoltare al Universității de Stat “Alecu Russo” din Bălți pentru perioada 2013-2018 aprobat la ședința Senatului din 20.03.2013 - provides for supporting staff and student mobility in accordance with the European reference	

Interface	Relationship (incl., quotes)	Impact
	<p>framework for higher education mobility</p> <p>Regulamentul cu privire la salarizare a angajaților Universității de Stat „Alecu Russo” din Bălți, aprobat la ședința Senatului din 16.02.2011 - provides for a certain percentage of salary increase for the achievement of various indicators, including mobility</p> <p>Cu privire la unele măsuri pentru implementarea în Republica Moldova a Acordului privind Programul de schimburi pentru studii universitare în Europa Centrală (CEEPUS III), semnat la Budva la 25 martie 2010, Aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 454 din 25.06.2012</p> <p>Legea privind regimul străinilor în Republica Moldova, Lege Nr. 200 din 16.07.2010</p> <p>Regulamentul privind eliberarea de invitații cetățenilor străini și apatrizilor, Aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 33 din 22.01.2004</p>	<p>Establishes the way and terms of payment of scholarships to students, master students, doctoral students and scholars who come from abroad in Moldova under the Exchange Program for University Studies in Central Europe (CEEPUS III).</p> <p>The Law regulates entry, stay and exit of foreigners to / from the territory of Moldova, granting and extension of the right of stay, repatriation, their documentation, provides for coercive measures in case of violation of stay regime and the specific measures of immigration records in accordance with Moldova’s obligations under international treaties it is a party.</p> <p>The Regulation establishes the way of issuance, by the Migration Department at the request of individuals or legal entities, including public authorities, of invitations for visas for entry and exit to / from the Republic of Moldova of foreign citizens or stateless persons.</p>

The next step after understanding how academic autonomy is exercised and regulated in the Republic of Moldova, was to conduct a cross-case analysis, for example, to analyse the potential impact academic autonomy could have on the five interfaces identified, which are part of the institutional autonomy of universities, namely: government - university, university - faculty; faculty - students; university - business and university - internationalization. The potential relationships and the respective impact are shown in Table 2.

#### **2.4. Description of data interpretation process**

The way in which data were interpreted represents an analysis of the situation seen by universities in Moldova compared to the existing legislative framework in the field of higher education. Weak aspects of this legislative framework are highlighted by explanations and concrete examples that demonstrate their existence. In this regard, to eliminate the observed vulnerabilities, possible solutions are proposed that would improve the current situation in Moldovan higher education.

#### **2.5. Conclusion**

This chapter represents a brief description of the methodology, how data were collected, analysed and interpreted. It is also presented the role and contribution of each member of the *academic autonomy* team in achieving project's objectives. The next chapter provides relevant information on the current situation in terms of academic autonomy in higher education in Moldova.

### **3. UNDERSTANDING ACADEMIC AUTONOMY**

#### **3.1. Introduction**

In this chapter we intend to analyse and discuss the characteristics and indicators of academic autonomy embedded in the context of higher education in Moldova. Analysing a number of governmental and ministerial documents and internal documents from selected universities (Annex 1), it was developed a comprehensive picture - frame - regarding the extent to which academic autonomy is now manifested and regulated in the higher education sector in Moldova (Table 1). The discussion in this chapter will be held around this developing framework and supported by a number of cases (excerpts, quotes from documents) that will exemplify the critical points of the discussion.

#### **3.2. Definitions**

Academic autonomy of universities in this paper is analysed through the obligations, rights and responsibilities of parties involved regarding the following components of the study process: establishing specializations / programs of study; developing (designing) curricula and syllabuses; admission to study; organization and conduct of the study process; quality assurance of studies. There are determined the regulatory documents that regulate the relations between the parties, regulatory acts that describe how to perform these regulations. Then there are highlighted the strong and weak parts of these documents.

#### **3.3. Criterion 1: Establishment of specializations / study programs**

Education in the Republic of Moldova can be public and private. Education can be organized as full time education, part time education, and distance learning. The education system is open, ensuring the possibility of switching from one type to another, under the conditions established in the regulation, adopted by the Ministry of Education.

Higher education aims to: a) forming a multilaterally developed and creative personality, training, retraining and requalification at a higher-level of specialists and scientific personnel in various fields; b) providing personality aspirations to deepen and expand the studies; c) promoting scientific research and implementation of its results; d) the preservation, enrichment and impartment of the scientific, technical, artistic and cultural heritage. Higher education is delivered by higher education institutions: universities, academies and institutes.

##### *3.3.1 Introduction of study programs at cycle I*

After analysing the selected sources, it is found that in terms of establishing study programs responsibilities of the parties are defined by Article 2 of the Law on Nomenclature of fields of professional training [Legea privind aprobarea Nomenclatorului domeniilor de formare profesională și specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I nr. 142 din 07.07.2005]. This Nomenclature aims at ordering the training of specialists with higher education, ensuring the comparability of study programs, creating conditions for internal and external mobility of

students in cycle I. The Nomenclature is developed in accordance with the requirements of UNESCO (ISCED), based on the requirements of the national economy in specialists. When there appear needs for new study programs dictated by the requirements of the labour market, universities, jointly with businesses and associations, come with argued proposals, which are analysed by the Ministry of Education, Government and approved by Parliament by law.

### *3.3.2 Introduction of study programs at cycle II*

For cycle II, there is no framework Nomenclature, universities are free to independently develop master programs for each area of training or at their interference based on generic and specific competencies prescribed for level 7 of the Qualifications Framework and the Law on Education (Article 28). The Ministry of Education only records the presence of mandatory documents for a master's program. The authorized program will be delivered on a provisional basis until its accreditation. Accreditation will be required after the first promotion of graduates from the program. The share of budget funded study places is limited by educational fields and universities.

Thus, for this sub-criterion there is an extensive autonomy for universities, maybe even an exaggerated one, which in the absence of an appropriate external evaluation often leads to problems of incomparability, limits mobility, there arise problems related to the employment of graduates on the labour market. In our opinion it is necessary to develop a general framework for cycle II.

### *3.3.3 Introduction of study programs at cycle III*

Article 26 paragraph (4) of the Law on Education, as amended by LP239 of 18.10.13 (MO297-303/20.12.13 art. 807) declares the doctorate as the third cycle of higher education – doctoral higher education. Fields and specializations for doctoral studies are determined by The Nomenclature of scientific specialties, approved by Government Decision No. 199 of 13 March 2013 (Nomenclatorul specialitatilor stiintifice. Aprobata prin Hotarirea Guvernului nr.199 din 13 martie 2013. (Publicat în Monitorul Oficial nr 60-63 (4378-4381) pag.32; <http://www.cnaa.acad.md/news/2013/02042013/>). Doctoral programs are introduced at the request of universities. To open a new doctoral program it is required the reasoning of capabilities (research in the field, supervisors trained in the field). The share of study places, funded from the state budget and based on tuition fees, is strictly limited per field and universities (decided by the Academy of Sciences).

In the Republic of Moldova post-doctoral studies are also organized (Article 31 of the Law on Education), which involves the development and public defence of a thesis of a more advanced level in comparison with the doctoral thesis. The postdoctoral program is customized and defined under the Regulation on the Organization and Conduct of Doctoral and Postdoctoral Studies (art.81-98). Universities are autonomous in determining programs and selecting candidates for these programs. The degree offered, after the successful defending of the thesis, is Doctor Habilitate in the respective field.

### *3.3.4 Termination of study programs*

The termination of study programs takes place at the initiative of the institution in the absence of candidates or reduction of needs in specialists of the given profile. According to article 37.2 (9, 10, and 11) of the Law on Education the initiator of termination of programs may be the Ministry of Education, namely:

- When, as a result of the external evaluation, higher education institutions or initial or further professional training programs conducted by them are not accredited, the Government, at the proposal of the Ministry of Education, can withdraw the right of activity of the institutions or programs concerned, students being assigned to similar programs in other institutions.
- When obtaining negative results following the external evaluation of higher education institutions, the Government, at the proposal of the Ministry of Education, can withdraw the right of activity of the institutions or professional training programs, students being assigned to similar programs in other institutions, if the reasons which led to the negative results of the evaluation have not been removed within 6 months. The provisions of this paragraph shall also apply to doctoral programs organized by organizations in the field of research and innovation, and institutions themselves regarding the organization of doctoral studies.

The decision to not accredit or to withdraw the right of activity of a higher education institution or professional training program shall be adopted by the Government at the proposal of the Ministry of Education, on the basis of the assessment carried out by the National Agency for Quality Assurance in Professional Education.

### *3.3.5. Language of instruction*

According to article (8) of the Law on Education, the State ensures, in accordance with the Constitution and Articles 18, 19 and 20 of the Law on Languages in the Republic of Moldova, the right to choose the language of education and training at all levels and stages of education.

The study of the state language of the Republic of Moldova is mandatory in all educational institutions. Requirements for its teaching and learning are regulated by the state educational standard. It is permitted, under the law, the organization of higher education institutions teaching in a language different from the state one (article 26 paragraph (3) of the Law on Education).

Universities are autonomous in organizing academic groups with teaching in English, French and other languages, as needed (see the Statute of the Public Institution State University of Medicine and Pharmacy “Nicolae Testemitanu”).

### **3.4. Criterion 2. Admission to studies**

#### *3.4.1 The quota of admission of local students with grants from the Government / on own account*

The Government establishes an annual enrolment plan that includes both budget financed places (for both cycles) and registration quotas on a contractual basis (tuition fee) for cycle I - Bachelor. For cycle II – Masters, the educational institution independently decides the number of places on a contract basis (tuition fee).

The number of places for enrolment shall be proposed by each higher education institution, based on the capacity of the institution, which subsequently changes to some extent following the analysis carried out by the Ministry of Labour in consultation with the Ministry of Economy, Ministry of Finance and Ministry of Education, depending on the needs of the national economy for specialists in the field.

#### *3.4.2 Procedures for admission to Cycle I - Bachelor (education documents, level of grades, procedures)*

Universities organize admission to studies based on their admission Regulations approved by the University Senate, developed under the provisions of the “Regulation for organizing and conducting the admission to higher education (cycle I - Bachelor) in higher education institutions in the Republic of Moldova”, approved by the order of the Ministry of Education no. 475 of 07.06.2012 with subsequent amendments. Article 48 of the Framework Regulation provides that each state and private higher education institution develops its own competition Regulation on basis of university autonomy, in compliance with the legislation in force and the mentioned Framework Regulation. Its own Regulation, including competition forms and tests are made public through display at the higher education institution and publication on its website until the start of admission (Article 50).

The Regulation of 2013 stipulates the right of candidates to join the competition for admission to many universities and many specialties / areas of professional training within the same higher education institution.

Admission is done on a competitive basis, candidates being selected on the basis of knowledge and skills for the specialization / training field they choose. The admission competition is held in the educational institution per education cycle and specialties / areas depending on the language of instruction, type of education and source of funding, within the limit of registration plans approved each year by the Moldovan government. Universities are autonomous to organize entrance examinations or tests for its study programs. For example, TUM introduced the artistic drawing aptitude test for its Architecture and Design educational programs.

#### *3.4.3. Procedures for admission to Cycle II - Master*

The admission to Cycle II is organized in accordance with the Regulation on the organization of Master higher education; cycle II, approved by Government Decision no.

1455 of 24.12.2007. Admission is organized by fields and specialties based on competition, the basic criteria being the results of entrance examinations.

#### *3.4.4 Procedures for admission to doctoral studies / PhD*

The plan for admission to doctoral studies financed by the state budget and on contract basis is drawn up by the Supreme Council for Science and Technological Development (SCSTD) in accordance with the proposals of the Academy of Sciences of Moldova (ASM) and ministries that have under their subordination institutions which provide doctoral education, and is okayed / advised by the National Council for Accreditation and Attestation (NCAA). The plan for admission to doctoral studies financed by the state budget and on contract basis is approved annually by the Government at the proposal of SCSTD.

Moldovan citizens, holders of master's degree, with an average grade of not less than 8 and the specialty exam grade not less than 9 participate at the admission competition to PhD. To part-time doctoral studies can apply only those working in education institutions or institutions from the field of science and innovation. Admission to PhD is done on competitive basis, under transparent conditions.

#### *3.4.5 Admission of foreign students, admission quota of students, admission procedures*

Foreign citizens and stateless persons, with respective studies/education, are also admitted to bachelor, master and doctoral programs based on interstate agreements and based on individual contracts (Legea învățământului art.65; Ordinul ME nr 614 din 12 iunie 2013 Referitor la cotele de înmatriculare la studii a cetățenilor străini (intergovernmental agreements), art. 21, 22, 23, 24; Legea privind regimul străinilor în Republica Moldova, Lege Nr. 200 din 16.07.2010).

Entry conditions to studies, the documents required for matriculation, transfer of foreigners from one institution to another are stipulated in the Regulation on foreigners' training in educational institutions in Moldova, approved by Government Decision no. 746 of 21.06.2003. Institutions can formulate additional requirements for admission to studies of foreign citizens.

Foreign citizens and stateless persons studying in the Republic of Moldova, except those receiving scholarships from the Moldovan state, pay tuition fees, as established by the Government. Foreign students-graduates, who have acquired entirely the knowledge and skills provided under the educational programs and passed bachelor or master exams, receive the bachelor or master degree/diploma which, when leaving the country, shall be certified / legalized under the legislation in force of the Republic of Moldova.

Educational institutions that invite foreigners to study have the following responsibilities: proper completion of documents within the terms stipulated by the legislation in force governing the invitation and legalization of stay in the Republic of Moldova of foreign citizens; qualitative organization of the didactic process; monitoring activities outside the classroom activities of foreigners; informing the Ministry of Education and the competent

authority for foreigners about actions with ideological, religious character, that contravene the law, carried out by foreigners on the territory of the Republic of Moldova, and taking attitudes against them; submission of annual reports by January 1, on the instruction of foreigners in accordance with the standard model approved by the Ministry of Education.

### **3.5. Criterion 3: Recognition of studies**

#### *3.5.1 Academic mobility of students*

*The Law on Education no. 547-XIII of 21 July 1995 as amended, art. 64* states that Moldovan citizens have the right to study abroad on the basis of interstate and intergovernmental or inter-ministerial cooperation agreements and on the basis of individual contracts with foreign educational institutions, and by education credit transfer system. Moldovan citizens, graduates of foreign educational institutions, enjoy from equal rights at the employment, as graduates of educational institutions of the same level in Moldova.

Foreign citizens and stateless persons can be admitted to educational institutions in Moldova under: international conventions to which the Republic of Moldova is part; interstate, intergovernmental and inter-ministerial agreements and authorized agreements between educational institutions; individual contracts concluded with educational institutions; inter-university academic mobility agreements.

Students, Moldovan citizens, have the right to be involved and participate in compact mobility programs at national and international level to complete the training process according to the chosen educational path. Mobility is organized by the higher education institution in accordance with the Regulation on the mobility of students and teachers in higher education institutions no. 64 of 16.07.2009 approved by the Decision the College of the Ministry. It is possible the mobility of students between institutions and within educational institution between related fields / specialties / specializations in compliance with specific regulations existing at the institutional level, without affecting the study formations. At Cycle I – Bachelor, mobility can be organized starting with the second year of study, except for final year of study.

#### *3.5.2 Recognition of study periods undertaken abroad at Bachelor, Master, and Doctoral level*

The Regulation on the organization of studies in higher education based on the National Study Credit System (art. 140, 141) states that: the agreements between partner universities (faculties) guarantee the recognition of periods of studies and credit transfer for performed course units / modules. Recognition of study periods regards its duration and content. The period of studies performed in another institution replaces, through recognition, a period of study with duration and workload (measured in credits) similar to that which the student would have achieved in a home university. The courses stipulated in the mobility contract may be equivalent to courses in the curriculum of the home institution which can be

assimilated in the same field of professional training / specialties acceptable as an alternative to existing courses.

ECTS credit transfer, recognition, equivalence and documentation of performances achieved by the student during the period of mobility is done by means of the extract from ECTS academic transcript reflecting quantitatively and qualitatively the work done by the student. The student is not required to negotiate the acceptance / recognition / equivalence with teachers individually.

Credits prior earned at course units / modules similar as the expected educational outcomes, content, possibly name and extension (number of hours in the curriculum) are automatically equate both in mobility programs and student transfer from one higher education institution to another. The graduation exam cannot be equated through mobility.

The acceptance, based on inter-university contracts, of students visitors for a limited period of time (usually one semester) imply the ad hoc recognition of previous studies.

### *3.5.3 Recognition of documents of studies done abroad at Bachelor, Master, Doctoral level (recognition bodies, procedures, conditions)*

The Regulation on the recognition, equivalence and authentication of graduation documents and qualifications (<http://www.edu.md/ro/>), approved by the ME, 2011, establishes the procedure for recognition and equivalence of graduation documents and qualifications and the procedure for authentication of graduation documents and other supporting documents (diploma supplement programs / educational plans, continuing education certificates, academic / school situations, grades and other documents). The recognition, equivalence and authentication procedure of graduation documents and qualifications, as well as other supporting documents is made based on: the national legislation; Convention on the Recognition of Qualifications concerning Higher Education in the European Region, adopted in Lisbon on April 11, 1997; Hague Convention, adopted on October 5, 1961; Common Charter ENIC / NARIC of activities and services of June 9, 2004; EC recommendations, EC and UNESCO-CEPES in the field of recognition; bilateral and multilateral agreements on mutual recognition of graduation documents, signed by the Republic of Moldova and other countries.

The procedure for recognition of graduation documents and qualifications obtained in higher education institutions will be based on a high degree of confidence / reliability in the quality of studies conducted in European higher education institutions. In order to implement the procedure of recognition / equivalence of graduation documents and qualifications in higher education, it is found that the studies carried out by the applicant are consistent with the programs of study or academic / professional qualifications in Moldova concerning: the status of issuer HEI; diploma level; number of years of study / number of credits earned; the general field of professional training; specialty / specialization; curriculum / individual workload / number of ECTS / Diploma Supplement; professional qualifications.

Higher education documents, issued in countries that are signatories of the Lisbon Convention, are automatically recognized under the conditions when there are no considerable differences in the duration and program of studies, education outcomes and skills compared with similar study programs in Moldova.

Recognition of qualifications, in order to be employed on the labour market for non-regulated professions, is done by the Ministry of Education, in accordance with national and international legislation in the field (art. 21). Professional qualifications giving access to regulated professions of doctor, pharmacist, dentist, veterinarian, architect and specialties in the field of art and military, and those related to national security are recognized by the competent authorities or professional organizations in Moldova as required by law.

### **3.6. Criterion 4: Quality assurance, accreditation of study programs**

Quality assurance of studies expresses the capacity of HEI to offer programs of study in accordance with the standards announced. According to Article 11 of the Recommendation no. 1762 of 30.06.2006 of the Parliamentary Assembly of the Council on Academic Freedom and University Autonomy “accountability, transparency and quality assurance are major conditions offered to academic freedom and university autonomy”. In the declaration of the Berlin summit (2005) of the Ministers of the states participating in the Bologna process it is noted that quality assurance of studies lies totally on the competence of each educational institution.

Thus, having the status of university autonomy in the Republic of Moldova does not presuppose providing the right to the university to provide educational services without meeting the educational standards.

An important role in the assessment and accreditation of institutions and programs of training / professional development must revert to the National Agency for Quality Assurance in Professional Education, which is established under art. 37 of the Law on Education, recently amended by Law. Although the National Development Strategy "Moldova 2020" Seven solutions for economic growth and poverty reduction (approved by Law no. 166 of 11 July 2012), the Law on Education and the objectives of the Bologna process provide for establishing the respective Agency, currently there is no such an organization to assess and accredit institutions of higher education in the country. Non-accreditation of higher education institutions and programs of study calls into question issues that relate to the quality of education, the lack of transparency and credibility of the educational institution for citizens and employers, prevents triggering the process of competition between higher education institutions which could lead to offering study programs of higher quality, and does not allow redistribution of the budgetary allocations based on performance indicators.

### *3.6.1 Internal quality assurance structures, students' involvement*

Quality management in higher education is insured (*art. 37 par. 3 of the Law on Education*):

- at national level – by the Ministry of Education and the National Agency for Quality Assurance in Professional Education (now in process of formation);
- at institutional level – by internal structures of quality assurance.

A fully functional quality assurance system presupposes going through two successive phases:

- authorization for provisory functioning, which represents the founding document and grants the right to carry out the educational process and organize the admission to studies;
- accreditation that also confers, together with the rights set out in point. a), the right to organize the graduation exams and to issue diplomas, certificates and other documents of study recognized by the Ministry of Education.

By the Decision of the Ministry of Education, higher education institutions are required to create their own institutional quality assurance systems. In addition to this provision there were not developed other regulations or guidance on the status, structure, rules of operation of these subdivisions. In the majority of state universities there were established QA systems, using the experience of universities in Romania and other European countries. Examples of QA systems can be found at Technical University of Moldova (<http://www.utm.md/>), Moldova State University, and Academy of Economic Studies. But there are several universities (especially private ones) which currently do not have such structures strictly necessary for quality assurance.

The structure and operation of these systems are governed by the internal normative documents of the institutions (see: Regulation on the Quality Management System of Technical University of Moldova, Regulation on the functioning of the quality management committees, etc.).

### *3.6.2 Methodology, evaluation criteria, procedures (self-evaluation, external evaluation)*

Academic evaluation and accreditation criteria, according to the Law on the approval of the Regulation on the evaluation and accreditation of educational institutions [Law on the approval of the evaluation and accreditation of educational institutions, no. 423 of 06.04.1999] (on the basis of which there have been evaluated and accredited higher education institutions in the Republic of Moldova from 2000 to 2008), cover all areas related to the establishment and operation of educational institutions, including:

- professionalism of teachers,
- content and organization of education,

- students - number of students enrolled per each year of study, forms of education, faculties and specializations, admission procedures, promotion per years of study,
- activity of scientific research in education,
- financial and economic activity,
- technical and material endowment.

The National Agency for Quality Assurance in Professional Education, which is under development, shall develop the evaluation methodology and a new set of criteria, or shall adapt the existing one to current conditions in education, shall develop and implement the National Register of Specialties for which each higher education institution is evaluated and accredited, a practice common in Romania and other European countries.

### *3.6.3 Freedom in the choice of external quality assessment body*

Article 37.1 paragraph (4) of the Law on Education states that external quality assessment in higher education in Moldova is carried out by the National Agency for Quality Assurance in Professional Education or other quality assurance agency included in the European Quality Assurance Register (EQAR).

### *3.6.4 Relations of cooperation of the accreditation body with the Ministry of Education in the accreditation process*

Article 37, paragraph (4) of the Law on Education states that programs of study or the institution as a whole, to become fully functional, must undergo accreditation in two successive phases: a) authorization for provisory functioning, which represents the founding document and grants the right to carry out the educational process and organize the admission to studies; b) accreditation that also confers, together with the rights set out in point. a), the right to organize the graduation exams and to issue diplomas, certificates and other documents of study recognized by the Ministry of Education.

External evaluation for provisory functioning authorization or accreditation is triggered and conducted according to the methodology developed by the National Agency for Quality Assurance in Professional Education and shall be approved by the Government.

The decision on the authorization for provisory functioning, accreditation, non-accreditation or withdrawal of the right for activity of a higher education institution or professional training program shall be adopted by the Government at the proposal of the Ministry of Education, on the basis of the assessment carried out by the National Agency for Quality Assurance in Professional Education.

### **3.7. Criterion 5: The National Qualifications Framework (NQF)**

#### *3.7.1 The body responsible for NQF in the country (functions, structure, relations with the Ministry of Education, universities)*

At present, the Ministry of Education is responsible for the development and implementation of the National Qualifications Framework (NQF). It is expected to be set up an independent body that will address this area, such as the National Qualifications Authority in Romania (<http://www.anc.edu.ro/>).

By the Decision of the Collegium of the Ministry of Education of December 26, 2010 it was approved the General Framework of Qualifications in Moldova and the National Qualifications Framework in Higher Education on Areas of Training (<http://www.edu.md/ro/cadrul-national-al-calificarilor/>).

Moldovan NQF includes 8 levels, of which levels 7, 8 and 9 correspond to the qualifications awarded at the completion of cycles I, II and III of higher education. The General Framework specifies the complexity of activities corresponding to each level of qualification and transversal and professional (specific) competences for the respective qualification levels. Based on the General Framework, Qualifications Framework was developed for the main training areas provided by higher education institutions in the Republic of Moldova (Engineering and engineering activities, Manufacturing and processing technologies, Chemical technology and biotechnology, Architecture and construction, Economics, Tourism, Transport services, Agriculture, Veterinary medicine). But, as stated in the Strategy 2020 of RM: professional education (higher, specialized, secondary professional education) currently faces some challenges: deficiencies regarding the National Qualifications Framework and occupational standards; study programs remain highly theorized, the share of practical classes is not sufficient to acquire the necessary professional skills; lack of Quality Assurance Agency which must ensure institutional evaluation and accreditation and of programs of training / professional development of specialists for the labour market.

#### *3.7.2 How do universities participate in the development of new qualifications?*

General Qualifications Framework was developed by a joint committee of the Ministry of Education and university representatives. Fully responsible for the development of the Qualifications Framework on fields were universities and inter-university teams.

#### *3.7.3 How are NQF requirements reflected in the study programs (internal control procedures, external evaluation)?*

The Regulation on the organization of studies in higher education based on the National Study Credit System (Annex to the Order of the Ministry of Education no. 726 of September 2010), articles 8 and 9, stipulates: the content of the study process is determined by the basic academic curriculum, the National Qualifications Framework on areas of training, the educational plan, and the curriculum (syllabuses) on course units / modules. The teaching - learning - evaluation process is performed according to the educational plan developed based on the National Qualifications Framework and Curriculum including the

objectives of the educational process, the learning outcomes, the standard period of study, workload, requirements for starting studies, list of course units / modules studied, syllabi of course units / modules, the choices of educational pathways, requirements for graduation, study documents, qualifications / titles to be conferred upon completion of studies.

The achievement of transversal and specific competences, defined for levels of qualifications, reflected in the General Framework and detailed in the Qualifications Framework on fields should serve as benchmarks for internal and external evaluation bodies of the quality of study programs concerned.

#### *3.7.4 Educational standards (how are they related to NQF)*

The Law on Education (art. 7, State educational standards) stipulates: (1) the education system is based on state educational standards. Standards establish the minimum mandatory requirements without various levels and stages of education. The way of elaboration, approval and introduction of educational standards is established by the Ministry of Education; (2) Educational standards are the basis for the objective assessment of the level of general and professional training of graduates, regardless of type and form of education. For higher education, the National Qualifications Framework contains basic standard requirements.

### **3.8. Criterion 6: Employment**

#### *3.8.1 Differentiation of occupations per education levels. Place of master's and doctorate*

The classifier of occupations in Moldova does not specify the level of qualifications required for employment and practicing the occupations defined. The employer will determine what qualifications are needed for performing the planned function.

The General Framework of Qualifications and the Qualifications Framework on Fields define only the spectrum of occupations recommended for every level of qualifications and specialty offered in higher education in Moldova. For example, the master's degree certifies that the holder has acquired general and specialized knowledge and skills and specific cognitive abilities and provides the right to hold teaching positions in higher education institutions and scientific research institutions and to participate in the entrance examination to doctoral studies. The PhD in science degree/diploma certifies that the holder has achieved basic skills in a training area and can occupy the corresponding positions in institutions of higher education, organizations in the field of research and innovation, as well as other organizations in the national economy.

Explicitly, there are defined levels of qualifications appropriate to positions only for specialties in the fields of education, law, state enforcement bodies, architecture, and construction.

The Government Decision on job placement of graduates of state higher education and secondary specialized institutions no. 923 of 04.09.2001 states that: higher education and secondary specialized institutions to conclude contracts with students, enrolled in the first

year of study (full-time) to groups funded from the state budget, on their training and placement on the labour market after graduation depending on the needs of the state. It is provided that these graduates will be assigned to work depending on their specialty in accordance with the offers of ministries and other central administrative authorities and local authorities, being obliged to work three years in the units and structures in which they were assigned. In case of graduate's refusal to present at the workplace according to the distribution or suspend his/her activity before the expiry of the three years set, he/she is obliged to return to the state budget the state's expenses for his/her education.

This Government Decision is inefficient and, in our view, is unconstitutional. Other methods are required to solve the problem of youth employment in education and other budgetary sectors.

### *3.8.2 Counselling and career guidance services for students*

Universities pay some attention to prepare students for employment using different mechanisms: production internships, organization of job fairs, etc. In some universities (TUM, MSU, AESM) special structures have been created for career guidance of students which have more functions, but the main function is counselling - ensuring the prerequisites for the integration of students and young graduates in the society at social, economic, cultural, artistic level through access to information and specific training activities and advice. On the websites of university there can be found the Regulations of these Centres/structures and other documents related to this field.

## **3.9. Criterion 7: The content and realization of study programs, organization of the study process**

### *3.9.1 Designing the content, allocation among academic structures*

The Law on Education (art. 26) states that higher education in Moldova is divided into three levels: bachelor, master, doctorate. The organization of the study process at cycle I and cycle II is defined in: Regulation on the organization of studies in higher education based on the National Study Credit System (Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu) and the Regulation on the organization of master's higher education, cycle II (Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu și Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul III).

The study process in higher education (first cycle, second cycle and integrated studies) is organized by applying the National Study Credit System (NSCS). The duration of studies is usually quantified in credits (one year of full-time studies in higher education corresponds to 60 credits of study).

Higher education at Bachelor level is full-time and part-time, and at the Master level, it is usually full-time. The duration of part-time studies is one year longer than for the full-time

studies. In the areas of Arts, Psychology, Medicine, Pharmacy, Veterinary Medicine and specialties like Architecture, Modern Languages the studies are only full-time.

The organization of the educational process during the academic year is set out in the timetable of the study process (approved at the end of the previous academic year according to the internal regulations of the educational institution), and for a semester - in the didactic activities' timetable approved at the beginning of the semester.

In developing both the schedule and timetable each university takes into account the particularities of organization of studies in cycles and forms of education, which are displayed both at faculty's notice board and on the website of the institution and / or faculty.

The organization of the study process at cycle III - Doctorate, in general, is defined in art. 30 of the Law on Education: doctoral schools, duration, completion. Being a specific education, and taking into account the substantial change, too many activities are left undefined.

The normative document Framework Plan for higher education, approved by order of the Ministry of Education no. 455 of 03.06.2011, contains only norms / standards related to curriculum structure, the form of documents.

The educational plans for higher education institutions are developed / designed by specialized departments for each cycle, field of professional training / specialty and form of organization of education (full-time, part-time, distance learning), and are approved by the university Senate jointly with the Ministry of Education, in compliance with state educational standards. The educational plans approved by the Ministry, shall be recorded in a register at the Department of Studies of the higher education institution.

Syllabi (curricula) are developed by specialty departments and include a description of the course unit and the actual content. Based on the favourable opinion of the Faculty Council, they are approved by the University Senate. Curriculum development requirements of the course unit are set out in the Regulation on the organization of studies in higher education based on the National Study Credit System.

Both educational plans and curricula can be modified / amended provided their implementation in the following academic year, and their new version will apply to students enrolled in the respective year of studies, and provided that the changes were made in the manner prescribed by the end of the previous year of studies and have been made public through the information system of the institution.

### *3.9.2 Internships*

Internships are compulsory part of the program of initial professional training, and are focused on obtaining general and specific competences in a field of professional training / specialization. Internships in an institution of higher education include specialized

(didactic, pedagogical, technological, production) internships, and bachelor / master internships.

Types, stages, place; period of deployment and duration of internships is determined by educational institutions (faculties / departments) in strict accordance with the expected learning outcomes and competencies for the field of study / specialty / specialization. Internships are organized under special programs / contracts concluded in this regard. Internships are credited separately, usually with 1-2 credits for a full week of studies. The Framework Plan for the higher education, approved by Order of the Ministry of Education no. 455 of 03.06.2011, Art.52-54, regulates the minimum duration of internships: 10-15% of total credits at Bachelor and no less than 10 credits at Master studies.

Each university has its own regulation, programs and guidelines for the organization of internships, developed by specialized departments, based on the provisions of the Framework Regulation on internships in higher education (cycle I - Bachelor, cycle II - Master). For example, see: Regulation on the organization of students' internships at TUM, 2010 (Regulament privind organizarea și desfășurarea stagiilor de practică ale studenților la UTM, 2010); GUIDELINES Organisation and deployment of internships, TUM, 2010 (GHID Organizarea și desfășurarea stagiilor de practică, UTM, 2010); Internship specifications. For students at Bachelor level - cycle I and master level - cycle II, TUM, 2011 (Caietul stagiului de practică. Pentru studenții studiilor superioare de licență - ciclul I și studiilor superioare de masterat – ciclul II, UTM 2011) (<http://www.utm.md/ro/acte-normative-interne/>)

### *3.9.3 Final evaluation (exams, theses) on cycles*

Undergraduate (Bachelor) higher education concludes with passing the Bachelor exam, which includes a profile test, a specialized test and the defending of a project / thesis. Medical higher education concludes with a final examination and issuance of a specialist diploma. The Bachelor degree/diploma is issued after successful completion of the residency.

Graduates who passed the two tests of the Bachelor examination and defended the thesis are awarded the title of Bachelor in the general field of study, are issued the Bachelor Diploma and the Diploma Supplement. Graduates who have not passed the graduation exam receive, upon request, a certificate.

Master degree studies end up with the defending of the Master thesis. Graduates, who defended their master thesis, are awarded the title of Master in the general field of specialization followed and are issued the Master Diploma and the Diploma Supplement.

To organize the final evaluation at cycle I and II each university develops its own regulations and guidelines that are based on the general rules of the Framework Regulation on the organization of Bachelor higher education completion exam, Appendix to the Order of the Ministry of Education no. 84 of 15 February 2008 (Regulamentului-cadru privind organizarea examenului de finalizare a studiilor superioare de licență, Anexă la ordinul

Ministerului Educației și Tineretului nr. 84 din 15 februarie 2008) and the Regulation on the organization of Master higher education, cycle II (GD nr.1455 of 24 December 2007), art. 56-61 (Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II (HG nr.1455 din 24 decembrie 2007), art. 56-61). As examples may be presented: Guidelines on developing and defending Bachelor theses / projects, TUM, 2010 (GHID privind elaborarea și susținerea tezelor / proiectelor de licență, UTM, 2010); Guidelines on developing and defending Master theses, TUM, 2010 (GHID privind elaborarea și susținerea tezelor de master, UTM, 2010); STANDARD (Bachelor Exam. Criteria for assessment of knowledge), approved at the Methodical Council of TUM, 2010 (STANDARD (Examen de licență. Criterii de apreciere a cunoștințelor), Aprobata la Consiliul Metodic al UTM, 2010).

Doctoral studies are completed with the public defending of the thesis based on the results of own scientific research conducted by the doctoral student. The methodology for writing, presenting and defending the doctoral thesis are defined by the National Council for Accreditation and Attestation (<http://www.cnaa.acad.md/>).

### **3.10. Criterion 8: Teachers' workload**

#### *3.10.1 Planning the didactic workload*

The Labour Code of the Republic of Moldova, code no. 154, Published: 29.07.2003 in the Official Gazette no. 159-162 (Articles 296-298), provides that:

- In the pedagogical (didactic) activity shall be admitted people with a required level of education, established by the legislation in force, for performing their activity in the corresponding educational institutions and organizations in the field of science and innovation (Art. 296.);
- For the teaching staff of educational institutions and organizations in the field of science and innovation there shall be established a reduced duration of working time, which shall not exceed 35 hours per week (art. 298).

The Order of the Ministry of Education Nr.175 of 20.05.1996 on approval of the model norms of the working time to calculate the amount of didactic work provides an annual amount of a teacher's workload of 1,500 hours, which consists of about 700-800 hours of academic activities, and 800-700 hours of didactic-methodical tasks and research. This Order of the Minister of 1996 on the standardization of teaching activities and planning the teaching load has not been cancelled, but the rules concerned are not operational for several years. Each university has established its own methodologies for calculation and allocation of didactic tasks (see: Rules for calculating the workload carried out by the teaching staff of TUM, approved by order of the rector nr.374-r of 01.07.2008 (Normele de timp pentru calcularea volumului de activitate realizat de corpul profesoral-didactic al UTM, aprobat prin ordinul rectorului nr.374-r din 01.07.2008)).

Academic activities are planned very carefully: the work with students in the auditorium, the development of the year projects and the final theses, internships, current and final

evaluations. Planning the didactic-methodical and scientific research activity is almost formal / perfunctory. The norms used are unjustified.

### *3.10.2 Distribution of the didactic workload*

The academic workload is distributed among the members of the department / teachers equitably according to the methodology approved by the Senate of each institution. The second part of the workload is planned by each teacher under the guidance and approval of the Head of Department.

The accounting is done only for the academic workload. There are no responsibilities for the failure of other practical tasks. It is taken into consideration only at the re-election in the academic position or career advancement. The lack of a rigorous control often leads to total passivity in the research activity of teachers.

### *3.10.3 The accounting of performing teaching and research workload*

Several university structures (departments of studies, faculties and departments) perform a strict record of didactic tasks accomplishment, reports are drawn up periodically. The situation is more complicated regarding the didactic-methodical and scientific research workload.

This strange phenomenon comes from the financing of teachers' activities. Funding which comes from the state budget is understood as only for academic activities, and no one considers the research activity that should be indispensable part of a teacher's activity. There should be mechanisms to account for such activities, and, respectively, a separated or differentiated payment for the didactic and research task.

Higher education institutions are trying to solve this problem by differentiating the supplement to the salary according which takes into account the accumulated score for writing manuals and monographs, publishing articles in scientific journals, obtaining invention patents, etc. (see: Regulation of TUM on the salary offered to its staff under university self-management, 2013 (Regulamentul UTM cu privire la salarizarea angajaților în condiții de autogestiune a universității, 2013)).

## **3.11. Criterion 9: University scientific research (organization)**

### *3.11.1 University structures involved in the organization of scientific research*

Article 26, paragraph 10 of the Law on Education nominates: the didactic activity in higher education is conducted in close connection with the scientific activity in various fields. Another article of the Law (Article 32) states:

- In higher education institutions the scientific research and project activity is conducted in departments / chairs, laboratories, sections or departments. In this activity can also participate students whose copyrights are protected by law. The scientific research activity will be also carried out in collaboration with the Academy of Sciences.

- The State shall ensure and stimulate scientific collaboration and cooperation with prestigious universities centres, provide facilities for the acquisition of machinery & equipment necessary for scientific research.

The internal structures for the organization and management of scientific research are determined by the institution's Senate. For example, at TUM there are established 4 thematic research centres, where 3-4 faculties with their departments are grouped according to research directions. A research and technology transfer integration factor is the incubator of innovation "Politehnica" with four technology transfer sections correlated with university's research profiles. These centres are subordinated to the Scientific Investigations Department and the Vice-rector for research.

The Law on Education nominates that: fundamental scientific research programs, and other programs of research and design, shall be evaluated and approved by the Ministry of Education and shall be financed on competition basis. But the reality is different. According to the Code on Science and Innovation of the Republic of Moldova no. 259 of 15.07.2004 (article 71, paragraph 1) the Academy of Sciences is the only public institution of national interest in science and innovation area, plenipotentiary coordinator of scientific and innovation activity. As a result, direct funding of university research is practically non-existent.

Research works are carried out under Projects within the State Programs, Bilateral Projects and International Grants for innovation and technology transfer and economic contracts. Universities consider this way of research funding non-objective, and require a direct funding without intermediaries.

#### *3.11.2 Students' involvement in the process of scientific research (incentive mechanisms)*

The scientific research and design activity, which takes place in departments/chairs, laboratories and departments, is carried out with the participation of students whose copyrights are protected by law. A special role is given to the involvement in research of master and doctoral students where research aims at developing scientific research capacities of students and is a mandatory step prior to doctoral studies and professional researcher respectively.

Technical creativity teams perform their activities primarily in the sections of innovation incubators which are made up of students, master and PhD students. This creates favourable conditions for the promotion of innovative ideas of future residents.

#### *3.11.3 Scientific research of didactic staff (planning and control of performance, the methodology of assessing the research activity)*

See point 3.10.3

#### *3.11.4 Research Master's Degree*

Moldovan legislation regulates two types of Master's Degree: research and professional. Research Master's Degree aims at developing the scientific research capacities of students

and is a mandatory step prior to doctoral studies. Professional Master Degree provides deepening a specialization in a field, being focused primarily on skills with applied content.

### **3.12. Criterion 10: The doctorate**

#### *3.12.1 Types of doctorates*

Article 30 (paragraph 5) of the Law on Education (recently amended) states that: There are two types of higher education doctoral programs: a) scientific doctorate, which is to produce original scientific knowledge relevant at international level based on some scientific methods. Scientific doctorate is a prerequisite for professional career in higher education and research; b) professional doctorate, in the field of arts or sports, which is to produce original knowledge, based on the application of the scientific method and systematic reflection, on artistic creations or on high level of sporty performance at national and international level and can be a basis for professional career in higher education and research in the field of arts and sports.

Based on the results of the external evaluation of higher education institutions and organizations in the field of research and innovation done in the manner provided by law, the Government, at the proposal of the Ministry of Education, grants or withdraws the right to organize doctoral higher education.

Admission to cycle III, doctoral higher education, is organized by higher education institutions or organizations in the field of research and innovation to programs accredited or provisionally approved in accordance with the legislation in the field of education. Master degree / diploma holders or those who hold an equivalent education document recognized by the national the authorized body can participate in the competition for admission to doctoral higher education.

University professors, associate professors, main scientific researchers, scientific researchers coordinators and senior scientific researchers with scientific degree are allowed to be doctoral / PhD supervisors. Doctoral higher education ends with public defines of the PhD thesis, awarding the degree of Doctor of Science and issuance of the Doctor of Science Diploma by the program organizing institution, following confirmation by the National Council for Accreditation and Attestation.

Doctor of Science diploma certifies that the holder has received fundamental competences in an area of training and can occupy the corresponding positions in higher education institutions, organizations in the field of research and innovation, as well as other organizations in the national economy.

The Regulation on organization and running of the doctoral program is developed by the Ministry of Education and approved by the Government. The holder of the Doctor of Science diploma / degree can develop his/her professional and investigational skills in postdoctoral programs.

### *3.12.2 Doctoral Schools*

Doctoral higher education programs are organized within doctoral schools and financed by distinct mechanisms. Doctoral Schools are organized within higher education institutions, organizations in the field of research and innovation, as well as within national and international consortia or partnerships.

Doctoral Schools are organizational and administrative structures set up by the institutions organizing Doctoral higher education programs in a field, disciplinary or interdisciplinary topics.

Doctoral Schools manage the budgets allocated to doctoral higher education programs and are externally evaluated periodically to ensure the quality as required by law. A number 180 transferable study credits correspond to Doctoral higher education programs.

In order to conduct PhD studies TUM established the Doctoral School of Engineering in October 21, 2008, which is a subdivision with interdisciplinary objectives, and which aims at ensuring the quality and transparency in the organization and deployment of doctoral studies, thus contributing to maintaining the quality of research and promoting the status and social prestige of the doctorate. Doctoral activity is carried out according to the Regulation on organization and deployment of Doctoral and Postdoctoral Studies (Annex no.1 to the Government Decision no. 173 of 18 February 2008) and the Regulation on organization and functioning of the Doctoral School of Engineering of the Technical University of Moldova (approved by TUM's Senate on 21 October 2008) (Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului (Anexa nr.1 la Hotărârea Guvernului nr. 173 din 18 februarie 2008; Regulamentul privind organizarea și desfășurarea activității Școlii Doctorale de Inginerie din cadrul Universității Tehnice a Moldovei (aprobat la Senatul UTM din 21 octombrie 2008)).

### *3.12.3 Postdoctorate, habilitate*

Article 31 of the Law on Education defines:

- Postdoctoral studies can be carried out in higher education or scientific research institutions. Enrolment to postdoctoral studies is done for holders of the doctoral degree / diploma. Admission to postdoctoral studies is done upon request. Individuals enrolled in post-doctoral studies can benefit from creativity holidays of up to 2 years, keeping their salary.
- Post-doctoral studies end up with the public defence of a thesis before a scientific council approved the Higher Attestation Commission and with awarding the second scientific title - Doctor Habilitate.

Criteria for developing the thesis and awarding the title of Doctor Habilitate are set by the Higher Attestation Commission (see: Guidelines for postdoctoral students, approved by the decision of TUM's Senate of 04.02.2014 / Ghid pentru postdoctoranzi, Aprobat prin Hotărârea Senatului UTM din 02.04.2014).

The title of Doctor Habilitate gives to the holder priorities for obtaining the didactic title of university professors, privileges in the election by competition to academic and research managerial positions of the university.

### **3.13. Conclusions**

- Universities are autonomous to introduce or end Bachelor, Master and PhD educational programs, if they meet the quality requirements prescribed by current legislation. We consider that the procedure for confirmation of new specialties at cycle I - Bachelor should be simplified.
- The government sets quotas for admission to studies based on needs in staff, the funding possibilities and considering the training capacities of each university. Setting quotas for admission on contract basis (tuition fees), according to the university, is an unjustified limitation. The admission procedure is legislatively determined only at the framework level, the type and forms of examination and admission criteria are determined autonomously by the institutions. Enrolment of foreign students is the responsibility of universities.
- RM's legislative framework provides the basis for the organization of academic mobility of students both inside and outside the country. Universities have the freedom necessary to establish agreements on mobility and student exchange without additional limitations from the Government. They also define the procedures for the recognition of study periods and modules done during mobility. There are defined rules for transfer from one institution to another and from one form of education to another. In the Republic there are nominated bodies entitled with the recognition of diplomas and qualifications obtained abroad.
- The legislation in force obliges higher education institutions to create their own institutional systems of quality assurance. QA systems were established in the majority of state universities, using the experience of universities in European countries, but there are also institutions without these systems. External quality assurance is carried out by external evaluation, authorization and accreditation. Self-assessment, conducted by the university structures, is regarded as a key element of the quality assurance process. Moldova is in the process of creation of the National Agency for Quality Assurance in Professional Education, which will operate according to European standards.
- National Qualifications Framework of RM consists of the General Framework, which defines the general skills, and Qualifications Framework on Fields of Study, nominating professional competences on training areas. Qualifications Framework is jointly developed by universities with representatives of employers within the industry. Realization of transversal and specific competences defined by the General Framework and detailed in the Qualifications Framework on Fields of Study should serve as benchmarks for bodies of internal and external quality evaluation of study programs concerned.
- Mandatory distribution of graduates imposed to institutions is, in our opinion, inappropriate. Economic incentive mechanisms are required for students to fill

vacancies in state structures. It is necessary to revise the Occupational Framework highlighting occupations that correspond to qualification levels 6, 7, 8 (levels of training at Bachelor, Master and Doctorate). Universities, by themselves, define needs and create their own structures for career counselling and guidance to students.

- Planning study programs content and organization of the educational process is the responsibility of each institution that will take into account: the peculiarities of studies per cycles, form of education, specific features of the field of training. Normative documents, approved by the Ministry of Education, establish only general rules for compatibility. Internships are compulsory components of initial training programs, and are focused on obtaining general and specific competences in a field of professional training. Higher education is completed with the defending of the Bachelor, Master or PhD thesis corresponding to the cycle of study. Through thesis content and its public defence the student demonstrates the achievement of the aims of education / learning outcomes, as defined in the program.
- Each institution has developed its own calculation system, academic workload planning and distribution. Several university structures (departments of education, faculties and departments/chairs) lead a strict record regarding the fulfilling of this task, periodic reports are prepared. In the absence of separate and adequate funding, scientific research workload planning and accounting is formal. There is a need to radically change these mechanisms.
- In higher education (according to the Law on Education) didactic activity is conducted in connection with the scientific activity in various fields. In higher education institutions scientific research is conducted in laboratories, sections or departments. Students at the Bachelor level can also participate in this activity, but the involvement of Master's degree and PhD students is compulsory. Internal scientific research organizational and management structures are determined by the Senate of the institution. Research works are carried out under Projects within the State Programs, Innovation and Technology Transfer Programs (subordinated to the Academy of Sciences), bilateral projects and international grants; economic contracts. Universities require changing university's research funding mechanisms.
- Doctoral programs are of two types: scientific doctorate and professional doctorate (for sports, arts). Doctoral studies are completed with the public defence of the PhD thesis, awarding the degree of Doctor of Science and the issuance of the Doctor of Science Diploma. The diploma is issued by the institution organizing the program, after confirming the degree by the National Council for Accreditation and Attestation. Higher education doctoral programs are organized in doctoral schools within higher education institutions, organizations in the field of research and innovation and within national and international consortia or partnerships. RM's Law on Education defines post-doctoral studies as a higher level of research culminating with the public defence of a thesis and awarding of the second scientific title - doctor habilitate.

## **4. INTERFACES OF ACADEMIC AUTONOMY AND INSTITUTIONAL AUTONOMY**

### **4.1. Introduction**

This chapter describes the educational process and its related activities in the context of university autonomy, based on existing legislative framework and the realities within higher education institutions in the Republic of Moldova. Addressing the existing situation on interfaces allows the creation of an overall vision on academic autonomy in higher education.

### **4.2. Government – University Interface**

#### ***Overview***

The central body of the public administration in the field of education in Moldova is the Ministry of Education which develops state educational standards and controls their implementation, organizes and coordinates the development of programs and curricula, textbooks and other teaching materials, participates in the development of admission plans in subordinated educational institutions, evaluates and accredits educational institutions, coordinates together with other ministries and departments the scientific research activity in the subordinated higher education and research institutions.

#### ***Organization and conduct of the study process***

The educational process in higher education for the cycle I and cycle II in the Republic of Moldova is organized by applying the National Study Credit System (NSCS), developed under the European Credit Transfer System (ECTS). The study term is usually quantified in credits (one year of study in higher education corresponds to 60 transferable study credits (ECTS)).

The way the study process for the cycle I and cycle II is organized is stipulated in:

- Regulation on the organization of higher education based on the National Study Credit System (Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu, Ordinul Ministerului Educației nr. 726 din 20.09.2010).
- Regulation on the organization of master higher education, cycle II (Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, Hotărârea Guvernului nr.1455 din 24 decembrie 2007).

The Law on Education stipulates that in Moldova the academic year in higher education begins on 1 September and ends on 1 July, except the last year of study, consisting of two semesters with duration of approx. 15 weeks each.

Other provisions of the Law on Education are:

- Bachelor degree studies end up with a Bachelor exam, which includes a profile test, a test on the speciality and a Bachelor project / thesis.

- Graduates who passed the two tests of the graduation exam and defended their Bachelor thesis are awarded a degree / diploma in the followed general field of study and are issued the Bachelor diploma. Graduates who did not pass the graduation / Bachelor exam receive, upon request, a certificate.
- Master degree studies are finalized with the defending of the Master thesis. Graduates who defended their Master thesis are awarded the title of Master in the followed general study domain and specialization and a Master's degree diploma is issued to them.

### ***Elaboration of syllabuses and curricula***

Regarding the introduction of new study programs at cycle I – Bachelor, universities base on the Law of Nomenclature of fields of training [Legea privind aprobarea Nomenclatorului domeniilor de formare profesională și specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I nr. 142 din 07.07.2005]. If a new study program / specialty needs to be introduced, given the labour market demand in staff with such kind of qualifications, but it is not found in the Nomenclature already approved, then several stakeholders such as universities, businesses, professional associations, come with such a proposal to the Ministry of Education, Government to be analysed, and if positive opinion, the new specialty is approved by Parliament by law.

To introduce new study programs at cycle II - Master, there is no such Nomenclature of professional training fields, and universities are free in their initiation. The Ministry of Education does not approve, but shall ensure that all documents related to this process are in order.

At cycle III - PhD, introduction of new study programs is made based on the Nomenclature of scientific specialties, approved by Government Decision No. 199 of 13 March 2013 and given the fact that the number of places is strictly limited per fields, the Academy of Sciences of Moldova is the body that decides on their number.

The syllabuses for higher education institutions are developed by specialized departments / chairs for each cycle, field of professional training / specialty and organizational form of education (full time, part time, distance learning) according to the Framework Plan for higher education, approved by order of the Ministry of Education no. 455 of 03.06.2011 and are approved by the university Senates, in agreement with the Ministry of Education, and in accordance with state educational standards.

Liquidation of study programs for some reason is initiated by the higher education institution, although the Ministry of Education has also this right, especially if negative results are obtained from the external evaluation procedure conducted by the National Agency for Quality Assurance in Professional Education (according to the new provisions of the Law on Education). If there are such cases, the Ministry of Education may even propose to the Government to withdraw the right of activity of the institutions or professional training programs.

Syllabuses are approved by the Ministry Of Education, and are recorded in a register at the Department of Studies of the higher education institution. The registration number and date of approval are written down on the title page of the syllabus (Plan-cadru provizoriu pentru ciclul I (studii superioare de licență).

Curricula are developed by a group of teachers from specialized chairs / departments and include the description of the course unit and the actual content. Based on the favourable opinion of the Faculty Council, they are approved by the University Senate. Requirements for curriculum development of the course unit are defined in the Regulation of organizing higher education studies based on the National Study Credit System (Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu).

Both syllabuses and curricula can be modified / amended provided that they will be implemented in the following academic year, and their new version will apply to students enrolled to studies in that year as long as the changes were made in the manner prescribed by the end of the previous year of studies and have been made public through the information system of the institution.

### ***Admission to studies***

Admission to higher education in Moldova is carried out on a competitive basis, candidates being selected based on knowledge and skills criteria characteristic to the speciality / area of professional training they choose. The admission competition is held within the educational institution on educational cycles and specialties / areas depending on the language of instruction, form of education and source of funding. The terms and method of admission in each higher education institution shall be published and placed on the website of the university, until the early admission.

Annually, the Government establishes an admission plan for places with funding from the state budget for the cycle I and II, and the number of study places on contract basis / tuition fee for cycle I. Universities can decide only on the number of study places on contract basis / tuition fee for cycle II.

At cycle III – PhD, the admission plan with funding from the state budget and on contract basis / tuition fee is not drafted by the HEI, but by SCSTD, based on the proposals of ASM, endorsed by the NCAA and annually approved by the Government.

### **4.3. Management – Employees Interface**

In an educational institution the study process is carried out consisting of several actions / elements. The didactic staff, in addition to rights, has to respect certain obligations of work, such as schedule, duration of study hours, and completion of registers etc. which are stated in the University Charter and internal regulations of HEIs.

Didactic staff is free to choose what they want to research, has the opportunity to design academic activities together with the students, to develop curricula and programs in compliance with quality assurance standards etc.

Teachers are not officially classified as civil servants. In the Republic of Moldova there are national criteria for academic staff recruitment which is done based on Regulation on filling in didactic positions in higher education, approved by Government Decision no. 854 of 21.09.2010 (Regulamentul cu privire la modul de ocupare a posturilor didactice în instituțiile de învățământ superior, aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 854 din 21.09.2010) and Regulation on filling in didactic and managerial positions, and election of management in higher education institutions of the Republic of Moldova, approved by the Ministry of Education, Annex to the Order no. 697 of November 4, 2011 (Regulamentul cu privire la ocuparea posturilor didactice și de conducere și alegerea organelor de conducere în instituțiile de învățământ superior universitar din Republica Moldova, aprobat de Ministerul Educației, anexă la ordinul nr. 697 din 04 noiembrie, 2011).

Employment of the didactic staff is carried out on a competitive basis, national announcements are a compulsory element, but international announcements not. The academic staff, before being chosen by competition, is interviewed, and their subsequent employment is for a fixed term. In case of lack of necessity, academic staff can be fired (dismissed, reduced).

Evaluations of the didactic staff are made regularly, each year. There are institutional programs of training and development of academic staff. According to the Law on Education, each teacher must attend improvement training programs, not less than once every five years.

There are also procedures to become a PhD supervisor respecting the provisions of the Regulation on the organization of Doctoral and Postdoctoral Studies (Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului).

The university does not have freedom in determining the salary scale, but has the right to determine the salary level, additional payments and promotions. Autonomy at personnel / staff level is linked to personal responsibility and failure of responsibilities, both individually and collectively, attracts a series of sanctions and penalties (Labour Code, internal regulations, and job description).

#### **4.4. Employees – Students Interface**

RM' Law on Education provides a number of rights and obligations that students and teachers must follow. Also, students and teachers have other duties, recorded in the internal regulations of the higher education institutions and the infringement of internal regulations of the higher education institution by students leads to penalties up to their expulsion (Legea învățământului nr. 547-Xiii din 21 iulie 1995, art. 56 - 58, cu modificările și completările ulterioare).

In higher education institutions students' rights and freedoms are respected. There are student representatives in the university governing bodies (both at university and at faculty levels). They are not representatives of the members of Students' Union and there is a process of direct election of students in university governing bodies.

Students have full voting rights in all university committees which they are part of. Student representatives are also part of curriculum planning committees. Students are involved in the appointment of the Rector, deans, heads of chairs / departments and didactic staff. To this end they are full members of the examination boards in question.

Regarding the involvement of students in quality assurance of studies, students actively participate in various questionnaires / surveys on the quality of the course, the program followed, teachers' activity etc. Such questionnaires shall be made annually at the end of the course, program of study and are anonymous. Student feedback obtained in this way is discussed in department meetings, faculty councils and management boards organized by HEIs.

#### **4.5. University – Business Interface**

The economic environment has an influence on educational programs that the University develops. We present below some good examples of this at one of the Moldovan universities.

At the State University “A. Russo” from Balti there are three study programs opened under the direct influence of the economic environment. Thus, in 2001-2002 at the Institute of Research for Field Crops “Selectia” from Balti, that basically did not have young professionals, most researchers were near or of retirement age, it was decided to train future specialists for the this institution. Within the University premises there were opened two study programs – “Agroecology” and “Agronomy”. These study programs took account of the specific training of specialists for the Institute of Research for Field Crops “Selectia” from Balti. About 50-55% of the study subjects are promoted by members of this institution. All types of practices, most of the laboratory work are conducted in the laboratories and on the land of the Institute of Research for Field Crops “Selectia” from Balti. In a few years the staff of this institution was clearly rejuvenated. They already have a few disciples who do their doctoral studies.

In 2011, the company “DRA Draxlmaier Automotive” Ltd, registered in Balti the economic free zone, but there was an acute crisis of middle-level managers (heads of departments, shifts etc.) and the company addressed the management of the State University “A. Russo” from Balti with a proposal to train specialists in engineering and management in auto transport. After a few months work, a new curriculum was developed for this specialty, “Engineering and Management (in auto transport)”, together with experts from several universities in Germany, taking into account the practical training of young specialists. A number of courses will be promoted even by a group of academics from Germany, Technical University of Moldova, technical universities from Romania.

In the academic year 2012-2013, there were enrolled the first 50 young people doing their studies in this field. During 4 years, in addition to acquiring knowledge within this speciality, these students are studying German language. There are also a number of other study programs such as “Social Assistance”, “Psychology”, “Public Administration”, a series of economic specialties adapted to the requirements of the economic environment, at

the insistence of its representatives. Current legislation does not prohibit the participation of personalities from the business world in academic activity. The law allows the employment of recognized personalities from the business in the university community.

The legislation in force does not allow creation of common business and research organizations with companies. The university can only sign cooperation agreements in order to grant instructional and research services, provision of services etc. Usually, there is a certain selection procedure of the associated academic staff from the business world in universities. All Universities in Moldova have the right to organize joint research with national and international companies.

#### **4.6. University – Internationalisation Interface**

One of the priorities of universities is international cooperation. University activities are directed toward establishing favourable relations of cooperation with institutions, universities, funding organizations, institutions of expertise from abroad. These collaborations can lead to enhancing the current position of Universities in Moldova and their further development.

International cooperation facilitates university framing in the international area of knowledge and research, promote and optimize the cooperation and international mobility of teachers and students of the university.

In higher education worldwide have currently emerged new trends, such as: increasing competition in the university environment by diversifying the academic offers, increasing academic mobility (both of academic staff and especially students), and migration of skilled workers.

In this context, the main objective of universities in Moldova is to strengthen international cooperation in the fields of didactic activity, scientific research, and academic mobility, recruitment of foreign nationals to study and creation of partnerships with universities from other countries.

University curricula, quality of study programs and the content of studies are the most important components in the context of the internationalization of the educational process. Increasing competition of European universities for the best students requires changes in the university curricula. Accents are moving from the quantitative to the qualitative approach, on the skills of students in the field according to international standards. Thus, at national level, didactic process globalization occurs by aligning curricula with international standards in all subjects and at all levels. This process is not a simple adjustment to the existing curricula of universities in economically advanced countries, which takes into account the specificities of national and local education system. Curriculum harmonization with international standards enhances the quality and content of study programs, diversifies skills and abilities of the didactic staff and students.

The introduction of study programs in a foreign language requires didactic and auxiliary staff internationalization both at course level and faculty level. In this context, universities

are required to provide training for didactic and auxiliary staff for an effective international activity (language courses, pedagogical and professional training courses).

Moldovan universities are entitled to provide honorary titles of “Invited Professor” and “Associate Professor” to university professors with notorious names in the field coming from other universities in the world (Carta Instituției Publice Universitatea de Stat de Medicină și Farmacie „Nicolae Testemițanu” din Republica Moldova, cu modificările și completările ulterioare, Aprobate la ședința Senatului din 28 decembrie 2012). The policy in this area facilitates professional contacts between the didactic staff of universities in Moldova and from abroad, renewal and development of the existing links, and offers the possibility to start joint international research projects. Heads of departments are offered the opportunity to invite didactic staff from universities abroad to provide courses to local students in accordance with the National Curriculum. The language of teaching in these cases may be Romanian, Russian, English, French, etc.

Moldovan universities promote the policy to support didactic staff and student mobility. Policy goal is to expand studies abroad with an emphasis on acquiring knowledge which, being implemented, lead to the development of universities in the Republic of Moldova and international cooperation.

The Republic of Moldova joined the CEEPUS III program (exchange program for higher education in Central Europe) with full participation starting with the academic year 2011-2012. (Cu privire la unele măsuri pentru implementarea în Republica Moldova a Acordului privind Programul de schimburi pentru studii universitare în Europa Centrală (CEEPUS III), semnat la Budva la 25 martie 2010, Aprobate prin Hotărârea Guvernului Republicii Moldova Nr. 454 din 25.06.2012). The program provides for the establishment of university networks, which provides joint curricula or diplomas (Joint Programmes / Degrees), leading to the achievement of joint studies.

Based on the principles of the European Higher Education Area academic mobility is financially supported by numerous educational and scientific programs of the European Union: Tempus, Erasmus Mundus, Framework Programme 7, Marie Curie Action, Jean Monnet and others.

The objectives of the partnerships are to develop skills of the most motivated and talented students and didactic staff and to provide a good international experience, with the aim of increasing their market launch, to improve higher education in the Republic of Moldova and to facilitate the Bologna process. These programs contribute to strengthening cooperation in education and science with higher education institutions in European countries.

Examples of best practices to enhance the quality of study programs and content of studies as a result of international cooperation at State University “Alecu Russo” of Balti:

- Opening the speciality “Social Assistance” by means of the Tempus project T\_JEP-10012-1995 (MD) ARUB: Studiengang Sozialwesen, March, 1995 – March, 1998;

- Updating of the study programs for the above mentioned specialty by implementing another Tempus project, “Professionalization of education in social assistance”, registration no.: TEMPUS ETF–JP–00471–2008, general coordinator: Gip Fipag – Public Interest Group “Training and employability” of the Academy of Grenoble (France), which had as main objective the modernization of the study programs in higher education institutions in which social workers are trained in accordance with the requirements of the Bologna Process;
- Strengthening the quality of study programs by means of Tempus project SCM-T005B05-2005 „The Development of a Quality Assurance System within selected Universities in Moldova” which had the purpose to develop the quality management system in the university and elaborate the quality management manual;
- The development of professionalized courses to facilitate the professional adaptability of the specialists in the economy area on the labour market and the award of double degrees together Clermont-Ferrand University, France, within the project “Modernization and development of professional courses”, registration no.: 144920-TEMPUS-2008-FR-JPCR, coordinator: Auvergne Clermont-1 University;
- Academic staff training in the design and implementation of a university course in the information environment through student-cantered approach, through the project “Educational network of teachers in the West-East”, registration no.: 145035-TEMPUS-1-2008-1-LT-TEMPUS-JPTHN, coordinator: Kaunas University of Technology;
- Opening a new speciality at the Faculty of Real Sciences of the university, starting with September 1, 2012 - „Engineering and Management (in auto transport)” in partnership with Draexlmaier Automotive Ltd, which offers the possibility of involving industry in the educational process etc.

Within already completed Tempus projects, Moldovan universities benefited from the endowment information equipment, English language courses, training seminars in the management of international relations, experience exchange visits at EU partners, there were published teaching materials, established modern training centres, were proposed new educational offers both higher education and postgraduate education.

Universities in Moldova cooperate with the Central and Eastern Office of the Francophone University Agency (AUF), especially with higher education institutions in Romania participating in the “Eugen Ionescu” program of doctoral and post-doctoral research scholarships, in French.

In the context of the Cooperation Protocol between the Ministry of Education, Youth and Sports of Romania and the Ministry of Education of the Republic of Moldova for 2012-2013, 2013-2014, 2014-2015 academic years, Moldovan students benefit from scholarships subsidized by the Romanian Government for cycles I, II and III (Protocol de colaborare între Ministerul Educației, Cercetării, Tineretului și Sportului din România și Ministerul

Educației din Republica Moldova, Publicat pe 05 Sep. 2012). According to Order no. 3100 of 29.01.13 of the Romanian Ministry of National Education, local didactic staff benefits from scholarships for specialization courses lasting one month. (Ordin privind acordarea de stagii de specialitate cu durata de 1 lună – bursă/persoană, pentru un număr de 54 persoane de cadre didactice din Republica Moldova în baza cooperării inter-universitare România și Republica Moldova, începând cu anul universitar 2012/2013, Ordinul Ministerului Educației Naționale din România Nr. 3100 din 29.12.2013).

Beyond the above listed partnerships, Moldovan universities conclude agreements, contracts, memoranda of bilateral cooperation with universities abroad as dynamic platforms for research, teaching and mutual benefits.

The main objective of Universities in Moldova is attracting a large number of foreign nationals who wish to pursue undergraduate or master's degree studies. This objective cannot be achieved without the information, support and constant guidance of potential candidates. In order to achieve the sought objective there were established Directorates / Departments of International Relations in universities, coordinated by International Relations Prorectors.

By its role, activities, goals and mission, the Directorate / Department of International Relations will be of permanent real help, both foreign students and international graduates enrolled in postgraduate programs. This aid is governed by national rules in force (Legea privind regimul străinilor în Republica Moldova, Lege Nr. 547 din 21.07.1995, Publicat: 09.11.1995 în Monitorul Oficial Nr. 62-63, art. Nr: 692, Data intrării în vigoare: 09.11.1995; Regulamentul privind eliberarea de invitații cetățenilor străini și apatrizilor Aprobat prin Hotărârea Guvernului Republicii Moldova Nr. 33 din 22.01.2004).

General policy and actions to achieve the university's international dimension is independent. The internationalization actions of universities derive from the Universities' decisions, but fall into a common framework of educational policy, values and actions. Although we have sufficient independence and autonomy in this context, we note the existence of a certain degree of monitoring and supervising of the internationalization processes. Thus, under the Order no. 442 of September 19, 2005, to regulate the procedure for establishing relations of cooperation in education by educational institutions from other states and to promote educational policy, the Ministry of Education approves (or not) the signing of cooperation agreements. Additionally, there is the Framework Plan, the Regulation on academic mobility and other regulations which condition regulations.

#### **4.7. Conclusions**

Further we present some conclusions of the analysis on academic autonomy identified in this chapter. The aim is to highlight both the strengths and shortcomings of the existing system, which could then be considered by policy makers when changes will be introduced to improve the legislative framework regarding university autonomy.

- In RM, the Ministry of Education is the central body responsible for education and establishes policies in this area, designs and applies national development strategies of the educational system, in consultation with institutions and central government and local authorities and social partners, and higher education and research institutions are its subordinates. However, higher education institutions have autonomy regarding the organization of studies and research, the establishment of specializations, the development of curricula and syllabi in accordance with state educational standards (standards are developed by the Ministry of Education), the organization of admission considering institution's profile. Regarding admission to study in HEIs, for example, in Moldova a mixed system could be applied, the number of places with budget funding to be approved through the matriculation plan approved by the Government, based on labour market demand and public interest, and number of places on contract basis / tuition fee to be determined by the institution based on university autonomy, given the institutional capacity, number and qualifications of teachers, etc.
- Speaking about management-staff interaction, universities are autonomous in the selection and promotion of teachers and other staff, establishment of criteria for assessing the educational and scientific activities, providing educational titles. Teachers have the freedom in terms of curriculum and programs development, choosing the material to be taught, designing course content, how to work with students. All rights and obligations of teachers are set in various external normative documents such as the *Law on Education*, *Labour Code*, and in the internal documents of HEIs, such as internal regulations and job description.
- Rights and freedoms of students and teachers are fully respected by HEIs. As teachers, students are also represented in all of the university governance structures (e.g. Senate, faculty councils), have their own structure at national and university level (student unions), participate in the election of representatives of university management (rector, deans, heads of department) being members of the examination boards. Students also engage in various activities such surveys, which aim at improving the quality of education.
- Moldovan legislation does not prohibit or limit the establishment of collaborative relationships of HEIs with business and various educational and scientific institutions, centres and organizations in the country and abroad. Thus universities are autonomous in establishing such relationships, targeting various activities, such as business involvement in the development of curricula, organization of teaching and practical training, research activities, teachers' continuous training, organization of various joint events, technical and material endowment etc. Therefore, universities are encouraged to engage more actively in such collaborations, as there is a huge benefit for both university and business, and society in general, resulting in improving the quality of education and, respectively, the economic development of the country.
- The internationalization dimension in Moldovan universities is achieved through collaborative relationships with institutions, universities, funding organizations, institutions of expertise from abroad, the mobility of teachers and students,

participation in various international projects, offering courses in foreign languages, etc. Although, according to the legislation Moldovan universities have the right to offer study programs in other modern languages, besides Romanian, the admission plan, approved by the Government provides, at the moment, places for study in groups taught only in Romanian and Russian. Simultaneously, international programs support opening study programs taught in other languages (e.g. Francophone University Agency supports francophone departments). Providing study programs not only in the state language would attract foreign students. A problem that currently serves as an impediment to offering study programs in foreign languages is the lack of teachers who have the necessary language skills to ensure such a program, as well as a small number of students who have such skills.

## 5. CONCLUSION AND NEXT STEPS

Based on the above chapters of this report there can be made the following conclusions and findings:

- On the basis of the analysis of bibliographic resources there has been defined the essence of the term / concept of academic autonomy for a higher education institution.
- From the set of criteria by which one can judge the academic autonomy of higher education institutions were selected 10 most valuable / important (in the context of the Republic of Moldova): introduction and liquidation of study programs, admission to studies of students; recognition of studies; quality assurance of study programs; the National Qualifications Framework; employment of graduates on the labour market; content and implementation of study programs; teaching load of teachers; university scientific research; organization of doctorate.
- A database was created of key laws and government decisions, documents approved by ministries and internal normative documents that relate to higher education in Moldova and which deal with various aspects of university autonomy, including academic autonomy.
- In Chapters 3 and 4 of this report there are presented the results of the analysis of Moldovan legislation and university normative documents made in the light of 10 criteria of university autonomy outlined above, but also in terms of the five interfaces of academic autonomy. It was found that the legislative basis that supports the academic autonomy of higher education institutions in Moldova offers some freedom to universities in the performance of academic and research activities, such as the university's ability to make decisions on the vision, mission and academic profile; the introduction or withdrawal of study programs; their structure and content; admission criteria to study of students; organization of studies; ways of ensuring the quality of their study programs; ability to decide on the areas, scope, aims and methods of scientific research. But several procedures related to planning of study programs included in the Framework Plan and other regulations; the too long path for opening new study programs (specialties); ungrounded restriction of admission to study of fee-paying students; subordination of university research to an institution incapable of understanding the role and place of this research and many other deficiencies that exist in the Republic of Moldova's legislation restricts the academic freedom / autonomy of universities.
- At this stage, the basic purpose of the report was to create the database concerning the academic autonomy of universities in Moldova, to ascertain the situation at present. In the next phase of the project (WP3) there will be studied the law in force in five EU Member States (Lithuania, Scotland, Sweden, Denmark and Romania), and internal regulatory acts of several universities in those countries. The analysis will be done through the 10 criteria of academic autonomy, outlined in Chapter 2 of this report. Thus, having a large database, common for Republic of Moldova and five European countries, it will be possible to make a deep and multifaceted

comparative analysis of academic autonomy in RM universities on the background of European countries to better perceive what is and what should be the degree of academic autonomy of Moldovan universities, which of the good European practices observed in this study deserve to be taken, adapted and implemented in practice by our country.

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## APPENDIXES

### Appendix 1: Data sources

#	Document type	Title
1.	Law	Constituția Republicii Moldova, din 29.07.1994, Publicat: 18.08.1994 în Monitorul Oficial Nr. 1, art. Nr: 1, Data intrării în vigoare: 27.08.1994
2.	Law	Legea învățământului, Lege Nr. 547 din 21.07.1995, Publicat: 09.11.1995 în Monitorul Oficial Nr. 62-63, art. Nr: 692, Data intrării în vigoare: 09.11.1995
3.	Law	Legea cu privire la evaluarea și acreditarea instituțiilor de învățământ din Republica Moldova, Nr.1257-XIII din 16.07.97, Monitorul Oficial al R. Moldova nr.69-70/583 din 23.10.1997
4.	Law	Legea pentru modificarea și completarea Legii învățământului și a Legii cu privire la evaluarea și acreditarea instituțiilor de învățământ din Republica Moldova, Lege Nr. 328 din 24.03.1999 Publicat: 03.06.1999 în Monitorul Oficial Nr. 056, Promulgat: 26.05.1999
5.	Law	Legea privind aprobarea Nomenclatorului domeniilor de formare profesională și al specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I, Lege Nr. 142 din 07.07.2005, Publicat : 29.07.2005 în Monitorul Oficial Nr. 101-103 art. Nr : 476 Data intrării în vigoare: 07.07.2005
6.	Law	Legea cu privire la prevenirea si combaterea corupției, Lege Nr. 90 din 25.04.2008 Publicat: 13.06.2008 în Monitorul Oficial Nr. 103-105 art. Nr: 391
7.	Law	Legea privind regimul străinilor în Republica Moldova, Lege Nr. 547 din 21.07.1995, Publicat: 09.11.1995 în Monitorul Oficial Nr. 62-63, art. Nr: 692, Data intrării în vigoare: 09.11.1995
8.	Law	Legea privind politica de stat pentru inovare și transfer tehnologic nr. 289 din 10.07.2003 Publicat: 08.08.2003 în Monitorul Oficial Nr. 170 art. Nr.: 697
9.	Law	Legea privind indemnizațiile pentru incapacitate temporară de muncă și alte prestații de asigurări sociale nr. 289 din 10.07.2003 Publicat: 10.09.2004 în Monitorul Oficial Nr. 168-170 art. Nr.: 773
10.	Law	Legea cu privire la sistemul de salarizare în sectorul bugetar nr. 35 din 23.12.2005, Publicat: 03.03.2006 în Monitorul Oficial Nr. 35-38 art. Nr.: 148
11.	Law	Legea salarizării nr. 847 din 14.02.2002 Publicat: 11.04.2002 în Monitorul Oficial Nr. 50-52 art. Nr. : 336
12.	Law	Legea privind achizițiile publice Nr. 96 din 13.04.2007 Publicat: 27.07.2007 în Monitorul Oficial Nr. 107-111 art. Nr: 470

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13.	Law	Legea cu privire la parteneriatul public-privat Nr. 179 din 10.07.2008, Publicat: 02.09.2008 în Monitorul Oficial Nr. 165-166 art. Nr. : 605
14.	Law	Legea securității și sănătății în muncă Nr. 186 din 10.07.2008 Publicat: 05.08.2008 în Monitorul Oficial Nr. 143-144 art. Nr: 587
15.	Law	Legea contabilității nr. 113 din 27.04.2007 Publicat: 29.06.2007 în Monitorul Oficial Nr. 90-93 art. Nr.: 399
16.	Code	Codul Muncii al Republicii Moldova, Cod Nr. 154 din 28.03.2003, Publicat: 29.07.2003 în Monitorul Oficial Nr. 159-162, art. Nr: 648
17.	Code	Codul cu privire la știință și inovare al Republicii Moldova, Cod Nr. 259 din 15.07.2004, Publicat: 30.07.2004 în Monitorul Oficial Nr. 125-129, art. Nr: 663
18.	Code	Codul civil al RM nr. 1107 din 06.06.2002 Publicat: 22.06.2002 în Monitorul Oficial Nr. 82-86 art. Nr: 661
19.	Code	Codul fiscal al RM nr. 1163 din 24.04.1997 republicat în Monitorul Oficial al Republicii Moldova Ediție Specială, 08 februarie 2007, pag.4
20.	Regulation approved by the Moldovan Parliament	Regulamentul acreditării organizațiilor din sfera științei și inovării, Anexa nr. 1 la Codul cu privire la știință și inovare al Republicii Moldova, Cod Nr. 259 din 15.07.2004
21.	Regulation approved by the Moldovan Parliament	Regulamentul atestării cadrelor științifice și științifico-didactice de înaltă calificare, Anexa nr. 3 la Codul cu privire la știință și inovare al Republicii Moldova, Cod Nr. 259 din 15.07.2004
22.	Regulation approved by the Government of RM	Regulamentul cu privire la modul de ocupare a posturilor didactice în instituțiile de învățământ superior, Aprobare prin Hotărârea Guvernului Republicii Moldova Nr. 854 din 21.09.2010
23.	Regulation approved by the Government of RM	Regulamentul privind organizarea și desfășurarea doctoratului și postdoctoratului, Aprobare prin Hotărârea Guvernului Republicii Moldova Nr. 173 din 18.02.2008
24.	Regulation approved by the Government of RM	Regulamentul cu privire la recunoașterea și echivalarea actelor de înaltă calificare științifică și științifico-didactică obținute în străinătate, Aprobare prin Hotărârea Guvernului Republicii Moldova Nr. 472 din 06.05.2004
25.	Regulation approved by	Regulamentul cu privire la scutirea de plata taxei de studii a studenților și elevilor instituțiilor de învățământ superior și mediu de

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26.	Regulation approved by the Government of RM	Cu privire la cuantumurile burselor, altor forme de ajutoare sociale pentru studenții din instituțiile de învățământ superior, elevii din instituțiile de învățământ mediu de specialitate, secundar profesional și persoanele care studiază în învățământul postuniversitar, Hotărâre Nr. 1009 din 01.09.2006
27.	Regulation approved by the Government of RM	Regulamentul - Cadru cu privire la modul și condițiile de acordare a burselor pentru studenții ciclul I, ciclul II, studii integrate, învățământ medical și farmaceutic din instituțiile de învățământ superior, elevii din instituțiile de învățământ mediu de specialitate și secundar profesional și persoanele care studiază în învățământul postuniversitar, Anexa nr. 3 la Hotărârea Guvernului nr. 1009 din 1 septembrie 2006
28.	Regulation approved by the Government of RM	Aprobarea modificărilor și completărilor ce se operează în Hotărârea Guvernului nr. 1009 din 1 septembrie 2006, Hotărâre Nr. 1287 din 18.11.2008
29.	Regulation approved by the Government of RM	Regulamentul-cadru privind funcționarea căminelor din subordinea instituțiilor de învățământ de stat, Aprobat la Hotărârea Guvernului nr. 74 din 25 ianuarie 2007
30.	Regulation approved by the Government of RM	Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, Aprobat prin Hotărârea Guvernului nr.1455 din 24 decembrie 2007
31.	Regulation approved by the Government of RM	Regulament cu privire la organizarea formării profesionale continue, Anexa nr.2 la Hotărârea Guvernului nr. 1224 din 9 noiembrie 2004
32.	Regulation approved by the Government of RM	Regulament cu privire la activitatea Consiliului Național de Formare Profesională Continuă, Anexa nr.3 la Hotărârea Guvernului nr. 1224 din 9 noiembrie 2004
33.	Regulation approved by the Government of	Regulament cu privire la modul de funcționare a instituțiilor de învățământ superior de stat în condiții de autonomie financiară, Anexa nr.1 la Hotărârea Guvernului nr. 983 din 22 decembrie 2012

#	Document type	Title
	RM	
34.	Regulation approved by the Government of RM	Regulament cu privire la acordarea unor garanții și compensații salariaților care îmbină munca cu studiile, Anexa nr.1 la Hotărârea Guvernului nr. 435 din 23 aprilie 2007
35.	Regulation approved by the Government of RM	Regulamentului cu privire la instruirea străinilor în instituțiile de învățământ din Republica Moldova, Aprobata prin Hotărârea Guvernului Republicii Moldova Nr. 746 din 21.06.2003
36.	Regulation approved by the Government of RM	Cu privire la unele măsuri pentru implementarea în Republica Moldova a Acordului privind Programul de schimburi pentru studii universitare în Europa Centrală (CEEPUS III), semnat la Budva la 25 martie 2010, Aprobata prin Hotărârea Guvernului Republicii Moldova Nr. 454 din 25.06.2012
37.	Regulation approved by the Government of RM	Regulamentul privind eliberarea de invitații cetățenilor străini și apatrizilor, Aprobata prin Hotărârea Guvernului Republicii Moldova Nr. 33 din 22.01.2004
38.	Regulation approved by the Government of RM	HG privind condițiile de salarizare a personalului din instituțiile de învățământ superior de stat cu autonomie financiară nr. 195 din 13-03-2013 Publicat: 15.03.2013 în Monitorul Oficial Nr. 56-59 art. Nr: 245, în vigoare de la 01.01.2013
39.	Regulation approved by the Government of RM	HG cu privire la mijloacele speciale ale instituțiilor subordonate Ministerului Educației, Publicat: 30.03.2007 în Monitorul Oficial Nr. 43-46 art. Nr: 334
40.	Regulation approved by the Government of RM	HG cu privire la plasarea în câmpul muncii a absolvenților instituțiilor de învățământ superior și mediu de specialitate de stat Nr. 923 din 04.09.2001 Publicat: 06.09.2001 în Monitorul Oficial Nr. 108-109 art. Nr: 972
41.	Regulation approved by the Government of RM	HG cu privire la taxele de cazare în căminele instituțiilor de stat de învățământ secundar profesional, mediu de specialitate, superior și din domeniul științei și inovării Nr. 99 din 30.01.2007 Publicat: 02.02.2007 în Monitorul Oficial Nr. 014 art. Nr: 105
42.	Regulation approved by	HG cu privire la aprobarea Documentației-standard pentru realizarea achizițiilor publice de bunuri și servicii Nr. 763 din 11.10.2012

#	Document type	Title
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43.	Regulation approved by the Government of RM	HG pentru aprobarea Regulamentului privind achizițiile publice de lucrări n. 834 din 13.09.2010 Publicat: 17.09.2010 în Monitorul Oficial Nr. 169-171 art. Nr: 923
44.	Regulation approved by the Government of RM	HG pentru aprobarea unor acte normative privind implementarea Legii securității și sănătății în muncă nr. 186-XVI din 10 iulie 2008 nr. 95 din 05.02.2009 Publicat: 17.02.2009 în Monitorul Oficial Nr. 34-36 art. Nr: 138
45.	Regulation approved by the Government of RM	HG cu privire la condițiile de salarizare a personalului din unitățile bugetare nr. 381 din 13.04.2006 Publicat: 28.04.2006 în Monitorul Oficial Nr. 66-69 art. Nr: 431
46.	Regulation approved by the Government of RM	HG privind aprobarea Regulamentului cu privire la modul de calculare a perioadei de muncă în vederea acordării sporului pentru vechime în muncă personalului din unitățile bugetare, salarizat în baza Rețelei tarifare unice nr 801 din 20.07.2007 Publicat: 10.08.2007 în Monitorul Oficial Nr. 117-126 art. Nr: 889
47.	Regulation approved by the Government of RM	HG pentru aprobarea Regulamentului cu privire la delegarea salariilor entităților din Republica Moldova Publicat: 13.01.2012 în Monitorul Oficial Nr. 7-12 art. Nr. : 30
48.	Regulation approved by the Government of RM	HG cu privire la protecția copiilor și familiilor socialmente vulnerabile nr. 198 din 16.04.1993 Publicat: 30.04.1993 în Monitorul Oficial Nr. 4 art. Nr. 119
49.	Regulation approved by the Government of RM	HG despre aprobarea Normelor provizorii de cheltuieli în bani pentru elevii (studenții) orfani și cei aflați sub tutelă/curatelă din școlile profesionale și de meserii, instituțiile de învățământ mediu de specialitate și superior universitar, școlile de tip internat și casele de copii Publicat: 06.08.2004 în Monitorul Oficial Nr. 132-137 art. Nr: 1045
50.	Regulation approved by the Government of RM	HG cu privire la salarizarea angajaților din unitățile cu autonomie financiară nr. 743 din 11.06.2002, Publicat: 20.06.2002 în Monitorul Oficial Nr. 79-81 art. Nr: 841

#	Document type	Title
51.	Regulation approved by the Government of RM	HG despre aprobarea Regulamentului cu privire la evaluarea condițiilor de muncă la locurile de muncă și modul de aplicare a listelor ramurale de lucrări pentru care pot fi stabilite sporuri de compensare pentru munca prestată în condiții nefavorabile nr. 1335 din 10.1.02002 Publicat: 31.10.2002 în Monitorul Oficial Nr. 146-148 art. Nr: 1496
52.	Regulation approved by the Government of RM	HG privind aprobarea Modului de calculare a salariului mediu nr. 426 din 26.04.2004, Publicat: 07.05.2004 în Monitorul Oficial Nr. 73-76 art. Nr: 570
53.	Regulation approved by the Government of RM	HG cu privire la aprobarea Regulamentului privind retribuirea muncii pentru anumite categorii de salariați cărora li se stabilește durata redusă a timpului de muncă nr. 1254 din 15.11.2004 . Publicat: 19.11.2004 în Monitorul Oficial Nr. 208-211 art. Nr: 1439
54.	Regulation approved by the Government of RM	HG privind aprobarea Regulamentului cu privire la condițiile de stabilire, modul de calcul și de plată a indemnizațiilor pentru incapacitate temporară de muncă și altor prestații de asigurări sociale nr. 325 din 21.03.2007 Publicat : 11.02.2005 în Monitorul Oficial Nr. 24-25 art Nr : 162
55.	Regulation approved by the Ministry of Education	Regulament-cadru privind organizarea examenului de finalizare a studiilor superioare de licență, Anexă la ordinul Ministerului Educației și Tineretului nr. 84 din 15 februarie 2008
56.	Regulation approved by the Ministry of Education	Ghid de implementare a Sistemului Național de Credite de Studiu, Aprobare prin Hotărârea Colegiului M.E.T.S. nr. 3.1 din 23.02.2006 și pus în aplicare prin ordinul nr. 140 din 25.02.06
57.	Regulation approved by the Ministry of Education	Regulament cu privire la mobilitatea studenților și cadrelor didactice din instituțiile de învățământ superior
58.	Regulation approved by the Ministry of Education	Regulament-Cadru al catedrei instituției de învățământ superior, Anexa nr.1 la ordinul nr. 671 din 06.08. 2010
59.	Regulation approved by the Ministry of Education	Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu, Anexă la ordinul Ministerului Educației nr. 726 din 20.09.2010
60.	Regulation approved by the Ministry of	Plan-cadru pentru studii superioare, Aprobare prin ordinul Ministerului Educației nr. 455 din 03.06.2011

#	Document type	Title
Education		
61.	Regulation approved by the Ministry of Education	Regulamentul cu privire la ocuparea posturilor de conducere și alegerea organelor de conducere în instituțiile de învățământ superior universitar din Republica Moldova, Anexă la ordinul nr. 697 din 04 noiembrie, 2011
62.	Regulation approved by the Ministry of Education	Regulamentul de organizare și desfășurare a admiterii la studii superioare de licență (ciclul I) în instituțiile de învățământ superior din Republica Moldova, Anexă la ordinul nr. 475 din 07.06.2012
63.	Regulation approved by the Ministry of Education	Regulamentul de atestare a cadrelor didactice din învățământul preșcolar, primar, secundar, special, complementar, secundar profesional și mediu de specialitate, Anexa nr.1 la ordinul nr.453 din 31.05.2012
64.	Regulation approved by the Ministry of Education	Regulament privind recunoașterea, echivalarea și autentificarea actelor de studii și a calificărilor
65.	Regulation approved by the Ministry of Education	Strategia consolidată de dezvoltare a învățământului pentru anii 2010–2015, Aprobat prin ordinul ministrului educației nr. 849 din 29. 11. 2010
66.	Regulation approved by the Ministry of Education	Strategia învățământului superior din Republica Moldova in contextul Procesului Bologna, din 24.05.04
67.	Regulation approved by the Ministry of Education	Normele metodologice de elaborare și aplicare a standardelor Programelor de formare profesională continuă, Aprobate prin ordinul Ministrului Educației, Tineretului și Sportului Nr. 549 din 16.11.2005
68.	Regulation approved by the Ministry of Education	Protocol de colaborare între Ministerul Educației, Cercetării, Tineretului și Sportului din România și Ministerul Educației din Republica Moldova, publicat pe 05 Sep 2012
69.	Regulation approved by the Ministry of Education	Ordinul Ministerului Învățământului nr. 328 din 27.10.1994 pentru aprobarea instrucțiunii „Cu privire la ordinea determinării vechimii în muncă pedagogică și științifică”
70.	Regulation approved by specialized institutions	Regulamentul privind activitatea comisiilor specializate de evaluare a organizațiilor din sfera științei și inovării, Aprobat de ședința în Plen a Comisiei de acreditare a organizațiilor din sfera științei și inovării și a Comisiei de atestare a personalului științific și științifico-didactic ale CNAA din 24 februarie 2005, proces-verbal nr.1 (vizează doar

#	Document type	Title
	(NCAA)	organizațiile în proces de acreditare la 01.01.2011)
71.	Regulation approved by specialized institutions (NCAA)	Ghid privind perfectarea tezelor de doctorat și autoreferatelor, Aprobare prin Hotărârea Comisiei de Atestare a CNAA, Nr.AT03/1-1 din 23 aprilie 2009
72.	Regulation approved by specialized institutions (NCAA)	Regulamentul cu privire la funcționarea consiliilor științifice specializate și conferirea gradelor științifice și titlurilor științifice și științifico-didactice în Republica Moldova, Aprobare prin Hotărârea Comisiei de atestare a Consiliului Național pentru Acreditare și Atestare din 25 noiembrie 2004 (proces - verbal nr.1)
73.	Regulation approved by specialized institutions (NCAA)	Regulament privind constituirea și activitatea seminarului științific de profil, Aprobare prin hotărârea Comisiei de atestare a cadrelor științifice și științifico-didactice a CNAA din 21 decembrie 2006 (proces-verbal nr. 7)
74.	Regulation approved by specialized institutions (NCAA)	Regulamentul cu privire la evaluarea și clasificarea revistelor științifice, Hotărârea comună a Consiliului Suprem pentru Știință și Dezvoltare Tehnologică al Academiei de Științe a Moldovei și a Consiliului Național pentru Acreditare și Atestare nr.212 din 6 noiembrie 2008
75.	Regulation approved by the Ministry of Labour, Social Protection and Family	Convenție Colectivă (nivel ramural) pe anii 2011-2015, Nr. 2 din 12.01.2011, Publicat: 28.01.2011 în Monitorul Oficial Nr. 18-21, art Nr: 94, Înregistrată la Ministerul Muncii, Protecției Sociale și Familiei la 12 ianuarie 2011, nr. 2
76.	Regulation approved by the Ministry of Finance	Ordinul Ministerului Finanțelor nr. 49 din 26.04.2012 „Cu privire la aprobarea Regulamentului privind evaluarea, raportarea sistemului de management financiar și control și emiterea declarației privind buna guvernare”, publicat Monitorul Oficial nr.135-141/803 din 06.07.2012
77.	Regulation of TUM	Statutul instituției de învățământ superior de stat Universitatea Tehnică a Moldovei, Adoptat de Senatul Universității Tehnice a Moldovei în ședința din 26.12.2006, procesul verbal nr.4, cu respectarea prevederilor Legii Învățământului nr. 547-XIII din 21.07.1995
78.	Regulation of TUM	Regulament „Senat”, Aprobare prin hotărârea Senatului Universității Tehnice a Moldovei, proces verbal nr.5 din 28.01.2003.
79.	Regulation of TUM	Regulamentul de organizare a studiilor în învățământul superior în baza Sistemului Național de Credite de Studiu, Aprobare la ședința Senatului UTM, proces verbal nr. 7 din 29.03.2011 și pus în aplicare prin ordinul nr. 242-r din 05.04.2011

#	Document type	Title
80.	Regulation of TUM	Regulament „Facultăți”, Aprobat prin hotărârea Senatului Universității Tehnice a Moldovei, proces verbal nr. 2 din 28.01.2003.
81.	Regulation of TUM	Regulament „Catedre”, Aprobat prin hotărârea Senatului Universității Tehnice a Moldovei, proces verbal nr. 5 din 28.01.2003
82.	Regulation of TUM	Regulament cu privire la Funcționarea Comisiilor de Management al Calității, Aprobat în baza hotărârii Senatului UTM din 27 martie 2007
83.	Regulation of TUM	Criterii, indicatori și proceduri de evaluare a programelor de studii în învățământul superior ciclul unu – studii licență, ciclul doi – studii master. Ghid, Lucrarea elaborata în cadrul Proiectului TEMPUS JEP-26091-2005 „Implementarea Sistemului Instituțional de Asigurare Internă a Calității în Instituțiile de Învățământ Superior din Republica Moldova”
84.	Regulation of TUM	Regulament de funcționare al Consiliului Calității
85.	Regulation of TUM	Regulament privind Sistemul de Management al Calității din Universitatea Tehnică a Moldovei, Aprobat la ședința Senatului U.T.M. Proces verbal nr. 4 din 21 decembrie 2004
86.	Regulation of TUM	Regulamentul de funcționare a Centrului Universitar de Formare Continuă, Hotărârea Senatului U.T.M. din 22.04.2008
87.	Regulation of TUM	Regulamentul cu privire la ocuparea posturilor didactice în Universitatea Tehnică a Moldovei, 2007
88.	Regulation of TUM	GHID privind elaborarea și susținerea tezelor / proiectelor de licență, Lucrarea a fost elaborata în cadrul Proiectului 1444544 Tempus 2008-FR-JPHES „Dezvoltarea de parteneriate cu întreprinderile din Republica Moldova”, 2010
89.	Regulation of TUM	STANDARD. Examen de licență. Criterii de apreciere a cunoștințelor, Aprobat la Consiliul Metodic al UTM
90.	Regulation of TUM	GHID privind elaborarea și susținerea tezelor de master, Lucrarea a fost elaborata în cadrul Proiectului 1444544 Tempus 2008-FR-JPHES „Dezvoltarea de parteneriate cu întreprinderile din Republica Moldova”, 2010
91.	Regulation of TUM	Monitorizarea activității de elaborare a proiectelor (tezelor) de licență / masterat, Ordin Nr. 217-r din 05.03.2012
92.	Regulation of TUM	REGULAMENT privind organizarea și desfășurarea stagiilor de practică ale studenților la Universitatea Tehnică a Moldovei, Lucrarea a fost elaborata în cadrul Proiectului 1444544 Tempus 2008-FR-JPHES „Dezvoltarea de parteneriate cu întreprinderile din Republica Moldova”, 2010

#	Document type	Title
93.	Regulation of TUM	Caietul stagiului de practică pentru studenții studiilor superioare de licență – ciclul I și studiilor superioare de masterat – ciclul II
94.	Regulation of TUM	GHID Organizarea și desfășurarea stagiilor de practică, Lucrarea a fost elaborata în cadrul Proiectului 1444544 Tempus 2008-FR-JPHES „Dezvoltarea de parteneriate cu întreprinderile din Republica Moldova”, 2010
95.	Regulation of TUM	Regulament instituțional privind organizarea evaluării activității de învățare a studenților, Hotărârea Senatului UTM din 07.12.2011, ord. Nr. 1032-r
96.	Regulation of TUM	Regulament privind efectuarea si susținerea lucrărilor de laborator de către studenți
97.	Regulation of TUM	Regulament cu privire la organizarea și desfășurarea instruirii la disciplinele repetate
98.	Regulation of TUM	Regulament cu privire la susținerea repetata a colocviilor si examenelor
99.	Regulation of TUM	Regulament privind organizarea și desfășurarea activității școlii doctorale de inginerie UTM, Aprobata la ședința Senatului din 21 octombrie 2008
100.	Regulation of TUM	Ghid pentru postdoctoranzi, Aprobata prin Hotărârea Senatului UTM din 02.04.2014
101.	Regulation of TUM	Regulamentul cu privire la formarea continuă a cadrelor didactice ale UTM, Aprobata prin Hotărârea Senatului UTM din 22.06.2004
102.	Regulation of TUM	Ghid metodologic privind organizarea stagiilor cadrelor didactice la întreprinderi (formare continuă), Examinat la Ședința Senatului UTM din 23.03.2010
103.	Regulation of TUM	Regulament de organizare și funcționare a bibliotecii tehnico-științifice UTM, Aprobata de Rectorul U.T.M., adoptat la ședința Senatului U.T.M., Procesul verbal nr. 8 din 22.04.2008
104.	Regulation of TUM	Regulamentul intern al Bibliotecii Universității Tehnice a Moldovei, Aprobata de către Directorul Bibliotecii U.T.M. Zinaida Stratan la 23.04.2007
105.	Regulation of TUM	Regulament– cadru de organizare și funcționare a filialei bibliotecii de facultate, Aprobata de către Directorul Bibliotecii U.T.M. Z. Stratan la 15.11. 2003
106.	Regulation of TUM	Regulamentul de organizare și funcționare a Centrului de Asistență Antreprenorială și Management (CAAM), Hotărârea Senatului UTM nr. 5 din 25 ianuarie 2011

#	Document type	Title
107.	Regulation of TUM	Regulament de funcționare a căminelor studențești ale U.T.M., Adoptat la ședința Senatului UTM Proces verbal nr. 5, din 28 ianuarie 2003
108.	Regulation of TUM	Regulamentul de organizare și desfășurare a admiterii la studii superioare de licență (ciclul I) în Universitatea Tehnică a Moldovei în anul 2012, Aprobata prin decizia Senatului Universității Tehnice a Moldovei din 26.06.12, procesul verbal nr. 11.
109.	Regulation of TUM	Regulamentul Senatului Studenților Universității Tehnice a Moldovei, Aprobata la Adunarea Generală de constituire a Senatului Studenților UTM – 2006
110.	Regulation of SAUM	Statutul UASM, Ord. nr. 186 din 28.08.1998
111.	Regulation of SAUM	Regulament cu privire la ocuparea posturilor didactice de conducere, Hotărârea Senatului UASM nr. 7 din 27.05. 2005
112.	Regulation of SAUM	Regulamentul privind acordarea Bursei Senatului UASM, Decizia biroului Senatului nr. 5 din 25.09. 2007
113.	Regulation of SAUM	Regulament privind activitatea Comitetului de evaluare externă a calității pregătirii specialiștilor în UASM, Hotărârea Senatului UASM nr. 1 din 24.03.2006
114.	Regulation of SAUM	Regulamentul cu privire la organizarea studiilor superioare de masterat, ciclul II, Hotărârea Senatului UASM nr. 4 din 14.03. 2008
115.	Regulation of SAUM	Codul de etică universitară, Hotărârea Senatului UASM nr. 2 din 27.11. 2009
116.	Regulation of SAUM	Regulamentul concursului „Profesorul anului”, Hotărâre Consiliului de administrație nr. 118 din 29.05. 2007, modificată 2008 - 2013
117.	Regulation of SAUM	Regulament intern, Ordin nr. 12 din 02.02.2010
118.	Regulation of SAUM	Regulamentul de activitate a Comisiei de Etică a UASM, Hotărârea Senatului UASM nr. 5 din 25.06. 2010
119.	Regulation of SAUM	Regulament cu privire la activitatea Juriilor (Comisiilor de analiză) în rezolvarea situațiilor studenților în UASM, Decizia biroului Senatului nr. 24 din 21.06. 2011
120.	Regulation of SAUM	Regulamentul instituțional privind evaluarea activității de învățare a studenților în Universitatea Agrară de Stat din Moldova, Decizia biroului Senatului nr. 28 din 08.08. 2012
121.	Regulation of SAUM	Regulamentul cu privire la criteriile pentru ocuparea posturilor didactice și de conducere, conferirea titlurilor științifice și didactice, Hotărârea Senatului UASM nr. 2 din 21.12. 2012

#	Document type	Title
122.	Regulation of AESM	Carta Academiei de Studii Economice din Moldova, Adoptat de Senatul ASEM în ședința din 24.04.1996
123.	Regulation of AESM	Statutul Academiei de Studii Economice din Moldova, Adoptat de Senatul ASEM în ședința din 27.12.2006, procesul verbal nr. 3, cu respectarea prevederilor Legii Învățământului nr. 547-XIII din 21.07.1995
124.	Regulation of AESM	Codul de etică universitară al ASEM, Adoptat de Senatul ASEM în ședința din 21.02.2007, procesul verbal nr. 7
125.	Regulation of AESM	Conceptul sistemului de asigurare a calității studiilor în ASEM, Adoptat de Senatul ASEM în ședința din 31.10.2007, proces verbal nr. 4
126.	Regulation of AESM	Declarația rectorului privind politica de asigurare a calității în ASEM din 31 octombrie 2007
127.	Regulation of AESM	Strategia informatizării ASEM pentru perioada 2010 – 2015, Adoptat de Senatul ASEM în ședința din 28.10.2009, proces verbal nr. 1/1
128.	Regulation of AESM	Manualul Sistemului de Management al Calității, Adoptat de Senatul ASEM în ședința din 19.11.2008, proces verbal nr. 4
129.	Regulation of AESM	Regulamentul de funcționare a Consiliului metodic-științific al ASEM și a Comisiei metodice a facultății, Adoptat de Senatul ASEM în ședința din 27.10.2010, proces verbal nr. 4
130.	Regulation of AESM	Regulamentul Senatului Studenților Academiei de Studii Economice, Adoptat de Senatul ASEM în ședința din 24.11.2004, proces verbal nr. 4
131.	Regulation of AESM	Regulamentul Consiliului Studențesc al Facultății Academiei de Studii Economice din Moldova, Adoptat de Senatul ASEM în ședința din 24.11.2004, proces verbal nr. 4
132.	Regulation of AESM	Regulamentul privind modul de întocmire a borderourilor în ASEM în condițiile sistemului computerizat de evidență a reușitei studenților, Adoptat de Senatul ASEM în ședința din 22.03.2004, proces verbal nr. 27
133.	Regulation of AESM	Regulament privind organizarea și funcționarea căminelor studențești ASEM și CNC, Adoptat de Senatul ASEM în ședința din 25.04.2007, proces verbal nr. 8
134.	Regulation of AESM	Regulamentul cu privire la modul și condițiile de acordare a burselor studenților, persoanelor care studiază în învățământul postuniversitar ASEM, Adoptat de Senatul ASEM în ședința din 27.12.2006, proces verbal nr. 8
135.	Regulation of AESM	Regulament de organizare și funcționare a Comisiei de etică universitară a ASEM, Adoptat de Senatul ASEM în ședința din 25.04.2007, proces

#	Document type	Title
		verbal nr. 8
136.	Regulation of AESM	Regulamentul privind activitatea îndrumătorului grupei academice, Adoptat de Senatul ASEM în ședința din 25.04.2007, proces verbal nr. 8
137.	Regulation of AESM	Regulamentul Centrului de cercetare economică al ASEM, Adoptat de Senatul ASEM în ședința din 31.10.2007, proces verbal nr. 4
138.	Regulation of AESM	Regulamentul de funcționare al Departamentului de Management al Calității și Dezvoltare Curriculară al ASEM, Adoptat de Senatul ASEM în ședința din 26.12.2007, proces verbal nr. 5
139.	Regulation of AESM	Regulamentul intern al ASEM, Adoptat prin ordinul rectorului ASEM nr. 167 A din 25.11.2008 cu consultarea Comitetului Sindical al Salariaților
140.	Regulation of AESM	Regulamentul de organizare și desfășurare a examenului de licență în formă scrisă în ASEM, Adoptat de Senatul ASEM în ședința din 25.02.2009, proces verbal nr. 7
141.	Regulation of AESM	Regulamentul de organizare și desfășurare a concursului „Pedagogul anului” în ASEM, Adoptat de Senatul ASEM în ședința din 28.04.2010, proces verbal nr. 4
142.	Regulation of AESM	Regulament privind organizarea examenului de finalizare a studiilor superioare de licență în ASEM, Adoptat de Senatul ASEM în ședința din 27.10.2010, proces verbal nr. 4
143.	Regulation of AESM	Ghid privind elaborarea și susținerea tezei de licență, Adoptat de Senatul ASEM în ședința din 27.10.2010, proces verbal nr. 4
144.	Regulation of AESM	Ghid privind elaborarea și susținerea a tezei de master, Adoptat de Senatul ASEM în ședința din 27.10.2010, proces verbal nr. 5
145.	Regulation of AESM	Regulamentul de organizare și desfășurare a concursului ”Profesorul anului” al ASEM, Adoptat de Senatul ASEM în ședința din 29.06.2012, proces verbal nr. 10
146.	Regulation of AESM	Regulament privind promovarea anului de studii. Procedura operațională: PO.01, Adoptat de Senatul ASEM în ședința din 04.04.2012, proces verbal nr. 7
147.	Regulation of AESM	Regulamentul privind evaluarea activității de învățarea a studenților, Adoptat de Senatul ASEM în ședința din 14.03.2012, proces verbal nr. 6
148.	Regulation of AESM	Regulamentul privind prevenirea plagiatului în rândul studenților/masteranzilor, Adoptat de Senatul ASEM în ședința din 27.02.2013, proces verbal nr. 5
149.	Regulation of AESM	Regulamentul de funcționare a serviciului știință ASEM, Adoptat de Senatul ASEM în ședința din 14.04.2007, proces verbal nr. 7

#	Document type	Title
150.	Regulation of AESM	Regulamentul Centrului de Instruire și Consultanță în Afaceri (MACIP), Adoptat de Senatul ASEM în ședința din 28.01.2009, proces verbal nr. 5
151.	Regulation of AESM	Regulamentul de organizare și desfășurare a activității Centrului de Plasament și Relații cu Agenții Economici, Adoptat de Senatul ASEM în ședința din 17.09.2009, proces verbal nr. 2
152.	Regulation of AESM	Regulamentul privind organizarea Concursului Ideilor de Afaceri, Adoptat de Senatul ASEM în ședința din 17.09.2009, proces verbal nr. 2
153.	Regulation of AESM	Regulamentul de organizare și funcționare a Școlii Masterale de Excelență în Economie și Business a ASEM, Adoptat de Senatul ASEM în ședința din 20.04.2011, proces verbal nr. 7
154.	Regulation of AESM	Regulamentul de organizare și funcționare a Școlii Doctorale a ASEM, Adoptat de Senatul ASEM în ședința din 29.04.2011, proces verbal nr. 7
155.	Regulation of SMPPhU	CARTA Instituției Publice UNIVERSITATEA DE STAT DE MEDICINĂ ȘI FARMACIE „NICOLAE TESTEMIȚANU” DIN REPUBLICA MOLDOVA cu modificările și completările ulterioare, Aprobata la ședința Senatului din 28 decembrie 2012
156.	Regulation of SMPPhU	Ordin privind acordarea de stagii de specialitate cu durata de 1 lună – bursă/persoană, pentru un număr de 54 persoane de cadre didactice din Republica Moldova în baza cooperării inter-universitare România și Republica Moldova, începând cu anul universitar 2012/2013, Ordinul Ministerului Educației Naționale din România Nr. 3100 din 29.12.2013
157.	Regulation of SUARB	Statutul USARB, aprobat la ședința Senatului din 02.01.2013
158.	Regulation of SUARB	Planul de dezvoltare strategică a USARB, aprobat la ședința Senatului din 20.03.2013
159.	Regulation of SUARB	Regulamentul intern al USARB, proiect
160.	Regulation of SUARB	Contractul colectiv de muncă, aprobat la ședința comună a Comitetului sindical al USARB cu angajatorul din 09.04.2012
161.	Regulation of SUARB	Regulamentul cu privire la salarizare a angajaților USARB, aprobat la ședința Senatului din 16.02.2011, modificat în ședința Senatului din 16.11.2011.
162.	Regulation of SUARB	Regulamentul cu privire la acordarea ajutorului material salariaților USARB, proiect
163.	Regulation of SUARB	Regulamentul cu privire la premiarea salariaților USARB, proiect
164.	Regulation of	Regulamentul cu privire la desfășurarea concursului pentru ocuparea funcțiilor manageriale non-didactice, aprobat prin ordinul rectorului nr.

#	Document type	Title
	SUARB	02-154 din 15.11.2011
165.	Regulation of SUARB	Regulamentul cu privire la utilizarea rețelei de telefonie mobilă colectivă (CUG), aprobat prin ordinul rectorului nr. 02-04 din 18.01.2012
166.	Regulation of SUARB	Regulamentul Serviciului resurse umane și planificare economică, aprobat prin ordinul rectorului nr. 02-85 din 18.08.2012
167.	Regulation of SUARB	Regulamentul cu privire la funcționarea comisei de anchetă de serviciu, aprobat prin ordinul rectorului nr. 06-101 din 14.09.2010
168.	Regulation of SUARB	Regulamentul cu privire la funcționarea Comitetului pentru securitate și sănătate în muncă, aprobat prin ordinul rectorului nr. 07-47 din 17.01.2012
169.	Regulation of SUARB	Regulamentul cu privire la desfășurarea admiterii la USARB, aprobat prin ordinul rectorului
170.	Regulation of SUARB	Codul de etică al USARB

## Appendix 2: Data collection method -Academic Autonomy

Students		Please tick	
131.	Is student admission to the University selective?	Yes	No
132.	Is the University solely responsible for the admission of students to:	Yes	No
	Undergraduate (first cycle) degrees?		
	Graduate (second cycle) degrees?		
	Doctoral programmes?		
133.	Does the Government or other external body control student admissions to the University?	Yes	No
134.	Are students normally represented on University governing bodies?	Yes	No
135.	If yes, are they represented by officers of the Students Union?	Yes	No
136.	If no, is there a process for direct election of students to governing bodies (Council/Senate/Academic Board?	Yes	No
137.	Are students formally represented on Faculty Boards?	Yes	No
138.	If yes, are they represented by officers of the Students Union?	Yes	No
139.	If no, is there a form of direct election of the student representatives?	Yes	No
140.	Are students formally represented on Departmental Boards/Committees?	Yes	No
141.	If yes, are they formally represented by representatives of the Students Union?	Yes	No
142.	If no, is there a process of direct election of student representatives?	Yes	No
143.	Do students have full voting rights on all University Committees on which they sit?	Yes	No
144.	Are students represented on curriculum planning committees?	Yes	No
145.	Are students involved in the appointment of Rectors/Presidents?	Yes	No
146.	If yes, are they full members of appointing committees?	Yes	No
147.	If no, how are they involved?		
148.	Are students involved in the appointment of Deans?	Yes	No
149.	If yes, are they full members of appointing committees?	Yes	No
150.	If no, how are they involved?		
151.	Are students involved in the appointment of Heads of Departments?	Yes	No
152.	If yes, are they full members of appointing committees?	Yes	No
153.	If no, how are they involved?		
154.	Are students involved in the appointment of members of Academic Staff?	Yes	No
155.	If yes, are they full members of appointing committees?	Yes	No
156.	If no, how are they involved?		

### Academic Autonomy

157.	Is there a national Quality Assurance Agency?	Yes	No
158.	Is this an independent body?	Yes	No
159.	If there is a National Quality Assurance body, how frequently are Universities assessed?	Yes	No
	Every 3 years		
	Every 4 years		
	Every 5 years		
	Every 6 years		
	Other (Please indicate)		
160.	Is there a national accreditation body?	Yes	No

161.	If yes, is this an independent body?	Yes	No
162.	Does the Government prescribe national curriculum standards?	Yes	No
163.	If yes, what proportion of the curriculum is covered by the national standards? (give a %)		
164.	Do national standards apply in all three cycles?	Yes	No
165.	Are Universities free to develop new degrees?	Yes	No
166.	What is the internal process for the approval of new degrees and new modules?		
167.	Does the University have an Internal Quality Assurance Office?	Yes	No
168.	Does the University have an internal Quality Assurance Code of Practice?	Yes	No
169.	Does the University monitor the quality of teaching and learning on a systematic basis?	Yes	No
170.	Does the University set internal performance indicators?	Yes	No
171.	Is the curriculum 'driven' by external factors:	Yes	No
	Professional regulations?		
	Requirements of business and industry?		
	Employability factors?		
172.	Are integrated work placements with industrial partners part of the curriculum?	Yes	No
173.	Do external members (representing business, industry, the community) sit on curriculum planning and approval committees?	Yes	No

### Internationalisation

174.	Do Universities have published, agreed strategies for internationalisation?	Yes	No
175.	Do Universities need to report international partnerships to an external body?	Yes	No
176.	Are international partnerships restricted to recognised Higher Education Institutions?	Yes	No
177.	Are Universities able freely to develop joint or integrated degrees with international partners?	Yes	No
178.	Are such degrees subject to the national accreditation process?	Yes	No
179.	Is student mobility part of the internationalisation strategy?	Yes	No
180.	Is staff mobility part of the internationalisation strategy?	Yes	No
181.	Do students receive full academic credit for learning outcomes achieved through mobility?	Yes	No
182.	Are international work placements part of the internationalisation strategy?	Yes	No
183.	Please indicate for each of the bodies listed below, the degree of influence on national Higher Education policy.		
		Please tick	
		Little	Some
			Considerable
The National Assembly/Parliament (or equivalent)			
Government/Ministry of Education (or equivalent)			

Regional government/authorities				
National organisations (advisory bodies, representative bodies...)				
Institutional leadership (Rectors/Presidents or equivalent)				
European Commission				
External Stakeholders (Industry/business...)				
184.	Please indicate in relation to each of the stakeholders listed below their influence in determining the mission and overall strategy of a Higher Education Institution.			
		Please tick		
		Little	Some	Considerable
The National Assembly/Parliament (or equivalent)				
Government/Ministry of Education (or equivalent)				
Regional government/authorities				
National organisations (advisory bodies, representative bodies...)				
Institutional leadership (Rectors/Presidents or equivalent)				
Academic Staff				
Students				
The institutional administrative/support staff				
European Commission				
External Stakeholders (Industry/business...)				