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# **GUIDELINES FOR THE EXTERNAL EVALUATION OF DOCTORAL DEGREE STUDY PROGRAMMES, HIGHER EDUCATION**

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## CONTENTS

<b>INTRODUCTION</b>	<b>4</b>
<b>ABBREVIATIONS USED IN THE GUIDELINES</b>	<b>5</b>
<b>SCOPE OF THE EXTERNAL EVALUATION</b>	<b>6</b>
<b>ACCREDITATION STANDARDS, EVALUATION CRITERIA, PERFORMANCE INDICATORS, EVALUATION STANDARDS, SCORES</b>	<b>8</b>
<b>REQUIREMENTS FOR THE SELF-EVALUATION REPORT</b>	
<b>STANDARDS, CRITERIA AND PERFORMANCE INDICATORS FOR THE EXTERNAL EVALUATION OF DOCTORAL DEGREE STUDY PROGRAMMES, HIGHER EDUCATION</b>	
<b>Accreditation standard 1. Policy for quality assurance</b>	<b>12</b>
<b>Criterion 1.1. The legal-normative framework for the operation of the programme</b>	<b>12</b>
<b>Criterion 1.2. Strategies, policies and internal quality management</b>	<b>13</b>
<b>Accreditation standard 2. Design and approval of programmes</b>	<b>15</b>
<b>Criterion 2.1. Design and approval of the study programme</b>	<b>15</b>
<b>Criterion 2.2. Content of the study programme</b>	<b>16</b>
<b>Accreditation standard 3. Student-centred learning, teaching and assessment</b>	<b>18</b>
<b>Criterion 3.1. The teaching-learning process</b>	<b>18</b>
<b>Criterion 3.2. Internships</b>	<b>21</b>
<b>Criterion 3.3. Assessment of learning outcomes</b>	<b>22</b>
<b>Accreditation standard 4. Student admission, progression, recognition and certification</b>	<b>23</b>
<b>Criterion 4.1. Admission of students</b>	<b>23</b>
<b><u>Criterion 4.2. Doctoral student progression</u></b>	
<b>Criterion 4.3. Recognition and obtaining of certifications</b>	<b>25</b>
<b>Accreditation standard 5. Teaching staff</b>	<b>26</b>
<b>Criterion 5.1. Recruitment and administration of teaching staff</b>	<b>26</b>
<b>Criterion 5.2. Teaching staff development</b>	<b>27</b>
<b>Criterion 5.3. Scientific research and innovation activity of teaching staff</b>	<b>29</b>
<b>Accreditation standard 6. Learning resources and student support</b>	<b>31</b>
<b>Criterion 6.1. Administrative and auxiliary staff</b>	<b>31</b>
<b>Criterion 6.2. Material and learning resources</b>	<b>32</b>
<b>Criterion 6.3. Financial resources</b>	<b>34</b>
<b>Criterion 6.4. Social insurance for doctoral students</b>	<b>36</b>
<b>Accreditation standard 7. Information management</b>	<b>36</b>
<b>Criterion 7.1. Access to information</b>	<b>37</b>
<b>Criterion 7.2. Databases</b>	<b>37</b>
<b>Accreditation standard 8. Public information</b>	<b>38</b>
<b>Criterion 8.1. Transparency of information of public interest regarding the study programme</b>	<b>38</b>
<b>Accreditation standard 9. On-going monitoring and periodic review of programmes</b>	<b>39</b>
<b>Criterion 9.1. Procedures for regular monitoring, evaluation and review of the study programme</b>	<b>39</b>



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<b>Criterion 9.2. Employment</b>	<b>41</b>
<b>Accreditation standard 10. Cyclical external quality assurance</b>	<b>42</b>
<b>Criterion 10.1. External quality assurance</b>	<b>42</b>
BIBLIOGRAPHICAL REFERENCES	<b>46</b>

## INTRODUCTION

The process of accreditation of study programmes and institutions providing educational services started in the Republic of Moldova in 1997, after the approval by the Parliament of the Law on the evaluation and accreditation of educational institutions in the Republic of Moldova, No. 1257-XIII of 16.07.1997. In 2008, for various reasons, the accreditation process was suspended. At the same time, one of the obligations assumed by the Republic of Moldova at the time of joining the Bologna Process, in 2005, was the accreditation of study programmes and institutions providing educational services. The given obligation is also found in the Association Agreement of the Republic of Moldova with the European Union, signed on June 27, 2014, and is in response to the need to recognize qualifications and documents of national studies both domestically and at the European level.

In the period 2008-2014, in the absence of a single independent body, which would carry out the external evaluation of study programmes and institutions, their authorizations of provisional operation or equivalent were offered either by the Ministry of Education, or by the Licensing Chamber, or by other institutions empowered with this right. The Education Code, approved on July 17, 2014, delimited the responsibilities in the educational system, the function of external quality evaluation falling with the Quality Assurance Agencies, based on predetermined evaluation methodologies and criteria. In accordance with the provisions of the Education Code (art. 65, art. 83, art. 114, art. 115, art. 123), the National Agency for Quality Assurance in Professional Education (ANACIP) has to develop the methodology and criteria, which will be applied in the framework of external evaluations of the quality of study programmes and institutions providing educational services, which are subsequently approved by the Government.

In order to achieve the above-mentioned provisions, ANACIP developed the methodology and criteria for external quality evaluation. The *Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions* was adopted by Government Decision no. 616 of 18.05.2016.

These guidelines include the operational and instrumental mechanisms of the external evaluation of the quality of study programmes and educational institutions, institutions and organizations providing educational services, which was developed based on the mentioned Methodology. During the development of the guidelines, vocational education and training institutions, higher education institutions and continuous training institutions, the Ministry of Education, other stakeholders, as well as European standards, national and international good practices in the field were consulted.

## **ABBREVIATIONS USED IN THE GUIDELINES**

ANACIP – National Agency for Quality Assurance in Professional Education  
EC – Education Code of the Republic of Moldova  
EQF – European Qualifications Framework  
NQF – National Qualifications Framework  
RD – Reference documents  
EQAR – European Quality Assurance Register for Higher Education  
ISCED – International Standard Classification of Education  
ME – Ministry of Education  
SER – self-evaluation report  
MMES – mandatory minimum evaluation standard  
NRS – national reference standard

## SCOPE OF THE EXTERNAL EVALUATION

External quality evaluation is requested by educational service providers to demonstrate compliance of study programmes or the institution with minimum quality standards. The educational service providers in their approach to quality go through two stages - authorization of provisional operation and subsequent accreditation. The specific objectives of the authorization of provisional operation and accreditation of study programmes and educational institutions are:

- to ensure the educational/academic community, beneficiaries, employers and the general public that the study programme and the educational institution meet the minimum level of quality in relation to national reference standards and national and international good practices;
- to assist educational institutions in the development of a high-performance management and a true quality culture, as well as to demonstrate, through real and relevant evidence and documents, their condition;
- to provide support to educational institutions to align with the values of the European Higher Education Area, the European Research Area and the European Vocational Education and Training Area;
- to stimulate the engagement of educational institutions in the continuous promotion of the quality of the educational process, of research, of innovation, of artistic creation, demonstrated by relevant results, correlated with the requirements of the labour market;
- to support educational institutions in the process of creating conditions for academic mobility and mutual recognition of study documents;
- to promote cooperation between educational institutions in achieving, monitoring and comparing the quality of the educational process;
- to identify, make public and not validate any attempt to operate a study programme or an educational institution that does not meet the minimum quality standards.

**The external evaluation for the authorization of provisional operation** is required when establishing a new higher education institution; reorganizing the higher education institution; initiating a new study programme; other cases provided for by the legislation in force, to prove the existence of resources, facilities and institutional structures.

**The external evaluation for accreditation** is required after the first promotion of graduates for vocational education and training and higher education; upon the expiration of the authorization of provisional operation for continuous training, to prove the existence and functioning of the respective resources, facilities and institutional structures at a minimally acceptable level, to obtain the results established by law.

The external quality evaluation is carried out based on the provisions of the Education Code (Title IV. Vocational education and training; Title V. Higher education; Title VI. Medical and pharmaceutical higher education. Education in the field of military, security and public order; Title VII. Lifelong learning; Title XIII. Final and transitional provisions), of the accreditation standards, criteria and performance indicators established in the Methodology, as well as the evaluation standards, and the minimum mandatory evaluation standards set forth in this Guidelines. Accreditation standards are in line with current international reference documents. The “European Framework for Quality Assurance in Vocational Education and Training” (EQAVET Framework), developed by EQAVET (European Quality Assurance in Vocational Education and Training) and the “Recommendation of the European Parliament and of Council of 18 June 2009 on the establishment of a European quality assurance reference framework for vocational education and training (2009/C 155/01)”. To ensure the quality of education in higher education and continuing adult education, the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)”, version 2015 serves as a reference document.

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

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

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

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

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

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

Each evaluation standard is rated with points:

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

Each performance indicator is assessed by 1-2 evaluation standards, to which a certain weight is assigned. The calculation of the score is performed for each performance indicator and accreditation standard, based on the score awarded and the established weight. They allow the calculation of the score for each performance indicator and accreditation standard. Some performance indicators include *mandatory minimum evaluation standards* (MMES). The mandatory minimum evaluation standards are established in accordance with the national normative documents or international practices in the field and impose minimum acceptable and mandatory requirements on the performance indicator that reflects the quality of the study programme. The full fulfilment of all MMES



is a mandatory condition to obtain the authorization of provisional operation / accreditation of the externally evaluated study programme.

The evaluation of performance indicators is performed as follows:

- 1) points are awarded for each evaluation standard: 1,0 point, 0.5 points or 0 points;
- 2) each of these values (points awarded) is multiplied by the weighted value of the score (the calculation is made up to hundreds of points). For example, if the evaluation standard was awarded 1.0 points and the weight of the score is 2.0, then the final value of the performance indicator will be  $1.0 \times 2.0 = 2.0$  points;
- 3) if two evaluation standards correspond to a performance indicator, the final value is calculated as the sum of the score values obtained by each evaluation standard. For example, if the first evaluation standard was awarded 1.0 points and the weight of its score is 2.0; the second evaluation standard was assessed with 0.5 points, its weight being 3.0, then the final value of the performance indicator will be  $1.0 \times 2.0 + 0.5 \times 3.0 = 3.5$  points;
- 4) the sums of all values, obtained for the performance indicators, are entered in a synthetic table, these representing the value of the score per accreditation standard;
- 5) the level of achievement of the accreditation standard, expressed in %, is calculated with rounding up to hundredths, by reporting the sum obtained to the maximum value of the score. For example: if 14.5 points have been accumulated for the accreditation standard and its maximum value is 17.0 points, it results that the standard is achieved at a level of:  $14.5 \div 17.0 \times 100\% = 85.29\%$ ;
- 6) each accreditation standard is given one of the qualifications: "meets the requirements" - if it is achieved at a level of at least 90%; "partially meets the requirements" - if it is achieved at a level corresponding to the range from 50% to 90%; "does not meet the requirements" - if it is achieved at a level of up to 50%;
- 7) the meeting of all MMES must be ensured;
- 8) the decision is made based on the provisions of points 61-62 of the Methodology of external quality evaluation.

In the case of external evaluation for the *authorization of provisional operation* of study programmes, all the accreditation standards, criteria and performance indicators specified in these Guidelines shall apply, except for those indicated with the remark "*Does not apply in the case of external evaluation for the authorization of provisional operation*". In the case of external evaluation for the purpose of *accreditation* of study programmes, all accreditation standards, criteria and performance indicators set out in these Guidelines shall apply. The minimum mandatory evaluation standards reflect a minimum acceptable and mandatory level for the authorization of provisional operation, and accreditation of study programmes and educational institutions, in accordance with art. 16 of the Methodology.

## REQUIREMENTS FOR THE DEVELOPMENT OF THE SELF-EVALUATION REPORT

The self-evaluation report is the document that is presented at the time of submitting the application for external evaluation and is a first source of information about the quality of study programme institution. The purpose of the report is to present a real picture of the internal quality assurance of the study programme / institution. The reference basis for the internal quality assurance of education are the state educational standards and the accreditation standards. The self-evaluation report is developed by the educational institution.

The self-evaluation report is structured on accreditation standards. For each standard, its achievement will be clearly and shortly explained, showing the strengths, weaknesses, improvement measures with the specification of terms and those responsible. The guidelines contain, for each accreditation standard, what must be presented in the self-evaluation report by the acronym SER. Those presented in the report must be confirmed by reference documents, in the guidelines referred to by the acronym RD. The reference documents are the documents that confirm the statements made in the self-evaluation report and serve as the basis for the evaluation of each performance indicator. Reference documents can be external - European and national; and internal - related to the internal organization of the institution's activity. The name of the internal reference documents is indicative, if the institution has other documents, which ensure the achievement of the performance indicators, the latter will be mentioned and presented. The internal reference documents will be attached to the self-evaluation report in the annexes. Internal reference documents will be presented to evaluators during external evaluation visits.

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

- 1) The self-evaluation report is written in Romanian.
- 2) The total number of pages will not exceed:
  - 30 pages - for the external evaluation of a study programme,
  - 40 pages - for the external evaluation of an institution.
- 3) The annexes are not included in the content of the report and are presented only in electronic format, in separate files.
- 4) The text of the self-evaluation report is typed in Times New Roman font, 12 points, with a maximum interval of 1.15 lines.
- 5) Headings can be written in larger characters (14 pt.) and, if necessary, in bold.
- 6) The text aligns on both side fields.
- 7) The report pages have the following field: on the left - 25 mm; top - 15 mm; on the right - 15 mm; bottom - 15 mm.
- 8) The figures (schemes, diagrams, photographs, etc.) are numbered consecutively, their name is written at the bottom and aligned centrally.
- 9) The name of the tables is written at the top of them, being aligned to the right and numbered consecutively.
- 10) The reference documents of the higher education institution, referred to in the self-evaluation report, are included in the annexes, presented in electronic format. In order to refer to the documents placed on the website of the higher education institution and to the documents in the annexes, hyperlinks must be used in the text of the self-evaluation report.
- 11) The report is written in an impersonal style, logically structured and coherent.
- 12) The diacritical marks specific to the Romanian language must be used (ă, â, î, ș, ț, and their capital letters).
- 13) All pages of the report are numbered in the right field of the page, at the bottom, taking into account the title page, without admitting the lack or repetition of numbering. The page number is not indicated on the title page.
- 14) The self-evaluation report is printed on A4 paper, only on one side of each sheet.
- 15) The self-evaluation report on paper will be covered or spiralled. The use of ring folders is not allowed.

The self-evaluation report includes the following elements:

- 1) Cover - 1 page:
  - name of the institution;
  - name specifying the type of external evaluation requested (institutional /study program(s) provisional authorization/accreditation);
  - Date, year of elaboration;
  - Date of submission to ANACIP.
  
- 2) The title sheet - 1-2 pages:
  - A. in the case of the external evaluation for institutional authorization of provisional operation/accreditation, the title page will contain the following information:
    - name of the institution;
    - type of institution (vocational education and training, higher education, continuous training);
    - list of study programmes (for which authorization/accreditation is requested) by level (according to NQF/EQF), code according to nomenclature, type of studies (full-time; part-time; distance; other(s)), number of transferable credits (ECTS);
    - surname, name and signature of the rector;
    - surname, name and signature of the contact person, with contact details;
    - date of last institutional authorization / accreditation;
    - the official website of the institution;
    - date, year of elaboration of the self-evaluation report.
  - B. in the case of the external evaluation for study programme authorization of provisional operation/accreditation, the title page will contain the following information:
    - name of the institution;
    - name of the subdivision within the institution that is responsible for offering the study programme (for which authorization/accreditation is requested);
    - surname, name and signature of the rector;
    - surname, name and signature of the contact person, with contact details;
    - name of the study programme (for which authorization/accreditation is requested) by level (according to NQF/EQF), code according to nomenclature, type of studies (full-time; part-time; distance; other(s)), number of transferable credits (ECTS);
    - the official website of the institution/study programme;
    - date, year of elaboration of the self-evaluation report.
  
- 3) Contents - 1 page.
- 4) The content of the self-evaluation report which is elaborated in the order established, on accreditation standards, evaluation criteria and performance indicators, in accordance with the requirements of the Guidelines.

## STANDARDS, CRITERIA AND PERFORMANCE INDICATORS FOR THE EXTERNAL EVALUATION OF DOCTORAL DEGREE STUDY PROGRAMMES, HIGHER EDUCATION

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

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

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
1.1.1. Legal status of the institution vs. operation of the study programme	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. University charter.</li> <li>3. Documents of establishment / registration of the institution.</li> <li>4. Sanitary authorization for operation.</li> <li>5. The decision to establish the doctoral school.</li> <li>6. Partnership agreements.</li> <li>7. Accreditation certificates of the bachelor's study programme and the master's study programme in the fields of professional training, covered by the doctoral study programme.</li> <li>8. Provisional operation authorization certificate, accreditation certificate, licenses (<i>Does not apply in the case of external evaluation for the authorization of provisional operation</i>).</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Description of the legal status of the institution.</li> <li>2. Description of the doctoral school status.</li> <li>3. Description of the continuity of the study programme from bachelor-master-doctorate.</li> <li>4. In case of external evaluation for accreditation, the history of the study programme will be presented, mentioning the previous authorization or accreditation.</li> </ol>	<b>1,0</b> – The legal-normative framework of the programme is in accordance with the legal requirements; <b>0</b> – The legal-normative framework of the programme is not in accordance with the legal requirements.  <b>Mandatory minimum evaluation standard:</b> The normative-legal framework for the operation of the study programme is in accordance with the legal requirements. The bachelor's and master's degree programme(s) in the field of professional training covered by the doctoral degree programme are accredited. The educational institution holds the sanitary authorization for operation.	<b>2</b>

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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1.2.1. Quality assurance strategy and educational policy	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education development strategy for the years 2014-2020 "Education 2020".</li> <li>2. Education Code.</li> <li>3. Science and Innovation Code.</li> <li>4. Framework recommendations on internal quality management structures (ME provision no. 503 of 27.11.2014).</li> <li>5. University charter.</li> <li>6. Quality manual.</li> <li>7. Strategic development documents of the institution and of the doctoral school.</li> <li>8. Annual activity plans regarding quality assurance at the level of the doctoral school.</li> <li>9. Minutes of the meetings of the quality assurance structures at the level of the doctoral school.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the correlation of study programme objectives with quality assurance strategy and policies.</li> </ol>	<p><b>1,0</b> – the objectives of the study programme are linked to the institutional strategy and policies for continuous quality assurance and improvement;  <b>0,5</b> – the objectives of the study programme are partly linked to the institutional strategy and policies for continuous quality assurance and improvement;  <b>0</b> – the objectives of the study programme are not linked to the institutional strategy and policies for continuous quality assurance and improvement.</p>	2
1.2.2. Organization, application and effectiveness of the internal quality assurance system <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education development strategy for the years 2014-2020 "Education 2020".</li> <li>2. Education Code.</li> <li>3. Science and Innovation Code.</li> <li>4. Framework recommendations on internal quality management structures (ME provision no. 503 of 27.11.2014).</li> <li>5. University charter.</li> <li>6. Quality manual.</li> <li>7. Strategic development documents of the institution and of the doctoral school.</li> <li>8. Annual activity plans regarding quality assurance at the level of the doctoral school.</li> <li>9. Minutes of the meetings of the quality assurance structures at the level of the doctoral school.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the organizational structure and the activity of the structures within the internal quality assurance system with reference to the study programme.</li> </ol>	<p><b>1,0</b> – the structures within the internal quality assurance system with reference to the study programme are functional and effective;  <b>0,5</b> – the structures within the internal quality assurance system with reference to the study program are partly functional and effective;  <b>0</b> – the structures within the internal quality assurance system with reference to the study programme are not functional.</p>	2

	2. Analysis of the efficiency of the activity of the structures within the internal quality assurance system with reference to the study programme.		
1.2.3. Internationalization of the study programme (Does not apply in the case of external evaluation for the authorization of provisional operation)	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Education development strategy for the years 2014-2020 "Education 2020".</li> <li>2. Framework regulation on academic mobility in higher education (GD no. 56 of 27.01.2014).</li> <li>3. The institutional strategic development plan.</li> <li>4. Medium- and short-term strategies / programmes on internationalization.</li> <li>5. Regulations on the organization and operation of the structures responsible for institutional internationalization.</li> <li>6. Documents regarding the establishment of international partnerships / consortia.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Analysis of the internationalization of the study programme (for example: joint degrees, double degrees, internships abroad, cooperation with universities abroad, co-opting external teaching staff to ensure the teaching process, etc.).</li> </ol>	<b>1,0</b> – the aspect of internationalization is reflected in the study programme and is carried out; <b>0,5</b> – the aspect of internationalization is reflected in the study programme and is partly carried out; <b>0</b> – the aspect of internationalization is not reflected in the study program and is not carried out.	<b>2</b>

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

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

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
2.1.1. General framework for designing the study programme	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. Framework plan for bachelor's degree studies (cycle I), master's degree studies (cycle II) and doctoral degree studies (cycle III).</li> <li>3. Regulation on the organization of doctoral degree studies, cycle III, approved by Government Decision no. 1007 of 10.12.2014.</li> <li>4. Nomenclature of scientific specialties.</li> </ol>	<b>1,0</b> – the study programme is designed and approved in accordance with the requirements of the regulatory framework in force; <b>0</b> - the study programme is designed and approved with deviations from the requirements of the regulatory framework in force.	<b>2</b>

	<ol style="list-style-type: none"> <li>5. The institutional regulation for the organization and operation of the doctoral school of the institution, consortium or partnership.</li> <li>6. Internal regulations/procedures regarding the design and approval of study programmes.</li> <li>7. Decisions of the Senate regarding the approval of the study programme.</li> <li>8. Proof of authorization of provisional operation /accreditation of the study programme (<i>Does not apply in the case of external evaluation for the authorization of provisional operation</i>).</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Reflecting the correspondence of the study plan with the Nomenclature of scientific specialties and with the Framework Plan for higher education (cycle I – Bachelor, cycle II – Master, integrated studies, cycle III – Doctorate).</li> <li>2. Reflecting the internal design and approval processes of the study programme.</li> </ol>	<p><b>Mandatory minimum evaluation standard:</b> The study programme is designed and approved in accordance with the requirements of the regulatory framework in force.</p>	
2.1.2. Connecting the study programme to the National Qualifications Framework	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education code.</li> <li>2. National Qualifications Framework / European Qualifications Framework.</li> <li>3. Internal regulations/procedures regarding the design and approval of study programmes.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Connecting the study programme to the National Qualifications Framework / European Qualifications Framework.</li> </ol>	<p><b>1,0</b> – the study programme is connected to the National Qualifications Framework / European Qualifications Framework; <b>0</b> – the study programme is not connected to the National Qualifications Framework / European Qualifications Framework</p>	1

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
2.2.1. Mission and objectives of the study programme	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education development strategy for the years 2014-2020 "Education 2020".</li> <li>2. National strategies in the field offered by the study programme.</li> <li>3. National Qualifications Framework/European Qualifications Framework.</li> <li>4. Strategic development plan of the institution/doctoral school.</li> </ol> <p><b>SER:</b></p>	<p><b>1,0</b> – the mission, objectives and outcomes of the study programme are connected to the national strategies, realities and trends in the field, to the National Qualifications Framework/European Qualifications Framework and to the strategic development plan of the institution; <b>0,5</b> – the mission, objectives and outcomes of the study programme are partly connected to the national strategies, realities and trends in the field, to the National Qualifications Framework/European</p>	2





	<p>1. Linking the mission and objectives of the study programme to the national strategies, realities and trends in the field and to the strategic development plans of the institution.</p> <p>2. Analysis of the correspondence of the objectives of the study programme with the National Qualifications Framework/European Qualifications Framework;</p> <p>3. Analysis of the correspondence of the outcomes with the objectives of the study programme.</p>	<p>Qualifications Framework and to the strategic development plan of the institution;</p> <p><b>0</b> – the mission, objectives and outcomes of the study programme are not connected to the national strategies, realities and trends in the field, to the National Qualifications Framework/European Qualifications Framework and to the strategic development plan of the institution.</p>	
2.2.2. The syllabus	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulation on the organization of doctoral degree studies, cycle III, approved by Government Decision no. 1007 of 10.12.2014.</li> <li>2. The framework plan for higher education (cycle I – Bachelor, cycle II – Master, integrated studies, cycle III – Doctorate).</li> <li>3. Regulation on the organization of higher education based on the National System of Study Credits (Order of the Ministry of Education of the Republic of Moldova no. 1046 of 29.10.2015).</li> <li>4. National Qualifications Framework/European Qualifications Framework.</li> <li>5. The educational plan of the study programme by forms of organization of studies.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Correspondence of the content of the syllabus with the requirements of the Framework plan for higher education.</li> <li>2. Correspondence of the syllabus with the requirements of the National Qualifications Framework/European Qualifications Framework.</li> <li>3. Analysis of the correlation of the syllabus from cycle III – Doctorate with the syllabus from cycle I – Bachelor and from Cycle II – Master.</li> <li>4. Argumentation of the distribution of the course units and of their weight in the formative component of the syllabus in order to achieve the objectives of the study programme.</li> <li>5. Description of procedures for updating and improving the syllabus.</li> <li>6. Ensuring the similarity of the contents of the syllabuses for different forms of organization of education.</li> </ol>	<p><b>1,0</b> – the syllabus corresponds to the requirements of the Framework plan for higher education, National Qualifications Framework/European Qualifications Framework and leads to the achievement of the objectives of the study programme;</p> <p><b>0,5</b> – the syllabus has non-essential deviations from the requirements of the Framework plan for higher education, National Qualifications Framework/European Qualifications Framework and leads to the achievement of the objectives of the study programme;</p> <p><b>0</b> – the syllabus has essential deviations from the requirements of the Framework plan for higher education, National Qualifications Framework/European Qualifications Framework and leads to the achievement of the objectives of the study programme.</p>	2
2.2.3. The curricula on disciplines	<p><b>RD:</b></p>	<p><b>1,0</b> – 100% of the curriculum on discipline corresponds to the provisions of the National</p>	





	<i>the authorization of provisional operation of the study programme).</i>		
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### Accreditation standard 3. Student-centred learning, teaching and assessment (14 points)

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

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
3.1.1. Forms of organizing the teaching-learning process	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulation on the organization of doctoral degree studies, cycle III, approved by Government Decision no. 1007 of 10.12.2014.</li> <li>2. The framework plan for higher education (cycle I – Bachelor, cycle II – Master, integrated studies, cycle III – Doctorate).</li> <li>3. Regulation on the organization of studies in higher education based on the National System of Study Credits (Order of the Ministry of Education no. 1046 of 29.10.2015).</li> <li>4. The syllabus of the study programme (by study forms).</li> <li>5. Curriculum by discipline.</li> <li>6. The schedule of teaching activities (by study form).</li> <li>7. Registers of academic groups.</li> <li>8. The results of the survey of PhD students/graduates.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Presentation and analysis of the forms of organization of didactic activities (course, seminar, laboratory, individual study) in terms of observing the legal framework in force and achieving the syllabus and curriculum for all forms of organization of education (full-time / part-time).</li> <li>2. Reflecting the consultation of doctoral students regarding the forms of organization of didactic activities and the measures taken to improve the teaching-learning process.</li> </ol>	<p><b>1,0</b> – the study programme fully complies with the regulatory requirements regarding the organization and conduct of the didactic process;</p> <p><b>0,5</b> – the study programme complies with the regulatory requirements regarding the organization and conduct of the didactic process with non-essential deviations;</p> <p><b>0</b> – the study programme complies with essential deviations from the regulatory requirements regarding the organization and conduct of the didactic process.</p>	<b>1</b>
3.1.2. Student-centred teaching-learning methods	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. The reference framework of the university curriculum.</li> <li>2. Curriculum by discipline.</li> </ol>	<p><b>1,0</b> – the teaching-learning methods used are entirely student-centred;</p> <p><b>0,5</b> – the teaching-learning methods used are partly student-centred;</p>	<b>3</b>

<p><i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<ol style="list-style-type: none"> <li>3. Textbooks, methodical instructions and other didactic support for doctoral students.</li> <li>4. Doctoral student survey results.</li> <li>5. Evidence regarding the provision of individual support to PhD students (consultations, counselling).</li> <li>6. Guidelines for the use of information technologies, interactive teaching-learning methods in the study process</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. The mechanism for consulting PhD students and the results of the consultation in terms of organizing the didactic process.</li> <li>2. Reflection of the student-centred teaching-learning methods, used in different forms of organization of education (for example: optional courses / packages, personalized syllabuses, etc.).</li> <li>3. Application of special teaching-learning methods to students with special educational requirements (e.g., personalized syllabuses).</li> <li>4. The mechanism for promoting, applying and evaluating student-centred teaching-learning methods;</li> <li>5. Reflecting on ways to provide individual support to doctoral students.</li> </ol>	<p><b>0</b> – the teaching-learning methods used are not student-centred.</p>	
<p>3.1.3. Use of ICT tools in the teaching-learning-assessment process <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulations / instructions / guidelines on the use of ICT tools, educational platforms in the organization and conduct of the teaching-learning-assessment process.</li> <li>2. List of electronic courses placed on online platforms used by students in the study programme (indicating the active hyperlink of the platform used).</li> <li>3. The list of teaching staff with the ICT tools they use in the study process.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Evidence regarding the use of ICT tools in the teaching-learning-assessment/research process.</li> <li>2. Analysis of the effectiveness of the use of ICT tools in the teaching-learning-assessment/research process of the courses/modules in the programme.</li> </ol>	<p><b>1,0</b> – ICT tools are used in the teaching-learning-assessment process in over 60% of the subjects of the study programme; <b>0,5</b> – ICT tools are used in the teaching-learning-assessment process in over 30-60% of the subjects of the study programme; <b>0</b> – ICT tools are used in the teaching-learning-assessment process in less than 30% of the subjects of the study programme.</p>	<p><b>2</b></p>
<p>3.1.4. Academic calendar and study process schedule</p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulation on the organization of studies in higher education based on the National System of Study Credits (Order of the</li> </ol>	<p><b>1,0</b> – the academic calendar and the schedule of the study process fully reflect the provisions of the syllabus and the requirements imposed on the regulation of educational time;</p>	<p><b>1</b></p>

<p><i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>Ministry of Education of the Republic of Moldova no. 1046 of 29.10.2015).</p> <ol style="list-style-type: none"> <li>2. The framework plan for higher education (cycle I – Bachelor, cycle II – Master, integrated studies, cycle III – Doctorate).</li> <li>3. The curriculum of the study programme.</li> <li>4. Academic calendar.</li> <li>5. The syllabus for the study programme (by study form).</li> <li>6. The schedule of the study process and exams.</li> <li>7. Regulations for organizing and conducting the didactic process.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the distribution of the number of hours per day, week, semester for a group of students.</li> <li>2. Analysis of the organization and conduct of the doctoral student's scientific research programme (study calendar and schedule).</li> </ol>	<p><b>0,5</b> – the academic calendar and the schedule of the study process contain insignificant deviations from the provisions of the syllabus and the requirements imposed on the regulation of educational time;  <b>0</b> – the academic calendar and the schedule of the study process contain significant deviations from the provisions of the syllabus and the requirements imposed on the regulation of educational time.</p>	
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### Criterion 3.2. Internships (0 points)

Not applicable to doctoral programmes.

### Criterion 3.3. Assessment of learning outcomes (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
<p>3.3.1. Organizing the assessment process of the learning outcomes  <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulation on the organization of studies in higher education based on the National System of Study Credits (Order of the Ministry of Education of the Republic of Moldova no. 1046 of 29.10.2015).</li> <li>2. CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the awarding of scientific degrees, and scientific and scientific didactic titles in the Republic of Moldova.</li> <li>3. Internal regulations of the institution regarding the assessment of learning outcomes.</li> <li>4. Curricula of disciplines.</li> <li>5. Schedule of assessments.</li> <li>6. Evidence regarding the analysis and approval of the forms and contents of the assessment topics.</li> </ol>	<p><b>1,0</b> – the process and forms of assessment of learning outcomes are carried out in strict accordance with the normative-regulatory framework in force;  <b>0,5</b> - the process and forms of assessment of learning outcomes are carried out with some non-essential deviations from the normative-regulatory framework in force;  <b>0</b> - the process and forms of assessment of learning outcomes are carried out with essential deviations from the normative-regulatory framework in force.</p>	<p><b>3</b></p>

	7. Registers / tally-sheets / databases with reference to assessments. 8. Doctoral degree theses. <b>SER:</b> 1. Analysis of the procedures for organizing the assessments of academic and research results of doctoral students. 2. Analysis of the procedures for organizing the evaluations of doctoral theses. 3. Analysis of the procedures used to prevent academic fraud in the elaboration of doctoral theses.		
3.3.2. Organizing the assessment process of the internships	Not applicable for doctoral studies		

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

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

##### Criterion 4.1. Admission of students (3 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.1.1. Recruitment and admission of students <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<b>RD:</b> 1. Regulation on the organization of doctoral degree studies, cycle III (Government Decision no. 1007 of 10.12.2014). 2. Methodological guideline for the establishment and operation of the university career guidance and counselling centre (Order of the Ministry of Education of the Republic of Moldova no. 970 of 10.09.2014). 3. The nomenclature of scientific specialties. 4. Admission plans for doctoral studies, cycle III. 5. The institution’s regulation on admission to studies. 6. Annual reports of the admission committee. 7. Other documents and materials regarding admission procedures and criteria. <b>SER:</b>	<b>1,0</b> – the recruitment and admission of doctoral students to the study programme is carried out in strict accordance with the normative-regulatory acts in force; <b>0,5</b> - the recruitment and admission of doctoral students to the study programme is carried out in accordance with the normative-regulatory acts in force, with some non-essential deviations; <b>0</b> - the recruitment and admission of doctoral students to the study programme is carried out with essential deviations from the normative-regulatory acts in force.  <b>Mandatory minimum evaluation standard:</b> The educational institution ensures the recruitment and admission of doctoral students to the study	<b>2</b>

	<ol style="list-style-type: none"> <li>1. Analysis of the process of recruitment and admission to studies (for example: forms of promotion of the study programme, career counselling methods, etc.).</li> <li>2. Analysis of admission results.</li> <li>3. Analysis of institutional measures on improving the recruitment and admission process.</li> </ol>	programme in strict accordance with the normative-regulatory acts in force.	
4.1.2. Access for disadvantaged groups to studies <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Law of the Republic of Moldova on the social inclusion of people with disabilities (no. 60 of 30.03.2012).</li> <li>2. Admission plans to doctoral degree studies, cycle III.</li> <li>3. The annual reports of the admission commission.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Analysis of the mechanism for implementing access to education for disadvantaged groups.</li> </ol>	<b>1,0</b> – the recruitment and admission of doctoral students from disadvantaged groups is carried out in strict accordance with the normative-regulatory acts in force; <b>0,5</b> – the recruitment and admission of doctoral students from disadvantaged groups is carried out in accordance with the normative-regulatory acts in force, with some non-essential deviations; <b>0</b> – the recruitment and admission of doctoral students from disadvantaged groups is carried out with essential deviations from the normative-regulatory acts in force.	<b>1</b>

**Criterion 4.2. Doctoral student progression (4 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.2.1. Student promotion <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Regulation on the organization of studies in higher education based on the National System of Study Credits (Order of the Ministry of Education no. 1046 of 29.10.2015).</li> <li>2. The institutional regulation for the organization and operation of the doctoral school of the institution, consortium or partnership.</li> <li>3. Promotion and graduation orders.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Analysis of the mechanism for promoting doctoral students to the next year of studies.</li> <li>2. Analysis and assessment of the rate of promotion of doctoral students during the study period of the study programme.</li> <li>3. Analysis and assessment of the dropout rate of doctoral students during the study period in the study programme and the corrective measures applied.</li> </ol>	<b>1,0</b> – doctoral students are promoted to the next year of study in strict accordance with the regulatory provisions; <b>0,5</b> - doctoral students are promoted to the next year of study with non-essential deviations from the regulatory provisions; <b>0</b> - doctoral students are promoted to the next year of study with essential deviations from the regulatory provisions.	<b>2</b>

	4. Analysis and assessment of the graduation rate in relation to the number of doctoral students enrolled in the first year of study in the study programme.		
4.2.2. Academic mobility <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<b>RD:</b> 1. Framework regulation on academic mobility in higher education (GD no. 56 of 27.01.2014). 2. Institutional regulation on academic mobility. 3. Institutional agreements and contracts on academic mobility. 4. Other documents on academic mobility. <b>SER:</b> 1. Analysis of the results of the academic mobility of the doctoral students from the study programme. 2. Institutional measures to improve academic mobility for the study programme. 3. Analysis of the procedure for the recognition of subjects and periods of study within academic mobility.	<b>1,0</b> – the academic mobility of doctoral students in the study programme is carried out in strict accordance with the normative requirements; <b>0,5</b> - the academic mobility of doctoral students in the study programme is carried out with some non-essential deviations; <b>0</b> - the academic mobility of doctoral students in the study programme is not carried out.	<b>2</b>

**Criterion 4.3. Recognition and obtaining of certifications (1 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.3.1. Awarding the title and issuing the diploma <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<b>RD:</b> 1. Regulation on the organization of studies in higher education based on the National System of Study Credits (Order of the Ministry of Education no. 1046 of 29.10.2015). 2. CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the awarding of scientific degrees, and scientific and scientific didactic titles in the Republic of Moldova. 3. Nomenclature of scientific specialties. 4. Internal regulations with reference to the procedure for issuing diplomas, diploma supplements, academic certificates. 5. Orders of awarding the titles. <b>SER:</b> 1. Analysis of the procedure for awarding the title and issuing diplomas, diploma supplements and academic certificates in accordance with the requirements of the normative acts of the titles/qualifications awarded and the diploma supplements issued.	<b>1,0</b> – the awarding of the title and issuing of the diploma, the diploma supplement and the academic certificates is done strictly in accordance with the normative framework in force; <b>0</b> - the awarding of the title and issuing the diploma, the diploma supplement and the academic certificates is not done in accordance with the normative framework in force.	<b>1</b>



### Accreditation standard 5. Teaching staff (22 points)

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

#### Criterion 5.1. Recruitment and administration of teaching staff (10 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.1.1. Planning, recruitment and administration of teaching staff	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. Labour Code.</li> <li>3. The Code on Science and Innovation.</li> <li>4. CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the conferring of scientific degrees and scientific and scientific-didactic titles in the Republic of Moldova.</li> <li>5. The regulation regarding the qualification with the right of doctoral supervisor (approved by the decision of the CNAA attestation commission no. AT 5/8-2 of 09.10.2014, with subsequent amendments);</li> <li>6. Scientific performance indicators for acquiring the qualification of doctoral supervisor in the Republic of Moldova (order no. 848 of 24.08.2015).</li> <li>7. Regulations regarding teaching positions in higher education institutions</li> <li>8. Staffing for the study programme.</li> <li>9. Orders regarding the employment of teaching staff in the study programme.</li> <li>10. The dossiers of the staff employed at the study programme.</li> <li>11. Individual employment contracts of teaching staff with reference to the study programme.</li> <li>12. Job description.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Description of the planning, recruitment and administration process of the teaching staff.</li> <li>2. Analysis of the structure of the teaching staff and doctoral supervisors at the study programme (full-time / part-time; internal / external part-time, teaching/scientific staff, age etc.).</li> </ol>	<b>1,0</b> – the planning, recruitment and administration of the teaching staff from the study programme is carried out in strict accordance with the normative framework in force; <b>0,5</b> - the planning, recruitment and administration of the teaching staff from the study programme is carried out with non-essential deviations from the normative framework in force; <b>0</b> - the planning, recruitment and administration of the teaching staff from the study programme is carried out with essential deviations from the normative framework in force.	<b>2</b>
		<b>1,0</b> – over 70% of the number of the teaching and the scientific staff at the study programme are full-time and internal part-time staff, in strict accordance with the regulatory framework in force; <b>0,5</b> - 50-70% of the number of the teaching and the scientific staff at the study programme are full-time and internal part-time staff, in strict accordance with the regulatory framework in force; <b>0</b> - less than 50% of the number of the teaching and the scientific staff at the study programme are full-time and internal part-time staff, in strict accordance with the regulatory framework in force.	<b>2</b>

**Mandatory minimum evaluation standard:**

The share of full-time and internal part-time teaching staff that ensures the realization of the study programme must be no less than 50%.



	<ol style="list-style-type: none"> <li>3. Analysis of the ratio between the number of teaching staff of the doctoral school and doctoral students in the study programme.</li> <li>4. Analysis of the involvement of teaching and scientific staff from abroad in the training process.</li> </ol>		
5.1.2. Professional qualification of teaching staff	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. The Code on Science and Innovation.</li> <li>3. CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the conferring of scientific degrees and scientific and scientific-didactic titles in the Republic of Moldova.</li> <li>4. The regulation regarding the qualification with the right of doctoral supervisor (approved by the decision of the CNAA attestation commission no. AT 5/8-2 of 09.10.2014, with subsequent amendments);</li> <li>5. Scientific performance indicators for acquiring the qualification of doctoral supervisor in the Republic of Moldova (order no. 848 of 24.08.2015).</li> <li>6. Regulations regarding teaching positions in higher education institutions</li> <li>7. Staffing for the study programme.</li> <li>8. The dossiers of the staff employed at the study programme.</li> <li>9. Job description.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the correspondence of the teaching and scientific staff structure to the content of the study programme (position held; basic studies; teaching and scientific title and degree).</li> <li>2. Analysis of the share of full-time and internal part-time teaching and scientific staff and who hold teaching and scientific titles and degrees in accordance with the content of the study programme in which they are involved.</li> </ol>	<p><b>1,0</b> – the professional qualification of the teaching and scientific staff is in accordance with the study programme in which they are involved in a proportion greater than 90%;</p> <p><b>0,5</b> - the professional qualification of the teaching and scientific staff is in accordance with the study programme in which they are involved in a proportion of 80-90%;</p> <p><b>0</b> - the professional qualification of the teaching and scientific staff is in accordance with the study programme in which they are involved in a proportion less than 80%.</p> <p><b>Mandatory minimum evaluation standard:</b> The share of teaching and scientific staff with professional qualifications according to the study programme in which they are involved is at least 80%.</p> <p><b>1,0</b> – 100% of the teaching staff, who provide the teaching of theoretical courses, hold scientific degrees and scientific-didactic/honorary titles;</p> <p><b>0,5</b> - 90-100% of teaching staff hold scientific degrees and scientific-didactic/honorary titles;</p> <p><b>0</b> - less than 90% of teaching staff hold scientific degrees and scientific-didactic/honorary titles.</p> <p><b>Mandatory minimum evaluation standard:</b> At least 90% of the teaching staff, who provide the teaching of theoretical courses, hold scientific degrees and scientific-didactic/honorary titles.</p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>3</b></p>

**Criterion 5.2. Teaching staff development (6 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.2.1 Teaching staff development strategies / policies / measures <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. The Code on Science and Innovation.</li> <li>3. CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the conferring of scientific degrees and scientific and scientific-didactic titles in the Republic of Moldova.</li> <li>4. The regulation regarding the qualification with the right of doctoral supervisor (approved by the decision of the CNAA attestation commission no. AT 5/8-2 of 09.10.2014, with subsequent amendments);</li> <li>5. Scientific performance indicators for acquiring the qualification of doctoral supervisor in the Republic of Moldova (order no. 848 of 24.08.2015).</li> <li>6. Professional development strategies/plans for the academic staff of the institution;</li> <li>7. Plans/Programmes/Reports of professional development of academic staff at faculty/department/chair level.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Reflecting the strategies/plans for the development of the teaching staff in the institutional strategies and plans of the faculties/chairs/departments.</li> <li>2. Reflecting the institution's support for the continuous training of teaching staff (for example: internships, doctoral studies, training courses, etc.).</li> <li>3. Analysis and effectiveness of the support/stimulation system for young academics, including those following doctoral programmes.</li> <li>4. Analysis and effectiveness of the system of supporting/stimulating the professional progress of teaching staff.</li> </ol>	<p><b>1,0</b> – the institution has strategies / policies for the development of the teaching staff and fully implements them;</p> <p><b>0,5</b> - the institution has strategies / policies for the development of the teaching staff and partially implements them;</p> <p><b>0</b> - the institution does not have activities for the development of the teaching staff.</p>	<b>2</b>

<p>5.2.2. Planning and carrying out the methodical activity of the teaching staff <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>Evidence regarding the planning, implementation and support of the methodical activity of the teaching staff at the study programme.</li> <li>The didactic and methodical materials elaborated by the teaching staff from the study programme.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>Reflecting the mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff with regard to the study programme.</li> <li>Analysis of the results of the methodical activity of the teaching staff from the perspective of ensuring the needs of the study programme.</li> </ol>	<p><b>1,0</b> – the doctoral school has mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff involved in the realization of the study programme and fully ensures their implementation; <b>0,5</b> - the doctoral school has mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff involved in the realization of the study programme and partially ensures their implementation; <b>0</b> - the doctoral school has mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff, but does not ensure their implementation.</p>	<p><b>2</b></p>
<p>5.2.3. Assessment of teaching staff <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>Quality manual.</li> <li>CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the awarding of scientific degrees, and scientific and scientific didactic titles in the Republic of Moldova.</li> <li>Regulation regarding the qualification with the right of PhD supervisor (approved by the decision of the CNAA attestation commission no. AT 5/8-2 of 09.10.2014, with subsequent amendments).</li> <li>Scientific performance indicators for acquiring the quality of doctoral supervisor in the Republic of Moldova (order no. 848 of 24.08.2015).</li> <li>Regulations/Internal procedures for the assessment of teaching staff.</li> <li>Questionnaires/Evaluation sheets of teaching staff.</li> <li>Orders, decisions and provisions of the institution's management regarding the assessment of teaching staff.</li> <li>Reports of quality assurance structures on the assessment of teaching staff.</li> <li>The activity plan of the doctoral school.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>Reflecting teaching staff assessment policies and mechanisms.</li> </ol>	<p><b>1,0</b> – the teaching staff from the study programme is periodically assessed by the managers of the educational institution and effective measures are taken to continuously improve its performance; <b>0,5</b> - the teaching staff from the study programme is periodically assessed by the managers of the educational institution, but no effective measures are taken to continuously improve their performance; <b>0</b> - the teaching staff from the study programme is not assessed by the managers of the educational institution.</p> <p><b>Mandatory minimum evaluation standard:</b> The educational institution applies a system of periodic assessment of the teaching staff of the study programme.</p>	<p><b>2</b></p>



	<ol style="list-style-type: none"> <li>2. Analysis of the results of the teaching staff assessment and the measures taken.</li> <li>3. The effectiveness of the teaching staff assessment system at the doctoral school level.</li> </ol>		
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**Criterion 5.3. Scientific research and innovation activity of teaching staff (6 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.3.1. Planning and supporting the scientific research and innovation activity of the teaching staff <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. The national strategy for research and development for 2014-2020.</li> <li>2. Education code.</li> <li>3. Code on science and innovation.</li> <li>4. Institutional strategies / plans regarding scientific research, innovation and technology transfer.</li> <li>5. Regulations on the organization and operation of scientific research, innovation and technology transfer structures.</li> </ol> <p><b>SER:</b> Analysis and effectiveness of planning and supporting scientific research, innovation and technology transfer activity of teaching staff at the study programme. Reflecting the encouragement and support of scientific research activity, innovation and technology transfer, to strengthen the link between education and research at the study programme.</p>	<p><b>1,0</b> – the institution effectively plans and supports the scientific research, innovation and technological transfer activity of the teaching staff of the study programme;  <b>0,5</b> - the institution plans and partially supports the scientific research, innovation and technological transfer activity of the teaching staff of the study programme;  <b>0</b> - the institution does not support the scientific research, innovation and technological transfer activity.</p>	<b>2</b>
5.3.2. Carrying out and monitoring the scientific research and innovation activity of the teaching staff <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. Code on science and innovation.</li> <li>3. The national strategy for research and development for 2014-2020.</li> <li>4. CNAA Regulation no. 239 of 25.11.2004 regarding the operation of specialized scientific councils and the awarding of scientific degrees, and scientific and scientific didactic titles in the Republic of Moldova.</li> </ol>	<p><b>1,0</b> – the teaching staff carries out scientific research, innovation and technology transfer activities that cover the needs of the study programme;  <b>0,5</b> - the teaching staff carries out scientific research, innovation and technology transfer activities that partially cover the needs of the study programme;  <b>0</b> - the teaching staff does not carry out scientific research, innovation and technology transfer activities to cover the needs of the study programme.</p>	<b>2</b>

	<ol style="list-style-type: none"> <li>5. Regulation regarding the qualification with the right of doctoral supervisor (approved by the decision of the CNAA attestation commission no. AT 5/8-2 of 09.10.2014, with subsequent amendments).</li> <li>6. Scientific performance indicators for acquiring the quality of doctoral supervisor in the Republic of Moldova (order no. 848 of 24.08.2015).</li> <li>7. Reports on scientific research activity, innovation and technology transfer.</li> <li>8. List of scientific research projects carried out with the participation of teaching staff.</li> <li>9. List of scientific publications of teaching staff.</li> <li>10. Certificates, diplomas, medals and other evidence regarding the participation and performances of teaching staff in national and international scientific events.</li> <li>11. Evidence of the implementation of the results of scientific research and innovation of teaching staff.</li> <li>12. Evidence regarding the existence and activity of specialized journals.</li> <li>13. Evidence regarding the involvement of teaching-scientific staff in the editing of specialized scientific journals (e.g.: members of editorial boards, scientific boards, etc.).</li> <li>14. Evidence of organization and participation in national and international scientific meetings.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the efficiency of carrying out and monitoring the activity of scientific research, innovation and technological transfer with reference to the study programme.</li> <li>2. Analysis of scientific publications of the teaching staff with reference to the study programme.</li> <li>3. Analysis of the results of the participation of the teaching staff with reference to the study programme in scientific research projects.</li> <li>4. Analysis of the participation of teaching staff in national and international scientific events.</li> </ol>	<p><b>1,0</b> – the institution carries out and monitors the scientific research, innovation and technology transfer activity of the teaching staff involved in the study programme;</p> <p><b>0,5</b> - the institution partially carries out and monitors the scientific research, innovation and technology transfer activity of the teaching staff involved in the study programme;</p> <p><b>0</b> - the institution does not carry out scientific research, innovation and technology transfer activity.</p>	
<p>5.3.3. Capitalization on the results of the scientific research and innovation activity of the teaching</p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Reports on scientific research and innovation activity.</li> </ol>	<p><b>1,0</b> – the institution capitalizes on the results of the scientific research activity, innovation and technological transfer of the teaching staff involved in the realization of the study programme;</p>	<p><b>2</b></p>

staff in the context of the study programme <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<ol style="list-style-type: none"> <li>2. List of scientific research projects carried out with the participation of the teaching staff involved in ensuring the study programme.</li> <li>3. List of scientific publications of the teaching staff involved in ensuring the study programme.</li> <li>4. Evidence regarding the implementation of the results of scientific research and innovation of the teaching staff involved in ensuring the study programme.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis and effectiveness of the capitalization of scientific research, innovation and technological transfer activity with reference to the study programme.</li> <li>2. Analysis of the reflection of the results of scientific research and innovation in the study programme through the elaboration of courses, laboratory works, year projects/papers, etc.</li> </ol>	<p><b>0,5</b> - the institution partially capitalizes on the results of scientific research, innovation and technological transfer of the teaching staff involved in the realization of the study programme;</p> <p><b>0</b> - the institution does not carry out scientific research, innovation and technological transfer activity.</p>	
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### Accreditation standard 6. Learning resources and student support (15 points)

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

#### Criterion 6.1. Administrative and auxiliary staff (1 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.1.1. Planning and coordinating the activity of administrative and auxiliary staff	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Labour Code.</li> <li>2. Regulation on the operation of the doctoral school.</li> <li>3. Evidence regarding the planning, recruitment and administration of administrative and auxiliary staff.</li> <li>4. Staffing.</li> <li>5. Orders regarding the employment of administrative and auxiliary staff.</li> <li>6. Files of the employed staff.</li> <li>7. Individual employment contracts.</li> <li>8. Job description.</li> </ol> <p><b>SER:</b></p>	<p><b>1,0</b> – the planning, recruitment and administration of the administrative and auxiliary staff at the study programme is carried out in strict accordance with the normative framework in force;</p> <p><b>0,5</b> - the planning, recruitment and administration of the administrative and auxiliary staff at the study programme is carried out with non-essential deviations from the normative framework in force;</p> <p><b>0</b> - the planning, recruitment and administration of the administrative and auxiliary staff at the study programme is carried out with essential deviations from the normative framework in force.</p>	1

	<ol style="list-style-type: none"> <li>1. Presentation of the institutional system of planning, recruitment and administration of administrative and auxiliary staff from the study programme.</li> <li>2. Reflecting the strategies / development plans of the administrative and auxiliary staff from the study programme.</li> <li>3. Analysis of the structure of the administrative and auxiliary staff from the study programme (position held, basic studies, professional qualification, age).</li> </ol>		
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**Criterion 6.2. Material and learning resources (9 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.2.1. Existence and use of educational and research facilities	<b>RD:</b> <ol style="list-style-type: none"> <li>1. The plans of the spaces used in the study and research process of the study programme.</li> <li>2. The plan for the development of spaces for the study and research process with reference to the study programme.</li> <li>3. Sanitary authorization for operation.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Quantitative analysis (total number and by categories) of the spaces used in the teaching and research process at the study programme (institutes, centres, parks, incubators, research laboratories, centres of excellence).</li> <li>2. Correspondence of educational and research spaces, depending on the requirements of the study programme.</li> <li>3. Analysis of the area for a doctoral student by category of rooms with reference to the study programme.</li> <li>4. Analysis of the accessibility and sufficiency of educational and research spaces at the study programme.</li> </ol>	<b>1,0</b> – the institution fully provides adequate spaces for carrying out the study and research process of the study programme; <b>0,5</b> - the institution partially provides adequate spaces for carrying out the study and research process of the study programme; <b>0</b> - the institution provides insufficient adequate spaces for carrying out the study and research process in the study programme. <b>Mandatory minimum evaluation standard:</b> The educational institution ensures the study and research process with its own or rented spaces, suitable for the study program (such as: lecture rooms, seminar rooms, laboratories, preparation rooms/centres, computer rooms, libraries, reading rooms, sports halls, others).	<b>2</b>
6.2.2. Endowment and accessibility of educational and research facilities	<b>RD:</b> <ol style="list-style-type: none"> <li>1. The strategic development plan of the institution with reference to the endowment of the educational and research facilities for the study programme.</li> <li>2. List of equipment, teaching aids and curricular aids used in the study programme.</li> </ol>	<b>1,0</b> – the institution is endowed with educational and research facilities that fully ensure the achievement of the objectives of the study programme; <b>0,5</b> - the institution is endowed with educational and research facilities that partially ensure the achievement of the objectives of the study programme;	<b>3</b>





	<p>3. Evidence of correspondence of the educational and research premises of the study programme with the requirements of occupational safety.</p> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the endowment of educational and research spaces in relation to the curricular needs of the study programme.</li> <li>2. Reflecting the relevance of the material base for carrying out practical (seminar, laboratory) and research activities in the study programme.</li> </ol>	<p><b>0</b> - the institution is endowed with educational and research facilities that do not ensure the achievement of the objectives of the study programme.</p>	
<p>6.2.3. Endowment, development and accessibility of the library collection for the study programme</p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Status and regulation on library operation.</li> <li>2. The book collection / periodical editions of the library with reference to the study programme.</li> <li>3. Library databases with reference to the study programme.</li> <li>4. Evidence of accessibility to library collection (physical and electronic) for doctoral students and teachers.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the library's endowment with reference to the study programme.</li> <li>2. Analysis of the replenishment of the library's book fund/periodicals in the reference period regarding the study programme.</li> </ol>	<p><b>1,0</b> – the library fund intended for the study program is properly endowed, regularly developed and accessible;</p> <p><b>0,5</b> - the library fund intended for the study program is adequately endowed, sporadically developed and partially accessible;</p> <p><b>0</b> - the library fund intended for the study program is not developed and is not accessible.</p>	<p><b>2</b></p>
<p>6.2.4. Ensuring and providing students with access to curricular support <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Syllabus.</li> <li>2. Curricular support for the study programme.</li> <li>3. Editing plans of the curriculum support with reference to the study program.</li> <li>4. Opinions of methodical committees/quality assurance committees regarding curricular supports.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the insurance with curricular support (physical and / or electronic) of the study programme and its compliance with pre-established competences.</li> <li>2. Analysis of the realization of the editing plan of the curricular support for the study programme in the reference period.</li> </ol>	<p><b>1,0</b> – the study programme is ensured in proportion to at least 90% with adequate curricular support for the training of the planned competences and is accessible;</p> <p><b>0,5</b> - the study programme is ensured in proportion to at least 75% with adequate curricular support for the training of the planned competences and is accessible;</p> <p><b>0</b> - the study programme is ensured in proportion to at least 50% with adequate curricular support for the training of the planned competences and is accessible.</p>	<p><b>2</b></p>



**Criterion 6.3. Financial resources (3 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.3.1. The financial means allocated to the educational and research process for the study programme	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>The methodology for conducting the competition of scientific projects for the distribution of doctoral grants from the state budget (Order of the Ministry of Education no. 86 of 08.02.2016).</li> <li>The institutional system for allocating funds for teaching and research with reference to the study programme.</li> <li>Budget of revenues and expenditures for the study programme</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>Description of the procedures for planning and allocating funds for teaching and research in the revenue and expenditure budget of the for the study programme.</li> <li>Analysis of the functionality and effectiveness of the institutional system for allocating funds intended for the educational process and research to the study programme (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>).</li> <li>Analysis of funding sources for the study programme (budget / own) and their sufficiency (<i>Does not apply in the case of external evaluation for the authorization of provisional operation of the study programme</i>).</li> </ol>	<p><b>1,0</b> – the financial means intended for teaching and research are allocated in accordance with the regulatory framework in force and are sufficient for the realization of the programme;</p> <p><b>0,5</b> - the financial means intended for teaching and research are allocated in accordance with the regulatory framework in force and partially cover the needs for the realization of the programme;</p> <p><b>0</b> - the financial means intended for the teaching and research process are insufficient for the realization of the study programme.</p>	2
6.3.2. Tuition fees and scholarships for the study programme ( <i>Does not apply in the case of external evaluation for the authorization of provisional operation</i> )	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>Regulations on the operation of doctoral schools.</li> <li>Institutional regulation for planning and approving tuition fees for the study programme.</li> <li>Institutional regulation on the allocation of scholarships and other forms of material support for doctoral students in the study programme.</li> <li>Scholarship allocation orders / provisions and other forms of material support for students with reference to the study programme.</li> </ol> <p><b>SER:</b></p>	<p><b>1,0</b> – the procedures for setting tuition fees, scholarship allocation and other forms of material support are applied in accordance with the regulatory framework in force;</p> <p><b>0,5</b> - the procedures for setting tuition fees, scholarship allocation and other forms of material support are applied with non-essential deviations from the regulatory framework in force;</p> <p><b>0</b> - the procedures for setting tuition fees, scholarship allocation and other forms of material support are applied with essential deviations from the regulatory framework in force.</p>	1

	<ol style="list-style-type: none"> <li>1. Analysis of the methodology for the calculation of tuition fees and the use of the resulting financial resources in order to conduct of the study programme.</li> <li>2. Analysis of scholarship allocation procedures and other forms of material support for doctoral students with reference to the study programme.</li> <li>3. Analysis of the share of doctoral students in the study programme who benefit from scholarships and other forms of material support at the study programme.</li> </ol>		
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**Criterion 6.4. Social insurance for doctoral students (2 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.4.1 Providing students with dormitory	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Framework regulation on the operation of dormitories subordinated to state educational institutions (GD no. 74 of 25.01.2007).</li> <li>2. Documents regarding the institution's offer regarding doctoral student accommodation (own dormitories, rented dormitories, lease agreements, etc.).</li> <li>3. Documents confirming the observance of the hygienic-sanitary and fire-prevention rules.</li> <li>4. Regulation on the accommodation of doctoral students in dormitories.</li> <li>5. Orders / provisions for accommodation in dormitories of doctoral students from the study programme.</li> <li>6. Proof of insurance with dormitory for students with special needs (with disabilities, from socially vulnerable families, etc.).</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the provision of dormitories for doctoral students (number of dormitories, number of places, area per student) with reference to the study programme.</li> <li>2. Analysis of the coverage of the accommodation requests of the doctoral students of the study programme by study years.</li> <li>3. Analysis of the accommodation facilities of doctoral students with special needs (with disabilities) from the study programme.</li> </ol>	<p><b>1,0</b> – the institution provides accommodation facilities corresponding to the norms in force for doctoral student applicants from the study programme in a proportion greater than 50%;</p> <p><b>0,5</b> - the institution provides accommodation facilities corresponding to the norms in force for doctoral student applicants from the study programme in a proportion of 10-50%;</p> <p><b>0</b> - the institution provides accommodation facilities corresponding to the norms in force for doctoral student applicants from the study programme in a proportion less than 10%.</p>	<b>2</b>

**Accreditation standard 7. Information management (4 points)**

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

**Criterion 7.1. Access to information (2 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
7.1.1. Information management and access of doctoral students and staff to information about the study programme	<b>RD:</b> <ol style="list-style-type: none"> <li>1. The institutional system of internal and external communication and information management with reference to the study programme.</li> <li>2. Regulations/orders/provisions/procedures regarding the collection, analysis and use of information relevant to the effective management of the study programme.</li> <li>3. Evidence regarding the collection, analysis and use of information about the profile of the doctoral student contingent, the academic path of the doctoral students, the satisfaction of the doctoral students and the professional paths of the graduates with reference to the study programme.</li> <li>4. Evidence of the collection, analysis and use of profile, career and employee satisfaction information in relation to the study programme.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Analysis of the processes of collection, analysis and use of information about the profile of the contingent of doctoral students, the academic patch of the doctoral students, the satisfaction of the doctoral students and the professional paths of the graduates with reference to the study programme in order to manage it effectively.</li> <li>2. Analysis of the processes of collection, analysis and use of information about the profile, career path and employee satisfaction with reference to the study programme in order to manage it effectively.</li> </ol>	<b>1,0</b> – the institution has a system that collects relevant information for the efficient management of the study programme; <b>0,5</b> - the institution has an information collection system partially relevant for the management of the study programme; <b>0</b> - the institution does not have an information collection system for the management of the study programme.	2

**Criterion 7.2. Databases (2 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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7.2.1. Establishment and access to the study programme database ( <i>Does not apply in the case of external evaluation for the authorization of provisional operation</i> )	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulations/orders/provisions regarding the establishment, management and access to databases with reference to the study programme.</li> <li>2. Database with reference to doctoral students and graduates of the study programme (academic track and satisfaction of doctoral students, professional track of graduates, etc.) for the last 3-5 years.</li> <li>3. The database with reference to the employees of the study programme (the didactic-scientific and training path of the staff).</li> <li>4. Database of diplomas and academic certificates issued for the study programme.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis and assessment of the establishment and management system of the institution's database with reference to the study programme.</li> <li>2. Analysis of the ways of accessing databases by doctoral students and staff of the study program.</li> <li>3. Analysis of the security of the information held in the databases.</li> </ol>	<p><b>1,0</b> – the institution has databases and ensures secure access for doctoral students and staff of the study programme;  <b>0,5</b> - the institution has databases, without ensuring the access of doctoral students and staff of the study programme;  <b>0</b> - the institution does not have functional databases with reference to the study programme.</p>	2
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### Accreditation standard 8. Public information (3 points)

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

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
8.1.1. Website of the institution / study programme	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Regulations regarding the organization and administration of the website of the institution/faculty/chair/department.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis and assessment of the content of public information regarding the study programme on the website of the educational institution.</li> </ol>	<p><b>1,0</b> – public information regarding the study programme is accessible and updated on the website of the institution / study programme;  <b>0,5</b> - public information regarding the study programme is partially accessible and updated on the website of the institution / study programme;  <b>0</b> - public information regarding the study programme is not accessible on the website of the institution / study programme.</p>	1

		<b>Mandatory minimum evaluation standard:</b> Public information regarding the study programme is placed on the website of the educational institution/study programme.	
8.1.2. Transparency of information regarding the activity of the chair / department / study programme ( <i>Does not apply in the case of external evaluation for the authorization of provisional operation</i> )	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Regulations/orders/provisions on ensuring the transparency of public information regarding the study programme.</li> <li>2. Database of academic diplomas and certificates offered by the institution in relation to the study programme.</li> </ol> <b>SER:</b> <ol style="list-style-type: none"> <li>1. Analysis and assessment of the degree of ensuring the transparency of public information regarding the study programme (admission process, teaching, learning, research, assessment, examination results, information about the employment of graduates, etc.).</li> <li>2. Analysis of the process of informing doctoral students about scholarships and other forms of material support, as well as allocation of accommodation in dormitories.</li> <li>3. Analysis of the procedure for providing information from the database to an external request.</li> </ol>	<b>1,0</b> – the institution ensures full transparency of public information regarding the study programme; <b>0,5</b> - the institution partially ensures the transparency of public information regarding the study programme; <b>0</b> - the institution does not ensure the transparency of public information regarding the study programme.	<b>2</b>

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

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

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

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
9.1.1. Monitoring and reviewing the educational offer and the study programme ( <i>Does not apply in the case of external evaluation for the</i>	<b>RD:</b> <ol style="list-style-type: none"> <li>1. Quality assurance regulations and procedures for periodical monitoring and review of the study programme.</li> <li>2. Quality manual.</li> <li>3. Syllabus, curriculum and other curricular products reviewed from the study programme.</li> <li>4. Minutes on monitoring and reviewing the study programme.</li> </ol>	<b>1,0</b> – the institution has and applies effective procedures for monitoring and reviewing the study programme; <b>0,5</b> - the institution has and sporadically applies procedures for monitoring and reviewing the study programme;	<b>2</b>

<p><i>authorization of provisional operation)</i></p>	<p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis and assessment of quality assurance procedures regarding study programme monitoring and review.</li> <li>2. Assessment of the syllabus, curricula and other curricular products revised at the study programme in the light of:                     <ul style="list-style-type: none"> <li>➤ the latest research in the field thus ensuring that the programmes are up-to-date;</li> <li>➤ the changing demands of society;</li> <li>➤ the workload of doctoral students, as well as the educational path, and their success;</li> <li>➤ the effectiveness of the assessment procedures for doctoral students;</li> <li>➤ the expectations, needs and satisfaction of doctoral students in relation to the study programme;</li> <li>➤ learning environment and support/support services for doctoral students and their suitability for the purpose of the programme.</li> </ul> </li> </ol>	<p><b>0</b> - the institution does not have procedures for monitoring and reviewing the study programme.</p>	
<p>9.1.2. Monitoring the teaching-learning-assessment processes (Does not apply in the case of external evaluation for the authorization of provisional operation)</p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Quality manual.</li> <li>2. Regulations/Procedures for monitoring teaching-learning-assessment/research processes.</li> <li>3. Self-evaluation reports and plan for continuous improvement measures.</li> <li>4. Minutes regarding the monitoring activities of the teaching-learning-assessment/research processes in the study programme;</li> <li>5. Questionnaires of doctoral students, employed staff, employers and other stakeholders regarding the monitoring activities of the teaching-learning-assessment/research processes at the study programme.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the monitoring process of teaching-learning-assessment/research activities within the study programme.</li> <li>2. Assessment of the ways of involvement of doctoral students, employed staff, employers and other stakeholders in monitoring the teaching-learning-assessment processes at the study programme.</li> </ol>	<p><b>1,0</b> – the institution has functional and effective procedures for monitoring the teaching-learning-assessment processes in the study programme;  <b>0,5</b> - the institution has partially functional procedures for monitoring the teaching-learning-assessment processes in the study programme;  <b>0</b> - the institution does not have procedures for monitoring the teaching-learning-assessment processes in the study programme.</p>	<p><b>2</b></p>

	<ol style="list-style-type: none"> <li>3. Analysis of the results of the questionnaire regarding the monitoring of the teaching-learning-assessment/research activities within the study programme.</li> <li>4. Analysis of the procedure for the use of the anti-plagiarism system and other mechanisms for verifying doctoral degree theses.</li> </ol>		
9.1.3. Existence and application of self-evaluation procedures of the study programme	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Internal procedures for self-evaluation of the study programme.</li> <li>2. Self-evaluation reports and plan of measures for continuous improvement of the study programme.</li> <li>3. Minutes regarding the results of self-evaluation of the study programme.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>4. Analysis of self-evaluation procedures of the study programme and the effectiveness of continuous improvement measures.</li> </ol>	<p><b>1,0</b> – the institution has and effectively applies self-evaluation procedures of the study programme;  <b>0,5</b> - the institution has procedures for self-evaluation of the study programme, but does not apply them effectively;  <b>0</b> - the institution does not have procedures for self-evaluation of the study program.</p>	<b>2</b>
9.1.4. Evaluation of the study programme by students, graduates, employers and other beneficiaries <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Study programme evaluation procedures.</li> <li>2. Questionnaires for doctoral students, employed staff, employers and other stakeholders on various aspects of the study process in the study programme.</li> <li>3. Minutes on the results of the survey of the beneficiaries of the study programme.</li> </ol> <p><b>SER:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the results of questioning the beneficiaries of the study programme.</li> <li>1. Analysis of the preventive and corrective measures taken as a result of questioning the beneficiaries of the study programme.</li> </ol>	<p><b>1,0</b> – the study programme is evaluated by all beneficiaries (students, employed staff, graduates, employers) and measures are taken to continuously improve it;  <b>0,5</b> - the study programme is evaluated only by some beneficiaries and sporadic measures are taken to improve it;  <b>0</b> - the study programme is not evaluated by the beneficiaries.</p>	<b>2</b>

**Criterion 9.2. Employment (4 points)**

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
9.2.1. Mechanisms for recording the employment and evolution of graduates from the study	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Procedures for recording the professional development of graduates of the study programme on the labour market.</li> </ol> <p><b>SER:</b></p>	<p><b>1,0</b> – the institution has institutional procedures for recording the employment and professional development of the graduates of the study programme on the labour market;</p>	<b>2</b>



programme on the labour market <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	1. Analysis of the institutional procedures for recording the employment and professional development of the graduates of the study programme on the labour market.	<b>0,5</b> - the institution has institutional procedures for employment records, but does not have records of the professional development of the graduates of the study programme on the labour market; <b>0</b> - the institution does not have institutional procedures for recording the employment of graduates of the study programme on the labour market.	
9.2.2. Career guidance activities and the competitiveness of graduates on the labour market <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<b>RD:</b> 1. Methodological guidelines for the creation and operation of the university career guidance and counselling centre, approved by the Order of the Minister of Education no. 970 of 10.09.2014. 2. Professional guidance regulations/procedures. 3. Regulations for the operation of university career guidance and counselling centres. 4. Surveys of graduates and employers regarding the competitiveness of graduates on the labour market. <b>SER:</b> 1. Analysis of procedures and results of career guidance and counselling activities. 2. Analysis of the results / performances of the graduates from the study programme with socio-economic impact in various fields of activity at local, national or international level.	<b>1,0</b> – career guidance and counselling procedures are applied and effective; <b>0,5</b> - career guidance and counselling procedures are applied; <b>0</b> - the institution does not have career guidance and counselling procedures.	<b>2</b>

### Accreditation standard 10. Cyclical external quality assurance (2 points)

Institutions should undergo external quality assurance on a cyclical basis.

#### Criterion 10.1. External quality assurance (2 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
10.1.1. Implementation of the provisions and recommendations of the Ministry of Education and of the relevant ministries <i>(Does not</i>	<b>RD:</b> 1. Framework recommendations regarding internal quality management structures (Decision of the Minister of Education no. 503 of 27 November 2014).	<b>1,0</b> – the institution has procedures for communicating, implementing and monitoring the provisions and recommendations of the ME and the relevant ministries; <b>0</b> - the institution does not procedures for communicating, implementing and monitoring the	<b>1</b>



<p><i>apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>2. Institutional procedures for communicating, executing and monitoring the provisions and recommendations of the Ministry of Education and relevant ministries.</p> <p><b>SER:</b></p> <p>1. Analysis and assessment of the institutional procedures for communication, execution and monitoring of the provisions and recommendations of the ME and the relevant ministries with reference to the study programme.</p>	<p>provisions and recommendations of the ME and the relevant ministries.</p>	
<p>10.1.2. Implementation of the observations, recommendations and decisions formulated based on the external evaluation by ANACIP / other quality assurance agencies <i>(Does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p><b>RD:</b></p> <ol style="list-style-type: none"> <li>1. Education Code.</li> <li>2. Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions (GD no. 616 of May 18, 2016).</li> <li>3. Certificates and other documents regarding the external evaluation of the institution/study programs by ANACIP/other quality assurance agencies with reference to the study programme.</li> <li>4. External evaluation reports of the quality of the study programme.</li> <li>5. Decisions of ANACIP/other quality assurance agencies regarding the results of external evaluations.</li> <li>6. Minutes of the examination of observations, recommendations and decisions of ANACIP / other quality assurance agencies and of measures taken following external evaluations.</li> <li>7. Action plans regarding the development of the study programme after the external evaluation.</li> </ol> <p><b>SER:</b></p> <p>1. Analysis of the observations, recommendations and decisions of ANACIP / other quality assurance agencies and of the measures taken regarding the development of the study programme as a result of the external evaluation.</p>	<p><b>1,0</b> – the institution examines the observations, recommendations and decisions of ANACIP / other quality assurance agencies and takes measures for the development of the study programme after the external evaluation; <b>0</b> - the institution does not take measures for the development of the study programme after its external evaluation.</p>	<p>1</p>

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