



National Agency for Quality Assurance in
Professional Education

GUIDELINES FOR THE EXTERNAL EVALUATION OF HIGHER EDUCATION INSTITUTIONS

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CZU

Guidelines for the external evaluation of higher education institutions

Authors:

Andrei CHICIUC
Carolina TIMCO
Stela GUVIR
Vitalie SOCHIRCĂ
Felicia BANU
Cristina VULPE

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Contents

INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
ABBREVIATIONS USED IN THE GUIDELINES:	6
SCOPE OF THE EXTERNAL EVALUATION	ERROR! BOOKMARK NOT DEFINED.
ACCREDITATION STANDARDS, EVALUATION CRITERIA, PERFORMANCE INDICATORS, EVALUATION STANDARDS, SCORES	ERROR! BOOKMARK NOT DEFINED.
CONTENT AND REQUIREMENTS FOR THE SELF-EVALUATION REPORT	ERROR! BOOKMARK NOT DEFINED.
STANDARDS, CRITERIA AND PERFORMANCE INDICATORS FOR THE EXTERNAL EVALUATION OF HIGHER EDUCATION INSTITUTIONS	ERROR! BOOKMARK NOT DEFINED.
Accreditation standard 1. Policy for quality assurance	14
Criterion 1.1. The legal framework for the operation of the institution	14
Criterion 1.2. The mission, strategy and policies of the institution	14
Criterion 1.3. The internal organization of the institution	16
Criterion 1.4. Internal quality management	18
Accreditation standard 2. Design and approval of programmes	19
Criterion 2.1. Realization of study programmes	19
Accreditation standard 3. Student-centred learning, teaching and assessment	20
Criterion 3.1. The teaching-learning process	20
Criterion 3.2. Assessment of learning outcomes	22
Accreditation standard 4. Student admission, progression, recognition and certification	24
Criterion 4.1. Admission of students	24
Criterion 4.2. Student progression	26
Criterion 4.3. Recognition and obtaining of certifications	27
Accreditation standard 5. Teaching staff	27
Criterion 5.1. Recruitment and administration of teaching staff	28
Criterion 5.2. Teaching staff development	30
Criterion 5.3. Scientific research and innovation activity of teaching staff	31
Accreditation standard 6. Learning resources and student support	33
Criterion 6.1. Administrative and auxiliary staff	33
Criterion 6.2. Material resources	34
Criterion 6.3. Learning resources	36
Criterion 6.4. Financial resources	37
Criterion 6.5. Social insurance for students	38
Accreditation standard 7. Information management	40
Criterion 7.1. Access to information	40
Criterion 7.2. Databases	41
Accreditation standard 8. Public information	42
Criterion 8.1. Transparency of information of public interest regarding the activity of the institution	42
Accreditation standard 9. On-going monitoring and periodic review of programmes	43
Criterion 9.1. Procedures for initiating, monitoring and periodically reviewing study programmes	43



Criterion 9.2. Employment 46

Accreditation standard 10. Cyclical external quality assurance 47

Criterion 10.1. External quality assurance 47

BIBLIOGRAPHICAL REFERENCES

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INTRODUCTION

The process of accreditation of study programmes and educational service institutions 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 accession to the Bologna Process, in 2005, was the accreditation of study programmes and institutions providing educational services. This obligation is also found in the Association Agreement of the Republic of Moldova to the European Union, signed on June 27, 2014, and is in response to the need to recognize qualifications and national study documents both nationally and at 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, the authorizations of provisional operation or their equivalents 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 to the Quality Assurance Agencies, based on pre-established methodologies and evaluation 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) must develop the methodology and criteria, which will be applied in the 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 have been developed based on the mentioned Methodology. During the elaboration of the Guidelines, the vocational education and training, higher and continuous professional training institutions, the Ministry of Education, other stakeholders were consulted, as well as the European standards, the best national and international practices in the field.



ABBREVIATIONS USED IN THE GUIDELINES:

ANACIP – National Agency for Quality Assurance in Professional Education

EC – Education Code of the Republic of Moldova

NQF – National Qualifications Framework

RD – Reference documents

EQAR – European Quality Assurance Register for Higher Education

EQF – European Qualifications Framework

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 required by educational service providers to demonstrate compliance of the study programmes or the institution with the minimum quality standards. Providers of educational services in their approach to quality go through two stages - the authorization of provisional operation and, subsequently, the accreditation. The specific objectives of the authorization of provisional operation and the 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 educational institution meet the minimum level of quality in relation to national reference standards and good national and international practices;
- to assist educational institutions in the development of an efficient management and a true quality culture , as well as to demonstrate, through real and relevant evidence and documents, their status;
- to support educational institutions in aligning 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 the 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 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 educational institution; changing the form of organization of the educational institution; initiating a new study programme; other cases provided for by the legislation in force, in order to prove the existence of resources, facilities and institutional structures.

External evaluation for accreditation is required after the first promotion of graduates for vocational education and training and higher education; upon expiry of the authorization of provisional operation for continuous training, to prove the existence and operation of the respective resources, facilities and institutional structures at a minimum acceptable level, in order to achieve the results established by law.

The external quality evaluation is carried out on the basis of the provisions of the Education Code (Title IV. Vocational education and training; Title V. Higher education; Title VI. Higher medical and pharmaceutical education. Education in the field of military, security and public order; Title VII. Lifelong learning; Title XIII (Final and transitional provisions), the accreditation standards, criteria and performance indicators set out in the Methodology, as well as the evaluation standards, and the mandatory minimum evaluation standards set out in these Guidelines. Accreditation standards comply with applicable international reference documents. As reference documents for education quality assurance in vocational education and training serve the "European Quality Assurance Framework 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 the Council of 18 June 2009 on the establishment of a European reference framework for quality assurance in education and training (2009 / C 155/01)". To ensure the quality of education in higher education and lifelong learning, 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 measured in percentages or in own units: number of students, teaching and scientific staff (and the division into categories: full-time, internal part-time, external part-time employment, etc.), number of publications, research projects, patents, computers, etc., square meters, coefficients (ratio between the number of teaching staff and students), etc.;
- *bivalent attributes* – assessed by "yes" or "no"; for example, the existence of normative documents, strategies, plans, reports, subdivisions of the institution, laboratories, minutes, etc.;
- *multivalent attributes* – assessed by quality levels; are applied in the case of assessment of compliance with qualitative requirements / conditions, which cannot be measured quantitatively; for example, the institution has an internal quality assurance system: a) functional and effective; b) partially functional and effective; c) non-functional.

A numerical value in points corresponds to each evaluation standard:

- 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 average (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 acceptable level (for quantitative requirements).

1-2 evaluation standards correspond to each performance indicator, to which a certain weight is assigned and which allow the calculation of the score for each performance indicator, evaluation criterion and accreditation standard. Some performance indicators have mandatory minimum evaluation standards (MMES). MMES are established by national normative documents or international practices in the field, impose minimum acceptable / mandatory requirements / conditions on the quality of the study programme / institution. In order to obtain the authorization of provisional operation / accreditation of the study programme / institution all MMES must be met.

The application of the evaluation system is done as follows:

- 1) points are awarded for each evaluation standard: 1 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 received 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) all the obtained values of the performance indicators are entered in a synthetic table (table 1), the sum of which will give the value of the score per evaluation criterion and per accreditation standard;
- 5) the level of achievement (%) of the accreditation standard is calculated up to one 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 $(14.5 / 17.0) \times 100\% = 85,29\%$;
- 6) each accreditation standard will be given one of the assessments: "meets the requirements" - if it is achieved at a level above 90.0%; "Partially meets the requirements" - if it is achieved at a level of $50,0 \div 90,0\%$; "does not meet the requirements" - if it is achieved at a level of less than 50.0%;
- 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.

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

CONTENT AND REQUIREMENTS FOR THE SELF-EVALUATION REPORT

The self-evaluation report is the document that is presented at the time of submitting the request for external evaluation and represents a first source of information about the quality of the programme or institution. The purpose of the report is to present a realistic picture of the internal quality assurance of the programme / institution. The reference basis for internal quality assurance of education are the national reference standards and the state educational standards. The self-evaluation report is drafted by the educational institution.

The self-evaluation report will be structured on accreditation standards. For each standard, its realization will be clearly and shortly stated, indicating the strengths, weaknesses, improvement measures with the specification of terms and responsibilities. The Guidelines contain, for each accreditation standard, what must be presented in the self-evaluation report by the acronym SER. Those set out 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 formulated in the self-evaluation report and serve as a 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 performance indicators, the latter will be mentioned and presented. The internal reference documents will be attached to the self-evaluation report in the annexes. The internal reference documents will be presented to the evaluators during the external evaluation visits.

The self-evaluation report shall be drafted in accordance with the requirements listed below:

- 1) The self-evaluation report is written in Romanian;
- 2) The total number of pages will not exceed:
 - 30 pages – in case of external evaluation of the study programme;
 - 40 pages – in the case of external evaluation of the educational institution;
- 3) The annexes are not included as content of the report indicated in point 2 and are presented only in electronic format, in separate files;
- 4) The report is written / edited in "Times New Roman" characters, 12 points, with a maximum interval of 1.5 lines; *f*
- 5) Titles may be written in larger characters (14 points) and, if necessary, in bold;
- 6) The text fields are aligned on both sides;
- 7) The report pages have the following field: on the left - 25 mm; up - 15 mm; on the right - 15 mm; bottom - 15 mm;
- 8) The names of the figures (schemes, diagrams, photographs, etc.) are written below them (centered) being numbered consecutively;
- 9) The names of the tables are written above them being aligned to the right and numbered consecutively;
- 10) The reference documents of the institution, referred to in the self-evaluation report, shall be included in the Annexes, in electronic format. In the text of the report, in order to refer to documents placed on the institution's website, the hyperlinks shall be used; *f*
- 11) The report is written in impersonal style, in a logical and coherent structure;
- 12) The letters with diacritics specific to the Romanian language (ă, â, î, ș, ț and their capital letters) are used mandatory;

- 13) All pages of the report are numbered in the field on the right of the page, at the bottom, starting with the title page and ending with the last page, without admitting their absence or repetition. The page number is not entered on the title page;
- 14) Printing is done in A4 format, only on the first page (front) of each sheet;
- 15) The self-evaluation report on paper will be covered or spiraled. Do not use ring binders.

The self-evaluation report includes the following mandatory elements, in the order presented:

1) Cover - 1 page:

- Name of the institution;
- Name specifying the type of external evaluation required (institutional / study programme(s) authorization of provisional operation / accreditation);
- Date, year of elaboration;
- Date of submission to ANACIP.

2) Title sheet - 1-2 pages:

A. In the case of external evaluation for authorization of provisional operation / accreditation of the educational institution, the title sheet 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 required) by levels (according to the NQF / EQF), code according to the nomenclatures, type of studies (full-time; part-time; distance; other), number of transfer credits (ECTS);
- Surname, name and signature of the rector;
- Surname, name and signature of the contact person, indicating the contact details;
- Date of last institutional authorization / accreditation;
- Website of the institution;
- Date, year (of the elaboration of the self-evaluation report).

B. In the case of external evaluation for authorization of provisional operation / accreditation of the study programme, the title sheet will contain the following information:

- Name of the institution;
- Denumirea subdiviziunii din cadrul instituției care este responsabilă de oferirea programului de studiu (pentru care se solicită autorizarea/acreditarea);
- Surname, name and signature of the rector;
- Surname, name and signature of the contact person, indicating the contact details;
- Name of the study programme (for which authorization / accreditation is required) by levels (according to the NQF / EQF), code according to the nomenclatures, type of studies (full-time; part-time; distance; other), number of transfer credits (ECTS);
- Website of the institution / study programme;
- Date, year (of the elaboration of the self-evaluation report).

3) Contents – 1 page.

- 4) The content of the self-evaluation report shall be prepared in the order established, on accreditation standards, criteria and performance indicators, in accordance with the requirements of the Guidelines.

STANDARDS, CRITERIA AND PERFORMANCE INDICATORS FOR THE EXTERNAL EVALUATION OF HIGHER EDUCATION INSTITUTIONS

Accreditation standard 1. Policy for quality assurance (14,0 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 framework for the operation of the institution (2,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
1.1.1. The legal status of the institution	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Code on science and innovation; 3. University charter; 4. Documents of establishment / registration of the institution; 5. Sanitary authorization for operation; 6. Regulation on the organization of master's degree studies, cycle II; 7. Regulation on the organization of doctoral degree studies, cycle III; 8. Authorization of provisional operation, accreditation certificate, licenses <i>(It does not apply in the case of external evaluation for the authorization of provisional operation).</i> SER: <ol style="list-style-type: none"> 1. Description of the legal status of the institution. 	1,0 – The legal-normative framework of the institution complies with the legal requirements; 0 – The legal-normative framework of the institution does not comply with the legal requirements. Mandatory minimum evaluation standard: The legal-normative framework for the operation of the institution complies with the legal requirements. The educational institution holds a sanitary authorization for operation.	2,0

Criterion 1.2. The mission, strategy and policies of the institution (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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1.2.1. The mission of the institution	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Code on science and innovation; 3. University charter; 4. Quality manual; 5. Documents on the strategic development of the institution and its subdivisions; 6. Annual quality assurance activity plans at institution level. SER: <ol style="list-style-type: none"> 1. Presentation of the mission of the institution; 2. Presentation of the individualized character of the institution in the context of the national and European system of Higher Education. 	1,0 – the institution's mission is in line with the national legal framework, the principles of the European Higher Education Area and the needs of the labour market; 0,5 – the mission of the institution is in line with the national legal framework; 0 – the mission of the institution is not in line with the national legal framework, the principles of the European Higher Education Area and the needs of the labour market.	1,0
1.2.2. The development strategy of the institution	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Code on science and innovation; 3. National development strategy „Moldova 2020”; 4. Education development strategy for 2014-2020 "Education-2020"; 5. Documents on the strategic development of the institution and its subdivisions; 6. Action plans for the development of the institution. SER: <ol style="list-style-type: none"> 1. Description of the process of elaboration and approval of the strategic development documents of the institution and its subdivisions; 2. Analysis of the correspondence of the strategic objectives with the available resources of the institution. 	1.0 - the institution has strategic development documents and the strategic objectives fully correspond to the available resources; 0.5 - the institution has strategic development documents and the strategic objectives partially correspond to the available resources; 0 - the institution does not have strategic development documents.	2,0
1.2.3. Continuous quality assurance and improvement policy	RD: <ol style="list-style-type: none"> 1. Documents on the strategic development of the institution; 2. Annual activity plans for quality assurance at institution, department and faculty level; 3. Minutes of the meetings of the quality assurance structures at institution, department and faculty level; 4. Code of ethics of the institution. 	1,0 – the institution has a quality assurance policy fully linked to national and international requirements in the field; 0.5 - the institution has a quality assurance policy partially linked to the national and international requirements in the field;	1,0

	SER: 1. Analysis of the level of implementation of the quality assurance and continuous improvement policy at the level of institution, department and faculty.	0 - the institution does not have a quality assurance policy	
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Criterion 1.3. The internal organization of the institution (5,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
1.3.1. The effectiveness of the internal organization of the institution	RD: 1. The organizational structure of the institution; 2. The framework regulation of the faculty of the higher education institution, Order of the Minister of Education no. 671 of 06.08.2010; 3. The framework regulation of the chair / department of the higher education institution, Order of the Minister of Education no. 671 of 06.08.2010; 4. Regulations on the organization and operation of the internal structures of the institution. SER: 1. Analysis of the organizational structure of the institution from the perspective of accomplishing the mission and its strategic objectives; 2. Analysis of the functionality and effectiveness of the internal structures of the institution.	1,0 – the internal organization of the institution fully ensures the accomplishment of the mission, the strategic objectives and is transparent; 0.5 - the internal organization of the institution partially ensures the accomplishment of the mission, the strategic objectives and the organizational transparency; 0 - the internal organization of the institution does not ensure the achievement of the mission, strategic objectives and is not transparent.	1,0
1.3.2. Representation of stakeholders in the governing bodies of the institution <i>(It does not apply in the case of external evaluation for the authorization of</i>	RD: 1. Education Code; 2. Framework regulation on the organization and operation of the governing bodies of higher education institutions in the Republic of Moldova; 3. Regulations and other documents of the institution which provide for the organization and operation of governing bodies and the representation of stakeholders in governing bodies;	1,0 – the stakeholders are represented in the governing bodies of the institution in strict accordance with the legal provisions and the election procedures are transparent; 0.5 - the stakeholders are partially represented in the governing bodies of the institution in accordance with the legal provisions and the election procedures are partially transparent;	1,0

provisional operation)	<p>4. Minutes of the election of the governing bodies of the institution and of the representatives of the stakeholders in the governing bodies.</p> <p>SER:</p> <p>1. Analysis of the representativeness of stakeholders in the governing bodies of the institution and the transparency of the election process.</p>	<p>0 - the representativeness of the stakeholders in the governing bodies of the institution is not ensured in accordance with the legal provisions.</p>	
1.3.3. Organizational, academic, financial and human resource autonomy (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	<p>RD:</p> <p>1. Education Code;</p> <p>2. University charter;</p> <p>3. Other documents of the institution providing for organizational, financial, academic and human resources autonomy (as appropriate);</p> <p>4. Evidence of the institution's involvement in the social life of the country and the community (social dimension of the institution).</p> <p>SER:</p> <p>1. Analysis and assessment of the internal procedures for ensuring the autonomy of the institution;</p> <p>2. Analysis of the institution's involvement in the social life of the country / community, in activities with (economic, administrative, social, cultural, scientific, artistic, sports, etc.) impact at local and / or national level.</p>	<p>1,0 – the institution has internal procedures to ensure autonomy on all components;</p> <p>0.5 - the institution has internal procedures to ensure autonomy for at least two components;</p> <p>0 - the institution has internal procedures to ensure autonomy for less than two components.</p>	1,0
		<p>1,0 – the institution is actively involved in the social life of the country / community, with a significant social and economic impact;</p> <p>0.5 - the institution is involved in the social life of the country / community, with an insignificant social and economic impact;</p> <p>0 - the institution is not involved in the social life of the country / community.</p>	1,0
1.3.4. Organization of scientific research	<p>RD:</p> <p>1. Education Code;</p> <p>2. Code on science and innovation;</p> <p>3. Medium and short term strategies / programmes regarding scientific research;</p> <p>4. The organizational structure of scientific research;</p> <p>5. Regulations on the organization and operation of internal research structures.</p> <p>SER:</p> <p>1. Analysis of the reflection of scientific research in the strategic development programme and quality assurance policy;</p>	<p>1,0 – scientific research is fully reflected in the institution's strategic development documents and quality assurance policy, and the organizational structure is adequate;</p> <p>0.5 - scientific research is partially reflected in the strategic development documents and in the quality assurance policy, and the organizational structure does not allow the full achievement of the objectives;</p> <p>0 - scientific research is not reflected in the strategic development documents and in the quality</p>	1,0

	2. Reflecting the correspondence of the organizational structure with the objectives of the scientific research strategy.	assurance policy and does not have an organizational structure.	
1.3.5. Institutional internationalization	RD: <ol style="list-style-type: none"> 1. Medium and short term strategies / programmes on internationalization; 2. Regulations on the organization and operation of the structures responsible for institutional internationalization; 3. Framework regulation on academic mobility in higher education; 4. Documents on the establishment of international partnerships / consortia (where applicable). SER: <ol style="list-style-type: none"> 1. Analysis of the reflection of institutional internationalization in the strategic development programme and quality assurance policy, as well as their presence in the institutional organizational chart. 	1,0 – institutional internationalization is fully reflected in the strategic development documents and in the quality assurance policy, and the organizational structure ensures the achievement of the objectives; 0.5 - institutional internationalization is partially reflected in the strategic development documents and in the quality assurance policy, and the organizational structure does not allow the full achievement of the objectives; 0 - institutional internationalization is not reflected in the strategic development documents and in the quality assurance policy and does not have an organizational structure.	1,0

Criterion 1.4. Internal quality management (3,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
1.4.1. Organization and effectiveness of the internal quality assurance system (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> 1. Quality manual; 2. Organization chart of the internal quality assurance system; 3. Regulations on the organization and operation of the internal quality assurance system; 4. Other documents on the organization, operation and monitoring of the effectiveness of the internal quality assurance system. SER: <ol style="list-style-type: none"> 1. Analysis of the organizational structure of the internal quality assurance system and the responsibilities of each subdivision; 2. Analysis of the effectiveness of the activity of the structures within the internal quality assurance system. 	1,0 – the institution has a functional and effective internal quality assurance system; 0.5 - the institution has a partially functional and effective internal quality assurance system; 0 - the institution has a non-functional internal quality assurance system. Mandatory minimum evaluation standard: The educational institution must have a functional internal quality assurance system.	2,0

1.4.2. Application of internal quality assurance procedures (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> 1. Quality manual; 2. Code of ethics; 3. Internal quality assurance procedures; 4. Reports of internal quality assurance structures. SER: <ol style="list-style-type: none"> 1. Analysis of the functionality of internal quality assurance procedures. 	1,0 – the institution has and fully applies the internal quality assurance procedures; 0.5 - the institution has and partially applies the internal quality assurance procedures; 0 - the institution does not have internal quality assurance procedures.	1,0
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Accreditation standard 2. Design and approval of programmes (4,0 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. Realization of study programmes (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
2.1.1. General framework for designing study programmes	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate); 3. National Qualifications Framework / European Qualifications Framework; 4. Nomenclature of fields of professional training and specialties; 5. Internal regulations / procedures on the design and approval of study programmes; 6. Proof of authorization of provisional operation / accreditation of study programmes (<i>It does not apply to external evaluations for the authorization of provisional operation</i>); 7. Documents confirming the consultation of stakeholders. SER:	1,0 – the institution fully complies with the normative framework for designing and approving study programmes; 0.5 - the institution partially complies with the normative framework for designing and approving study programmes; 0 - the institution does not comply with the normative framework for designing and approving study programmes.	2,0

	<ol style="list-style-type: none"> 1. Analysis of the connection of the study programmes to the Nomenclature of professional training fields and specialties, to the National Qualifications Framework, to the European Qualifications Framework, to the realities and tendencies in the field; 2. Presentation of the procedures used in the design and approval of study programmes. 		
2.1.2. The structure of study programmes	<p>RD:</p> <ol style="list-style-type: none"> 1. Framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate); 2. Syllabuses; 3. Discipline curricula. <p>SER:</p> <ol style="list-style-type: none"> 1. List of study programmes offered by the institution (bachelor's / master's / doctorate); 2. Analysis of the objectives of the study programmes and their correspondence with the strategic documents of the institution and with the realities and tendencies in the field; 3. Analysis of the structure of study programmes. 	<p>1,0 – the structure of the study programmes corresponds to the normative requirements and the objectives are in accordance with the documents of strategic development of the institution and with the realities and tendencies in the field;</p> <p>0.5 - the structure of the study programmes corresponds to the normative requirements, and the objectives are not in accordance with the documents of strategic development of the institution and with the realities and tendencies in the field;</p> <p>0 - the structure of the study programmes does not correspond to the normative requirements and the objectives are not in accordance with the documents of strategic development of the institution and with the realities and tendencies in the field.</p>	2,0

Accreditation standard 3. Student-centred learning, teaching and assessment (9,0 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 (3,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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<p>3.1.1. Forms of organizing the teaching-learning process <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulation on the organization of studies in higher education based on the National System of Study Credits; 2. Regulations on organizing and conducting the teaching process in the institution; 3. Framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate); 4. Syllabuses; 5. Discipline curricula; 6. Schedule of teaching activities; 7. Registers of academic groups; 8. The results of the questionnaires of students / graduates. <p>SER:</p> <ol style="list-style-type: none"> 1. Presentation and analysis of the forms of organization of teaching activities (course, seminar, laboratory, individual work) in terms of compliance with the legal framework and implementation of the syllabus and curriculum by discipline for all forms of education (full-time/ part-time / distance); 2. Analysis of the results of the students' consultation regarding the forms of organization of the didactic activities and of the measures taken for the improvement of the teaching-learning process; 3. Ensuring the similarity of learning outcomes at different forms of education organization. 	<p>1,0 – the institution ensures full compliance with the regulatory requirements regarding the organization and conduct of the teaching process;</p> <p>0.5 - the institution ensures the compliance with the regulatory requirements regarding the organization and development of the teaching process, with non-essential deviations;</p> <p>0 - the institution ensures the compliance with the regulatory requirements regarding the organization and development of the teaching process, with essential deviations.</p>	<p>1,0</p>
<p>3.1.2. Student-centered teaching-learning methods <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. The curriculum reference framework; 2. Discipline curricula; 3. Textbooks, methodological instructions and other teaching aids for students; 4. The results of the questionnaires of students; 5. Evidence of individual support for students (consultations, counseling, guidance of academic groups); 6. Guidelines for the use of information technologies, interactive teaching-learning methods in the study process. 	<p>1,0 – the teaching-learning methods used are mainly student-centered;</p> <p>0.5 - the teaching-learning methods used are partially student-centered;</p> <p>0 - the teaching-learning methods used are not student-centered.</p>	<p>1,0</p>

	SER: <ol style="list-style-type: none"> 1. The mechanism for consulting students and the results of consultations in terms of organizing the teaching process; 2. Reflection on student-centered teaching-learning methods, used in different forms of education (e.g. optional courses / packages, personalized syllabuses, etc.); 3. Application of special teaching-learning methods to students with special educational needs (e.g. personalized syllabuses); 4. The mechanism of promotion, application and evaluation of student-centered teaching-learning methods; 5. Reflecting on the ways of providing individual support to students. 		
3.1.3. Use of ICT tools in the teaching-learning-assessment process (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> 1. Regulations / instructions / guidelines regarding the organization and development of the teaching-learning-assessment process using ICT tools. SER: <ol style="list-style-type: none"> 1. Evidence on the use of ICT tools in the teaching-learning-assessment process and the analysis of their effectiveness. 	1,0 – ICT tools are used in the teaching-learning-assessment process in over 50% of the curricular disciplines; 0.5 - ICT tools are used in the teaching-learning-assessment process in 20-50% of the curricular disciplines; 0 - ICT tools are used in the teaching-learning-assessment process in less than 20% of the curricular disciplines.	1,0

Criterion 3.2. Assessment of learning outcomes (6,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
3.2.1. The normative-regulatory framework for the assessment of learning outcomes (<i>It does not apply in the case of external evaluation for the authorization of</i>	RD: <ol style="list-style-type: none"> 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); 2. Framework recommendations for the elaboration of the Institutional Regulation regarding the organization of the evaluation of the students' learning activity; 	1,0 – the institution ensures the assessment of the learning outcomes in strict accordance with the normative-regulatory framework in force; 0.5 - the institution ensures the assessment of the learning outcomes in accordance with the normative-regulatory framework in force, with some non-essential deviations;	1,0

provisional operation)	<p>3. Internal regulations of the institution regarding the assessment of learning outcomes.</p> <p>SER:</p> <ol style="list-style-type: none"> 1. Reflecting the observance of the requirements of the normative framework regarding the assessment of the learning outcomes; 2. Analysis of the procedures used to prevent academic fraud in the elaboration of theses to complete studies. 	<p>0 - the institution ensures the assessment of the learning outcomes with essential deviations from the normative-regulatory framework in force.</p>	
3.2.2. Organizing the process of assessing learning outcomes during studies (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	<p>RD:</p> <ol style="list-style-type: none"> 1. 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); 2. Internal regulations of the institution regarding the assessment of learning outcomes; 3. Assessment competences development plans / policies; 4. Discipline curricula; 5. Assessment schedule; 6. Evidence regarding the analysis of tests and other forms of assessment and their approval; 7. Registers, academic records, tally-sheets, databases on assessment results. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the procedures for organizing the current and final assessments of the students' learning activity; 2. Reflecting the training measures for evaluators / teachers regarding the development of skills for assessing learning outcomes; 3. Analysis of the appeals procedures of the assessments results by students and their quantitative analysis; 4. Analysis and evaluation of the assessment criteria, methods, test structure, as well as other forms of assessment. 	<p>1,0 – the institution organizes and ensures the process of assessing the learning outcomes in strict accordance with the normative requirements;</p> <p>0.5 - the institution organizes and ensures the process of assessing the learning outcomes with non-essential deviations from the normative requirements;</p> <p>0 - the institution organizes the process of assessing the learning outcomes with essential deviations from the normative requirements.</p>	2,0
3.2.3. Organizing the assessment process of the internships (<i>It</i>	<p>RD:</p> <ol style="list-style-type: none"> 1. Framework regulation on internships in higher education; 2. Internal regulations on the organization and conduct of internships; 	<p>1,0 – the institution ensures the process of assessing the internships in strict accordance with the normative requirements;</p>	1,0

<p><i>does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>3. Documentation on the organization and conduct of internships (orders / agendas / reports);</p> <p>4. Reports of the chair / department on the internships of the students;</p> <p>5. Registers / tally-sheets / databases on internship assessments.</p> <p>SER:</p> <p>1. Analysis of internship assessment procedures;</p> <p>2. Description of the mechanism of involvement in the assessment of the internships of the representatives of the business environment;</p> <p>3. Analysis and evaluation of the assessment criteria of the internships and the results of the internships.</p>	<p>0.5 - the institution ensures the process of assessing the internships with non-essential deviations from the normative requirements;</p> <p>0 - the institution ensures the process of assessing the internships with essential deviations from the normative requirements.</p>	
<p>3.2.4. Organizing the final assessment process (<i>It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <p>1. Framework regulation on the organization of the examination for the completion of bachelor's degree studies;</p> <p>2. Regulation on the organization of the second cycle, master's degree studies;</p> <p>3. Syllabuses of study programmes;</p> <p>4. Curriculum for the graduation / final exam of study programmes;</p> <p>5. Internal regulations of the institution on the organization of the final assessment;</p> <p>6. Guidelines for elaboration and assessment of theses to complete studies;</p> <p>7. Schedule of final assessments;</p> <p>8. Order on the passing of the final assessment;</p> <p>9. Examination sheets for final assessments;</p> <p>10. Minutes of final assessments;</p> <p>11. Minutes of the committee on assessment appeal by students (as appropriate);</p> <p>12. Reports of the chairmen of the assessment panels of the final examination.</p> <p>SER:</p> <p>1. Analysis of the procedures for organizing the final assessments of the students' learning activity;</p>	<p>1,0 – the institution organizes and ensures the final assessment process in strict accordance with the normative requirements;</p> <p>0.5 - the institution organizes and ensures the final assessment process with non-essential deviations from the normative requirements;</p> <p>0 - the institution organizes the final assessment process with essential deviations from the normative requirements.</p>	<p>2,0</p>

	2. Analysis and evaluation of assessment criteria and forms; 3. Analysis of the reports of the chairmen of the assessment committees and of the preventive / corrective measures regarding the improvement of the assessment methods and forms.		
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Accreditation standard 4. Student admission, progression, recognition and certification (9,0 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 (3,0 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>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> Framework regulation on the organization and conduct of admission to higher education institutions in the Republic of Moldova; Regulation on the conditions of occupation of places with budgetary financing in state higher education institutions in the Republic of Moldova; Nomenclatures of fields of professional training and of scientific specialties / specialties; Methodological guidelines for the establishment and operation of the university center for career guidance and counseling; Institution's regulation on admission to studies; Admission plans; Enrollment orders; Annual reports of the admission commission; Other documents and materials regarding access, admission procedures and admission criteria. SER: <ol style="list-style-type: none"> Analysis of recruitment and admission procedures (e.g.: forms of promotion of the study programme, ways of career guidance, etc.); 	1,0 – the recruitment and admission of students is carried out in strict accordance with the normative-regulatory documents in force; 0.5 - the recruitment and admission of students is carried out in accordance with the normative-regulatory documents in force, with some non-essential deviations; 0 - the recruitment and admission of students is carried out with essential deviations from the normative-regulatory documents in force. <u>Mandatory minimum evaluation standard:</u> The educational institution ensures the recruitment and admission of students to the study programme in strict accordance with the normative-regulatory documents in force.	2,0

	2. Analysis of admission results, including analysis of the implementation of the admission plan with funding from the state budget and based on tuition fees; 3. Analysis of institutional measures to improve the recruitment and admission process; 4. Description of the mechanism for ensuring the transparency of the admission process.		
4.1.2. Access for disadvantaged groups to studies <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: 1. Law of the Republic of Moldova on social inclusion of persons with disabilities no. 60 of 30.03.2012; 2. Regulations on admission to higher education; 3. Regulation on the conditions of occupation of places with budgetary financing in state higher education institutions in the Republic of Moldova; 4. Admission plan; 5. Annual reports of the admission commission; 6. Evidence of the number of applications for admission and the number of students from disadvantaged groups enrolled. SER: 1. Analysis of the mechanism for achieving access to studies for disadvantaged groups in the study programme.	1,0 – the recruitment and admission of students from disadvantaged groups is carried out in strict accordance with the normative-regulatory documents in force; 0.5 - the recruitment and admission of students from disadvantaged groups is carried out in accordance with the normative-regulatory documents in force, with some non-essential deviations; 0 - recruitment and admission of students from disadvantaged groups is carried out with essential deviations from the normative-regulatory documents in force.	1,0

Criterion 4.2. Student progression (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
4.2.1. Student attendance <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: 1. Regulation on the organization and conduct of the teaching process in higher education institutions; 2. Registers of academic groups; 3. Evidence on monitoring student attendance and decisions to improve it. SER: 1. Analysis of student attendance monitoring procedures;	1,0 – the institution fully monitors the attendance of students and takes effective measures to improve it; 0.5 - the institution ensures the monitoring of students' attendance, with some non-essential deviations, without taking effective measures to improve it; 0 - the institution ensures the monitoring of students' attendance, with essential deviations.	1,0

	2. Analysis of institutional measures to improve student attendance and their effectiveness.		
4.2.2. Student promotion (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> 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. Regulation on the conditions of occupation of places with budgetary financing in state higher education institutions in the Republic of Moldova (Order of the Ministry of Education no. 748 of 12.07.2013); 3. Internal regulations on the conditions for occupying budget-funded places; 4. Promotion and graduation orders. SER: <ol style="list-style-type: none"> 1. Analysis of student promotion procedures; 2. Analysis and assessment of the pass rate of students during the study period; 3. Analysis and assessment of the dropout rate of students during the study period and the corrective measures applied; 4. Analysis and assessment of the graduation rate in relation to the number of students enrolled in the first year of study. 	1,0 – students are promoted to the next year of study in strict accordance with the regulatory provisions; 0.5 - students are promoted to the next year of study with non-essential deviations from the regulatory provisions; 0 - students are promoted to the next year of study with essential deviations from the regulatory provisions.	2,0
4.2.3. Academic mobility (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> 1. Framework regulation on academic mobility in higher education (Government Decision no. 56 of 27.01.2014); 2. Internal regulations on academic mobility; 3. Institutional agreements and contracts on academic mobility; 4. Other documents on academic mobility. SER: <ol style="list-style-type: none"> 1. Analysis of the results of students' academic mobility; 2. Institutional measures to improve academic mobility in the study programme; 3. Analysis of the procedure for recognizing disciplines and study periods within academic mobility. 	1,0 – the institution ensures academic mobility in strict accordance with the normative requirements; 0.5 - the institution ensures academic mobility according to the normative requirements, with some non-essential deviations; 0 - the institution ensures academic mobility with essential deviations from the normative requirements.	1,0

Criterion 4.3. Recognition and obtaining of certifications (2,0 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>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: <ol style="list-style-type: none"> 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. Nomenclature of fields of professional training and specialties; 3. Internal regulations regarding the procedure for awarding the title and issuing diplomas, diploma supplements, academic certificates; 4. Orders of awarding the title; 5. Diploma supplements issued to graduates. SER: <ol style="list-style-type: none"> 1. Analysis of the procedure for awarding the title and issuing diplomas, the diploma supplement and the academic certificates in accordance with the requirements of the normative documents of the titles / qualifications awarded and the diploma supplements issued. 	1,0 – the awarding of the title and the issuance of the diploma, diploma supplement and academic certificates is in strict accordance with the normative requirements; 0 - the awarding of the title and the issuance of the diploma, the diploma supplement and the academic certificates is not in accordance with the normative requirements.	2,0

Accreditation standard 5. Teaching staff (19,0 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 (9,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.1.1. Planning, recruitment and administration of teaching staff	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Labour Code; 3. Regulations regarding the occupation of teaching positions in higher education institutions; 	1,0 – the planning, recruitment and administration of the teaching staff is in strict accordance with the normative framework in force; 0.5 - the planning, recruitment and administration of the teaching staff is in accordance with the	1,0

	<p>4. The framework regulation regarding the workload of the didactic-scientific activity;</p> <p>5. Job list;</p> <p>6. Orders regarding the employment of teaching staff;</p> <p>7. Files of the employed staff;</p> <p>8. The collective employment contract of the institution;</p> <p>9. Individual employment contracts;</p> <p>10. Job description.</p> <p>SER:</p> <p>1. Presentation of the institutional system of planning, recruitment and administration of teaching staff;</p> <p>2. Analysis of the structure of the teaching staff of the institution (full-time / part-time; internal / external part-time, teaching / scientific staff; age, etc.);</p> <p>3. Analysis of the involvement of teaching and scientific staff from abroad in the training process;</p> <p>4. Analysis of the involvement of specialists from the real sector in the training process.</p> <p>5. Analysis of the ratio between the number of teaching staff and students (<i>It does not apply to external evaluations for the authorization of provisional operation</i>).</p>	<p>normative framework in force, with non-essential deviations;</p> <p>0 - the planning, recruitment and administration of the teaching staff is in accordance with the normative framework in force, with essential deviations.</p> <p>1,0 – more than 70% of the job list of teaching and scientific staff in the study programmes are covered by full-time and internal part-time staff, in strict accordance with the regulatory framework in force;</p> <p>0.5 - 50-70% of the job list of teaching and scientific staff in the study programmes are covered by full-time and internal part-time staff, in strict accordance with the regulatory framework in force;</p> <p>0 - less than 50% of the job list of teaching and scientific staff in the study programmes are covered by full-time and internal part-time staff, in strict accordance with the regulatory framework in force.</p> <p><u>Mandatory minimum evaluation standard:</u></p> <p>The educational institution must ensure a rate of full-time and internal part-time scientific-teaching staff in the institution not less than 50%.</p>	<p>2,0</p>
<p>5.1.2. Professional qualification of the teaching staff</p>	<p>RD:</p> <p>1. Education Code;</p> <p>2. Labour Code;</p> <p>3. Code on science and innovation;</p> <p>4. Regulations regarding the occupation of teaching and scientific positions in higher education institutions;</p> <p>5. Job list;</p> <p>6. Files of the employed staff.</p> <p>SER:</p> <p>1. Analysis of the structure of the teaching and scientific staff of the institution by study programmes (position held; basic studies; title and teaching and scientific degree)</p>	<p>1,0 – the professional qualification of the teaching and scientific staff is in accordance with the study programmes in which it is involved in a proportion of at least 90%;</p> <p>0.5 - the professional qualification of the teaching and scientific staff is in accordance with the study programmes in which it is involved in a proportion of 80-90%;</p> <p>0 - the professional qualification of the teaching and scientific staff is in accordance with the study programmes in which it is involved in a proportion of less than 80%.</p>	<p>2,0</p>

	2. Analysis of the share of full-time and part-time teaching and scientific staff holding teaching and scientific degrees in accordance with the study programmes in which they are involved.	<p><u>Mandatory minimum evaluation standard:</u> The share of teaching and scientific staff with professional qualifications according to the study programme in which it is involved is at least 80%.</p> <p>1,0 – more than 80% of the teaching staff ensuring the teaching of the theoretical courses holds scientific degrees and scientific-didactic / honorary titles; 0.5 - 70-80% of the teaching staff holds scientific degrees and scientific-didactic / honorary titles; 0 - less than 70% of the teaching staff holds scientific degrees and scientific-didactic / honorary titles.</p> <p><u>Mandatory minimum evaluation standard:</u> At least 70% of the teaching staff ensuring the teaching of theoretical courses holds scientific degrees and scientific-didactic / honorary titles.</p>	2,0
5.1.3. Assessment of teaching staff (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulations regarding the occupation of teaching and scientific positions in higher education institutions; 2. Quality manual; 3. Internal regulations / procedures for assessing the teaching staff; 4. Questionnaires / assessment sheets of the teaching staff; 5. Reports of quality assurance structures regarding the assessment of the teaching staff; 6. Orders, decisions and provisions of the management of the institution regarding the assessment of the teaching staff. <p>SER:</p> <ol style="list-style-type: none"> 1. Reflecting the policies and evaluation mechanisms of the teaching staff; 2. Analysis of the results of the evaluation of the teaching staff and of the measures taken; 3. The effectiveness of the evaluation system of the teaching staff at the level of institution / faculty / chair / department. 	<p>1,0 – the institution has an assessment system for the teaching staff and applies it fully and effectively; 0.5 - the institution has an assessment system for the teaching staff and partially applies it; 0 - the teaching staff of the institution is not assesses periodically.</p> <p><u>Mandatory minimum evaluation standard:</u> The educational institution has a system of periodic assessment of the teaching staff.</p>	2,0

Criterion 5.2. Teaching staff development (3,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
5.2.1. Strategies / policies / measures for the development of the teaching staff <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Professional development strategies / plans of the teaching staff of the institution; 3. Professional development plans / programmes / reports of the teaching staff at faculty / chair / department level; 4. Order of the Ministry of Education of the Republic of Moldova no. 199 of 04.04.2011 on the Psycho-pedagogical module. SER: <ol style="list-style-type: none"> 1. Reflection of strategies / plans for the development of the teaching staff in institutional strategies and plans; 2. Reflecting the institution's support for the continuous training of the teaching staff (for example: internships, doctoral studies, training courses, etc.); 3. Analysis and effectiveness of the system of support / stimulation of young teaching staff, including those involved in doctoral programmes; 4. Analysis and effectiveness of the system for supporting / stimulating the professional progress of the teaching staff. 	1,0 – the institution has strategies / policies for the professional development of the teaching staff and implements them in full; 0.5 - the institution has strategies / policies for the professional development of the teaching staff and partially implements them; 0 - the institution does not have strategies / policies for the development of the teaching staff.	1,0
5.2.2. Planning and carrying out the methodical activity of the teaching staff <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: <ol style="list-style-type: none"> 1. Evidence regarding the planning, realization and support of the methodical activity of the teaching staff; 2. Didactic and methodical materials developed by the teaching staff of the institution. SER: <ol style="list-style-type: none"> 1. Reflecting the mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff; 2. Analysis of the results of the methodical activity of the teaching staff from the perspective of ensuring the needs of the study programmes. 	1,0 – the institution has mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff and ensures their full implementation; 0.5 - the institution has mechanisms for planning, carrying out and supporting the methodical activity of the teaching staff and partially ensures their implementation; 0 - the institution does not ensure the carrying out of the methodical activities of the teaching staff.	2,0

Criterion 5.3. Scientific research and innovation activity of teaching staff (7,0 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>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: <ol style="list-style-type: none"> National strategy for research and development for the years 2014-2020; Education Code; Code of science and innovation; Strategies / plans regarding scientific research, innovation and technology transfer; Regulations on the organization and operation of scientific research, innovation and technology transfer structures; Evidence to encourage and support scientific research, innovation and technology transfer; Documents regarding the existence and activity of specialized journals. SER: <ol style="list-style-type: none"> Analysis and effectiveness of planning and supporting the activity of scientific research, innovation and technological transfer of the teaching staff; Reflecting on the encouragement and support of scientific research, innovation and technology transfer, in order to strengthen the link between education and research. 	1,0 – the institution effectively plans and supports the scientific research, innovation and technological transfer activity of the teaching staff; 0.5 - the institution plans and partially supports the scientific research, innovation and technological transfer activity of the teaching staff; 0 - the institution does not support the scientific research, innovation and technology transfer activity.	1,0
		1,0 – the institution allocates funds to scientific research, innovation and technology transfer activities that exceed 10% of the institution's annual budget; 0.5 - the institution allocates funds to scientific research, innovation and technology transfer activities with a share of 5-10% of the institution's annual budget; 0 - the institution allocates funds to scientific research, innovation and technological transfer activities that do not exceed 5% of the institution's annual budget.	2,0
5.3.2. Carrying out, monitoring and capitalizing on the scientific research and innovation activity of the teaching staff <i>(It does not apply in the case of external evaluation for the</i>	RD: <ol style="list-style-type: none"> Education Code; Code of science and innovation; National strategy for research and development, for the years 2014-2020; Reports on scientific research, innovation and technology transfer; List of scientific seminars, scientific commissions and councils; List of scientific research projects carried out with the participation of the teaching staff; 	1,0 – the institution carries out, monitors and capitalizes effectively the scientific research, innovation and technological transfer activity of the teaching staff; 0.5 - the institution carries out, monitors and partially capitalizes the scientific research, innovation and technological transfer activity of the teaching staff;	2,0

<i>authorization of provisional operation)</i>	<ol style="list-style-type: none"> 7. List of scientific publications of the teaching staff; 8. List of doctor / doctor habilitate dissertations defended by the teaching staff; 9. List of patents obtained by the teaching staff of the institution; 10. Certificates, diplomas, medals and other evidence regarding the participation and performance of the teaching staff in national and international scientific events; 11. Evidence on the implementation of the results of scientific research and innovation of the teaching staff; 12. Evidence regarding the existence and activity of specialized journals; 13. Evidence of the involvement of teaching and scientific staff in the publication of specialized scientific journals (e.g. members of editorial boards, scientific colleges, etc.); 14. Evidence of organization and participation in national and international scientific meetings. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis and effectiveness of conducting and monitoring scientific research, innovation and technology transfer; 2. Analysis of scientific publications of the teaching staff; 3. Analysis of the results of the participation of the teaching staff in national and international scientific research projects; 4. Analysis of the participation of the teaching staff in national and international scientific events; 5. Analysis of the reflection of the results of scientific research and innovation in university courses; 6. Analysis of the defence of the doctor / doctor abilitate theses and of capitalizing on their results. 	<p>0 - the teaching staff does not carry out scientific research, innovation and technology transfer activities.</p> <p>1,0 – the institution carries out the scientific research, innovation and technological transfer activity with funding from private funds, with a share of over 40% of the funds allocated to this field;</p> <p>0.5 - the institution carries out the scientific research, innovation and technological transfer activity with funding from private funds, with a share of 10-40% of the funds allocated to this field;</p> <p>0 - the institution carries out the scientific research, innovation and technological transfer activity with funding from private funds, with a share of less than 10% of the funds allocated to this field.</p>	<p></p> <p>2,0</p>
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Accreditation standard 6. Learning resources and student support (20,0 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 (1,0 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	RD: <ol style="list-style-type: none"> 1. Education Code; 2. Labour Code; 3. Framework regulation on the election of the rector of the higher education institution in the Republic of Moldova; 4. Framework regulation on the organization and operation of the governing bodies of higher education institutions in the Republic of Moldova; 5. Institutional regulation on the occupation of management positions and election of governing bodies; 6. Evidence on the planning, recruitment and administration of the support staff; 7. Job list; 8. Orders on the employment of administrative and auxiliary staff; 9. Files of the employed staff; 10. Individual employment contracts; 11. Job description. SER: <ol style="list-style-type: none"> 1. Presentation of the institutional system of planning, recruitment and administration of administrative and auxiliary staff; 2. Reflection of strategies / plans for professional development of administrative and auxiliary staff; 3. Analysis of the structure of administrative and auxiliary staff (position held; basic studies; full-time / part-time staff; professional qualification; age) by subdivisions. 	1,0 – the planning, recruitment and administration of administrative and auxiliary staff is in strict accordance with the regulatory framework in force; 0.5 - the planning, recruitment and administration of administrative and auxiliary staff is in accordance with the regulatory framework in force, with non-essential deviations; 0 - the planning, recruitment and administration of administrative and auxiliary staff is in accordance with the regulatory framework in force, with essential deviations.	1,0

Criterion 6.2. Material resources (8,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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<p>6.2.1. Existence, use and accessibility of educational and research facilities</p>	<p>RD:</p> <ol style="list-style-type: none"> 1. The general plan of the university campus; 2. Plans of the spaces used in the study and research process; 3. The institution's plan for the development of educational and research spaces / facilities; 4. Documents on the existence and operation of institutes, centers, parks, research laboratories, centers of excellence; 5. Sanitary authorization for operation. <p>SER:</p> <ol style="list-style-type: none"> 1. Quantitative analysis (total number and by categories) of the facilities used in the study and research process (institutes, centers, parks, research laboratories, centers of excellence); 2. Correspondence of educational and research facilities, depending on the requirements of study programmes; 3. Analysis of the area for a student by category of rooms; 4. Analysis of the accessibility and sufficiency of educational and research facilities. 	<p>1,0 – the institution fully provides adequate spaces / facilities for the study and research process; 0.5 - the institution partially provides adequate spaces / facilities for the study and research process; 0 - the institution provides insufficient adequate spaces / facilities for the study and research process.</p> <p>Mandatory minimum evaluation standard: The educational institution provides the study and research process with its own or rented spaces / facilities, suitable for the study programme (such as: classrooms, seminar rooms, laboratories, preparation rooms / centers, computer rooms, libraries, reading rooms, sports halls, etc.).</p>	<p>1,0</p>
		<p>1,0 – the institution provides surfaces per one student, as follows:</p> <ul style="list-style-type: none"> • classrooms – not less than 2,0 m²; • seminar rooms – not less than 2,0 m²; • laboratories – not less than 3,0 m². <p>0,5 – the institution provides surfaces per one student, as follows:</p> <ul style="list-style-type: none"> • classrooms – at least 1,0 m²; • seminar rooms – at least 1,4 m²; • laboratories – at least 2,0 m². <p>0 – the institution provides surfaces per one student, as follows:</p> <ul style="list-style-type: none"> • classrooms – less than 1,0 m²; • seminar rooms – less than 1,4 m²; • laboratories – less than 2,0 m². <p>Mandatory minimum evaluation standard: The institution provides surfaces per one student in the study programme, as follows:</p> <ul style="list-style-type: none"> • classrooms – 1,0 m²; 	<p>2,0</p>

		<ul style="list-style-type: none"> seminar rooms – 1,4 m²; laboratories – 2,0 m². 	
6.2.2. Endowment of educational and research facilities	RD: <ol style="list-style-type: none"> The strategic development plan of the institution with reference to the endowment of the educational and research spaces / facilities; List of equipment, teaching aids and curricular aids used in the study programme; Evidence of compliance of educational and research facilities with work safety requirements. SER: <ol style="list-style-type: none"> Analysis of the endowment of educational and research facilities in relation to the curricular needs of the study programmes; Evidence of compliance of educational and research facilities with work safety requirements; Reflecting the relevance of the material base for carrying out practical activities (seminars, laboratory) and research in study programmes. 	1,0 – the institution has an endowment of educational and research spaces / facilities that fully ensures the achievement of the objectives of the study programmes; 0.5 - the institution has an endowment of educational and research spaces / facilities that partially ensures the achievement of the objectives of the study programmes; 0 - the institution has an endowment of educational and research spaces / facilities that do not ensure the achievement of the objectives of the study programmes.	2,0
6.2.3. Accessibility of equipment, teaching aids and curricular auxiliaries (It does not apply in the case of external evaluation for the authorization of provisional operation)	RD: <ol style="list-style-type: none"> Evidence regarding students' access to equipment, teaching aids and curricular aids; Student questionnaires. SER: <ol style="list-style-type: none"> Analysis of the mechanism for providing students' access to equipment, teaching aids and curricular aids; Evidence of ensuring access for students with special needs to equipment, teaching aids and curricular aids. 	1,0 – the institution fully ensures students' access to equipment, teaching aids and curricular aids, in order to achieve the objectives of the study programmes; 0.5 - the institution partially ensures students' access to equipment, teaching aids and curricular aids, in order to achieve the objectives of the study programmes; 0 - the institution does not ensure students' access to equipment, teaching aids and curricular aids, in order to achieve the objectives of the study programmes.	2,0
6.2.4. Endowment, development and accessibility of the	RD: <ol style="list-style-type: none"> Statute and operating regulations of the library; The book collection / periodic editions of the library; Databases on library collections; 	1,0 – the library collection is properly endowed, developed periodically and accessible; 0.5 - the library collection is adequately endowed, accessible and sporadically developed;	1,0

institution's library collection	<p>4. Evidence on the accessibility of students and teachers to library (physical and electronic) collections.</p> <p>SER:</p> <ol style="list-style-type: none"> 1. Library endowment analysis; 2. Analysis of the completion of the book collection / periodical editions of the library in the reference period regarding the study programmes; 3. Analysis of the topicality of the book collection / periodical editions of the library in support of study programmes. 	<p>0 - the library collection is inadequate and insufficient for the development of study programmes.</p>	
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Criterion 6.3. Learning resources (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.3.1. Ensuring and providing students with access to curricular support <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	<p>RD:</p> <ol style="list-style-type: none"> 1. Syllabuses; 2. Curricular support for study programmes; 3. Curriculum support editing plans with reference to the study programme; <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the provision with curricular support (physical and / or electronic) of the study programmes and of their adequacy with the planned competencies; 2. Analysis of the access of students with different needs to the curricular support (physical and / or electronic); 3. Analysis of the realization of the curricular support editing plan for the study programme in the reference period. 	<p>1,0 – study programmes are provided in a proportion of at least 90% with adequate curricular support for the training of planned competences and is accessible;</p> <p>0.5 - the study programmes are provided in a proportion of at least 75% with adequate curricular support for the training of the planned competences and is accessible;</p> <p>0 - the study programmes are provided in a proportion of at least 50% with adequate curricular support for the training of the planned competences and is accessible.</p>	2,0
6.3.2. The internship bases	<p>RD:</p> <ol style="list-style-type: none"> 1. Framework regulation on internships in higher education; 2. The statutes and operating rules of the institution's own internship bases; 3. Collaboration agreements of the institution with economic entities that provide internship bases; 	<p>1,0 – the internship base fully corresponds to the achievement of the objectives of the study programmes;</p> <p>0.5 - the internship base partially corresponds to the achievement of the objectives of the study programmes;</p>	2,0

	<p>4. Documents on the infrastructure of the internship bases (as appropriate).</p> <p>SER:</p> <ol style="list-style-type: none"> 1. Characterization of the internship bases and assessment of their adequacy to the objectives of the internships; 2. Analysis of the effectiveness of the collaboration relations of the institution with internship bases from other entities (institutions, enterprises, organizations, etc.) in carrying out the internships. 	<p>0 - the internship base does not correspond to the achievement of the objectives of the study programmes.</p>	
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Criterion 6.4. Financial resources (3,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
<p>6.4.1. The institution's budget and the financing of the educational and research process <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. The state budget approved for each year; 2. The institution's revenue and expenditure budget; 3. The institutional system for allocating funds for the educational process and research; 4. Evidence of fundraising for the educational and research process; 5. Rector's annual report and Senate decision on budget planning and annual report on the institution's budget expenditure. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the planning and execution of the revenue and expenditure budget of the institution; 2. Evidence regarding the allocation of funds for the educational and research process in the revenue and expenditure budget of the institution; 3. Evidence of covering the needs of study programmes in the revenue and expenditure budget of the institution; 4. Analysis of the functionality and effectiveness of the institutional system for allocating funds for the educational and research process. 	<p>1,0 – the institution has an approved revenue and expenditure budget in accordance with the regulatory framework in force;</p> <p>0.5 - the institution has an approved revenue and expenditure budget in accordance with the regulatory framework in force, with some non-essential deviations;</p> <p>0 - the institution has an approved budget of revenues and expenditures with essential deviations from the normative framework in force.</p>	1,0
<p>6.4.2. Tuition fees and scholarships <i>(It does not apply in</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulation on the conditions of occupation of places with budgetary financing in state higher education institutions in the 	<p>1,0 – the procedures for establishing tuition fees, allocation of scholarships and other forms of</p>	1,0

the case of external evaluation for the authorization of provisional operation)	<p>Republic of Moldova (Order of the Ministry of Education no. 748 of 12.07.2013);</p> <p>2. Regulation on the amounts of sources, other forms of social assistance for students in higher education institutions (Government Decision no. 1009 of 01.09.2006);</p> <p>3. Regulation on the exemption from the payment of the tuition fee of students and pupils of state higher education and secondary education institutions enrolled on a contract basis (Government Decision no. 125 of 15.02.2001);</p> <p>4. The institutional system for planning and approving tuition fees;</p> <p>5. Institutional regulation on the allocation of scholarships and other forms of material support for students;</p> <p>6. Orders / provisions for the allocation of scholarships and other forms of material support for students.</p> <p>SER:</p> <p>1. Analysis of the methodology for calculating tuition fees and the use of sources;</p> <p>2. Analysis of scholarship allocation procedures and other forms of material support for students;</p> <p>3. Analysis of the share of students receiving scholarships and other forms of material support;</p> <p>4. Description of the mechanism for ensuring transparency in the process of allocating scholarships and tuition fee exemptions.</p>	<p>material support are in line with the regulatory framework in force;</p> <p>0.5 - the procedures for establishing tuition fees, allocation of scholarships and other forms of material support are in accordance with the regulatory framework in force, with some non-essential deviations;</p> <p>0 - the procedures for establishing tuition fees, allocation of scholarships and other forms of material support are with significant deviations from the regulatory framework in force.</p>	
		<p>1,0 – the institution has a mechanism for allocating scholarships and covering tuition fees from private funds for more than 2% of the total number of students;</p> <p>0.5 - the institution has a mechanism for allocating scholarships and covering tuition fees from private funds for a share of 1-2% of the total number of students;</p> <p>0 - the institution has a mechanism for allocating scholarships and covering tuition fees from private funds for less than 1% of the total number of students or does not have such mechanisms.</p>	1,0

Criterion 6.5. Social insurance for students (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
6.5.1. Providing students with dormitory	<p>RD:</p> <p>1. Framework regulation on the operation of dormitories subordinated to state educational institutions (Government Decision no. 74 of 25.01.2007);</p> <p>2. Regulation on the organization and operation of student self-governance structures (Order of the Ministry of Education no. 969 of 10.09.2014);</p>	<p>1,0 – the institution provides accommodation facilities in accordance with the rules in force for the requesting students in proportion of more than 50%;</p> <p>0.5 - the institution provides accommodation facilities corresponding to the norms in force for the requesting students in proportion of 10-50%;</p>	2,0

	<ol style="list-style-type: none"> 3. Documents related to the institution's offer regarding student accommodation (own dormitories, rented dormitories, lease agreements, etc.); 4. Documents confirming compliance with hygienic-sanitary and fire-prevention rules; 5. Regulation regarding the accommodation of students in dormitories; 6. Orders / dispositions of accommodation of students in the dormitories with reference to the study programme; 7. Documents regarding the provision of dormitory for students with special needs (with disabilities, from disadvantaged families, etc.) from the study programme. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the insurance of students with dormitory (number of dormitories, number of places, the area belonging to a accommodated student) with reference to the study programme; 2. Analysis of the coverage of the accommodation requests of the students of the study programme by years of studies; 3. Analysis of the accommodation facilities of students with special needs (with disabilities) from the study programme. 	<p>0 - the institution provides accommodation facilities corresponding to the rules in force for the requesting students from the study programme in a proportion of less than 10%.</p>	
6.5.2. Medical, catering, cultural and sports services for students	<p>RD:</p> <ol style="list-style-type: none"> 1. The institutional system for providing students with medical, catering, cultural and sports services; 2. Regulations regarding the provision of social services to students; 3. Documents of the subdivisions of the institution providing insurance to students with social services (medical centers, canteens, buffets, houses / cultural centers, sports halls / palaces, etc.), including documents confirming compliance with hygienic-sanitary and fire-prevention rules; 4. List of students with special needs (with disabilities, from disadvantaged families, etc.) who are provided with medical, catering, cultural and sports services corresponding to the rules in force. 	<p>1,0 – the institution provides students with medical, catering, cultural and sports services in accordance with the rules in force in a proportion of more than 90%;</p> <p>0.5 - the institution provides students with medical, catering, cultural and sports services in accordance with the rules in force in the proportion of 50-90%;</p> <p>0 - the institution provides students with medical, catering, cultural and sports services in accordance with the rules in force in a proportion of less than 50%.</p> <p><u>Mandatory minimum evaluation standard:</u></p>	2,0

	SER: <ol style="list-style-type: none"> 1. Analysis of providing students with medical, catering, cultural and sports services; 2. Evidence regarding the observance of the hygienic-sanitary and fire-prevention rules of the medical centers, canteens, buffets, houses / culture centers, sports halls / palaces and other subdivisions of the institution; 3. Analysis of the access and share of students who benefit from medical, catering, cultural and sports services in the subdivisions of the institution; 4. List of students with special needs (with disabilities, from disadvantaged families, etc.) who are provided with medical, catering, cultural and sports services corresponding to the norms in force. 	The educational institution must have at least one subdivision per campus, which provides students with medical and catering services.	
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Accreditation standard 7. Information management (6,0 points)

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

Criterion 7.1. Access to information (3,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
7.1.1. Information management systems (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	RD: <ol style="list-style-type: none"> 1. The institutional system of internal and external communication and information management; 2. Regulations / orders / provisions / procedures for the collection, analysis and use of information relevant to the effective management of study programmes; 3. Evidence regarding the collection, analysis and use of information on the profile of the student contingent, the academic course of the students, the satisfaction of the students and the professional paths of the graduates; 	1,0 – the institution has a functional and effective system of internal and external communication, and information management; 0.5 - the institution has a partially functional and effective system of internal and external communication, and information management; 0 - the institution has a dysfunctional and ineffective system of internal and external communication, and information management.	1,0

	<p>4. Evidence regarding the collection, analysis and use of information on the profile, career path and satisfaction of employers.</p> <p>SER:</p> <ol style="list-style-type: none"> 1. Examining the processes of collecting, analyzing and using information about the profile of the student contingent, the academic path of the students, the satisfaction of the students and the professional paths of the graduates in order to efficiently manage them; 2. Examining the processes of collecting, analyzing and using information about the profile, career path and employee satisfaction with reference to the study programme in order to effectively manage it. 		
<p>7.1.2. Student and staff access to information (It does not apply in the case of external evaluation for the authorization of provisional operation)</p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Organizing the institution's computer network and the access of students and employees to information; 2. Evidence of the access of students and staff of the institution to relevant information about available learning resources, student / staff support services and their satisfaction. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis and assessment of the technical assurance of the access of the students and the employees of the institution to the Internet / Intranet network; 2. Analysis of the capacity and functionality of the Internet / Intranet network of the institution related to the requirements of the study programmes (software used, etc.); 3. Analysis of students' access to the Internet / Intranet network in the institution's dormitories. 	<p>1,0 – the institution fully ensures the access of students and employees to information through Internet / Intranet networks; 0.5 - the institution partially ensures the access of students and employees to information through the Internet / Intranet networks; 0 - the institution insufficiently ensures the access of students and employees to information through the Internet / Intranet networks.</p>	2,0

Criterion 7.2. Databases (3,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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<p>7.2.1. Setting up the database of the institution <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulations / orders / provisions regarding the establishment, management and access to the institution's databases; 2. Database with reference to students and graduates of study programmes (academic path and student satisfaction, professional path of graduates, etc.) for the last 5 years; 3. Database with reference to the institution's employees (didactic-scientific and employee training path); 4. Database of diplomas and academic certificates issued by the institution. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis and assessment of the system for setting up and managing the institution's database(s); 2. Analysis of the ways of accessing databases by students and employees; 3. Analysis of the security of the information held in the databases. 	<p>1,0 – the institution has a functional and effective system for setting up and managing the database; 0.5 - the institution has a partially functional and effective system for setting up and managing the database; 0 - the institution has a non-functional and inefficient system for setting up and managing the database. Mandatory minimum evaluation standard: The educational institution must have a system for setting up and managing the database.</p>	<p>2,0</p>
<p>7.2.2. Access to the internal quality assurance database <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Regulations / orders / provisions regarding the establishment, management and access to the institution's databases with reference to internal quality assurance; 2. Internal regulation on the management of personal data. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis and assessment of the institution's database management system regarding internal quality assurance; 2. Evidence regarding the updating of the institution's database on internal quality assurance. 	<p>1,0 – the institution has a functional and up-to-date system for managing the internal quality assurance database; 0.5 - the institution has a partially functional and up-to-date system for managing the internal quality assurance database; 0 - the institution has a malfunctioning and outdated system for managing the internal quality assurance database.</p>	<p>1,0</p>

Accreditation standard 8. Public information (4,0 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 activity of the institution (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
8.1.1. Website of the institution	RD: 1. Regulations regarding the organization and administration of the website of the institution / faculty / chair / department. SER: 1. Analysis and assessment of the content of public information regarding the study programmes on the website of the educational institution; 2. Analysis of technical capabilities to ensure the functionality and accessibility of the institution's website.	1,0 – public information on study programmes is updated and accessible on the institution's website; 0.5 - public information on study programmes is partially updated and accessible on the website of the institution / study programme; 0 - public information on study programmes is not accessible on the website of the institution / study programme. Mandatory minimum evaluation standard: Public information regarding the study programmes is placed on the website of the educational institution.	2,0
8.1.2. Transparency of information of public interest regarding the activity of the institution <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: 1. Regulations / orders / provisions on ensuring the transparency of information of public interest regarding study programmes; 2. Database of academic diplomas and certificates provided by the educational institution; 3. Student guide. SER: 1. Analysis and assessment of the level of ensuring the transparency of information of public interest regarding the activity of the institution and study programmes (admission process, teaching, learning, research, assessment, examination results, information on graduates employment); 2. Analysis of the process of informing students about providing scholarships and other forms of material support, as well as allocation of accommodation in dormitories; 3. Analysis of the procedures for providing information from the institution's database / databases; 4. Analysis of access to information on employment, promotion, selection, remuneration, dismissal of the institution's staff;	1,0 – the institution ensures full transparency of public information regarding its activity; 0.5 - the institution partially ensures the transparency of public information regarding its activity; 0 - the institution does not ensure the transparency of public information regarding its activity.	2,0

	5. Evidence regarding the placement of master's and doctoral theses (or their abstracts) on the institution's website 6. Presentation of the anti-plagiarism verification system for bachelor's, master's and doctoral theses.		
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Accreditation standard 9. On-going monitoring and periodic review of programmes (12,0 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 initiating, monitoring and periodically reviewing study programmes (8,0 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 study programmes <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i>	RD: <ol style="list-style-type: none"> Quality assurance regulations and procedures regarding the regular monitoring and review of the educational offer; Quality manual; Revised syllabuses, curricula and other curricular products; Minutes on monitoring and reviewing the educational offer and study programmes. SER: <ol style="list-style-type: none"> Analysis and assessment of quality assurance procedures regarding the monitoring, review and continuous improvement of the educational offer and the contents of the study programmes; Assessment of syllabuses, curriculum and other curricular products revised in the study programme taking into account: <ul style="list-style-type: none"> the latest research in the field, thus ensuring that the programmes are up-to-date; the ever changing society requirements; the workload of students, as well as the educational path, and their success; the effectiveness of student assessment procedures; 	1,0 – the institution has in place and implements effective procedures for monitoring, reviewing and continuously improving the educational offer and study programmes; 0.5 - the institution has and sporadically applies procedures for monitoring, reviewing and continuously improving the educational offer and study programmes; 0 - the institution does not have procedures for monitoring and reviewing the educational offer and study programmes.	2,0

	<ul style="list-style-type: none"> - the expectations, needs and satisfaction of students in relation to the study programme; - the learning environment and support services for students and their programme fit-for-purpose. <p>3. Procedures for consulting / involving the representatives of the labour market in the formulation of the educational offer.</p>		
<p>9.1.2. Monitoring the teaching-learning-assessment processes <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Quality manual; 2. Regulations / procedures for monitoring the teaching-learning-assessment processes; 3. Self-evaluation reports and continuous improvement measure plan; 4. Minutes regarding the activities of monitoring the teaching-learning-assessment processes; 5. Questionnaires of students, staff, employers and other stakeholders on the activities of monitoring the teaching-learning-assessment processes. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the procedures for monitoring the teaching-learning-assessment processes at the study programme; 2. Appreciating the ways of involving students, staff, employers and other stakeholders in monitoring the teaching-learning-assessment processes at the study programme; 3. Analysis of the results of the questionnaire regarding the monitoring activities of the teaching-learning-assessment processes at the study programme; 4. Analysis of the procedures regarding the use of the anti-plagiarism system and of other procedures for verifying the bachelor's / master's / doctoral theses. 	<p>1,0 – the institution has functional and effective procedures for monitoring the teaching-learning-assessment processes at the study programme;</p> <p>0.5 - the institution has partially functional procedures for monitoring the teaching-learning-assessment processes at the study programme;</p> <p>0 - the institution does not have procedures for monitoring the teaching-learning-assessment processes at the study programme.</p>	2,0
<p>9.1.3. Involvement of the beneficiaries of the educational</p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Procedures for internal evaluation of study programmes; 	<p>1,0 – the institution has and implements internal procedures for evaluating study programmes (by</p>	2,0

process in the internal evaluations (It does not apply in the case of external evaluation for the authorization of provisional operation)	<p>2. Questionnaires of students, staff, employers and other stakeholders on various aspects of the study process in the study programmes;</p> <p>3. Minutes regarding the analysis of the results of the survey of the beneficiaries of the study programmes and the preventive / corrective measures taken by the institution.</p> <p>SER:</p> <p>1. Analysis and assessment of internal institutional evaluation procedures by graduates, employers and other beneficiaries at the level of institution / faculty / chair / department;</p> <p>2. Analysis of the results of the survey of the beneficiaries of the study programmes;</p> <p>3. Analysis of data on the expectations, needs and satisfaction of graduates in relation to the graduated study programme.</p>	<p>students, staff, graduates, employers) and measures are taken to continuously improve them;</p> <p>0.5 - the institution has and implements internal procedures for evaluating study programmes and sporadic measures are taken to improve them;</p> <p>0 - the institution does not undertake activities to involve the beneficiaries in the evaluation of study programmes.</p>	
9.1.4. Public accountability of the institution (internal audit) (It does not apply in the case of external evaluation for the authorization of provisional operation)	<p>RD:</p> <p>1. Internal audit procedures of the institution;</p> <p>2. Statute of the institution / regulations and other documents regarding the internal audit of the institution;</p> <p>3. Minutes on internal audit activities at institution / faculty / chair / department level;</p> <p>4. Reports on the internal audit of the institution.</p> <p>SER:</p> <p>1. Analysis and assessment of the procedures used in the internal audit of the institution;</p> <p>2. Analyzing the results of the reports on the internal audit of the institution;</p> <p>3. Evidence regarding the publication of the results of the internal audit of the institution and the measures taken (follow-up).</p>	<p>1,0 – the institution has functional and effective internal audit procedures;</p> <p>0.5 - the institution has partially functional and effective internal audit procedures;</p> <p>0 - the institution does not have functional internal audit procedures.</p>	2,0

Criterion 9.2. Employment (4,0 points)

Performance indicators	Reference documents (RD)/ Content of the self-evaluation report (SER)	Evaluation standards	Score (points)
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<p>9.2.1. Institutional mechanisms for recording the employment of graduates on the labour market <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Government Decision no. 923 of 04.09.2001 on the employment of graduates of state higher and secondary education institutions; 2. Procedures for recording the employment and professional development / evolution of graduates of the study programmes on the labour market; 3. Register of evidence (databases) of employment of graduates on the labour market at the level of institution / faculty / chair / department by study programmes and their professional development / evolution. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the institutional procedures for recording the employment and professional evolution of graduates on the labour market. 	<p>1,0 – the institution has and applies institutional procedures to record the employment and professional evolution of graduates on the labour market;</p> <p>0.5 - the institution has and applies institutional procedures for recording employment, but does not have records of the professional evolution of graduates on the labour market;</p> <p>0 - the institution does not have institutional procedures for recording the employment of graduates.</p>	<p>2,0</p>
<p>9.2.2. Career guidance activities and the competitiveness of graduates on the labour market <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Methodological guidelines for the establishment and operation of the university center for career guidance and counseling, approved by Order of the Minister of Education no. 970 of 10.09.2014; 2. Regulation on the operation of university career guidance and counseling centers; 3. Regulations / procedures for career guidance; 4. Register of evidence (databases) of employment of graduates on the labour market at the level of institution / faculty / chair / department by study programmes and their professional development / evolution; 5. Questionnaires of graduates and employers on the competitiveness of graduates on the labour market; <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of procedures and results of career guidance and counseling activities; 2. Quantitative and qualitative analysis of the employment of graduates of study programmes (rate of graduates employed according to the qualification obtained; rate of graduates 	<p>1,0 – the employment rate of graduates from study programmes on the labour market according to the qualification obtained is more than 70%;</p> <p>0.5 - the employment rate of graduates from study programmes on the labour market according to the qualification obtained is 50% -70%;</p> <p>0 - the employment rate of graduates from study programmes on the labour market according to the qualification obtained is less than 50%.</p>	<p>2,0</p>

	<p>employed in a specialty other than the one obtained; rate of unemployed graduates in the field of work);</p> <p>3. Analysis of the results of the questionnaires in order to correspond the competences held by the graduates of the study programmes with the requirements of the labour market;</p> <p>4. Analysis of graduates' results / performances, with socio-economic impact in various fields of activity, at local, national or international level;</p> <p>5. Data analysis regarding the continuation of the studies of the graduates of the study programmes at cycle II - Master and at cycle III - Doctorate.</p>		
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Accreditation standard 10. Cyclical external quality assurance (3,0 points)

Institutions should undergo external quality assurance on a cyclical basis.

Criterion 10.1. External quality assurance (3,0 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, Culture and Research and the relevant ministries (<i>It does not apply in the case of external evaluation for the authorization of provisional operation</i>)	<p>RD:</p> <ol style="list-style-type: none"> 1. Institutional procedures for communicating, implementing and monitoring the provisions and recommendations of the Ministry of Education and the relevant ministries; 2. Registers of documents of the Ministry of Education and of the relevant ministries at the level of institution / faculty / chair / department; 3. Framework recommendations on internal quality management structures (Order of the Minister of Education no. 503 of 27 November 2014). <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis and assessment of the institutional procedures for communication, implementation and monitoring of the provisions and recommendations of the Ministry of Education and the relevant ministries with reference to the study programme. 	<p>1,0 – the institution has procedures for communicating, implementing and monitoring the provisions and recommendations of the Ministry of Education and the relevant ministries;</p> <p>0 - the institution does not have procedures for communicating, implementing and monitoring the provisions and recommendations of the Ministry of Education and the relevant ministries.</p> <p><u>Mandatory minimum evaluation standard:</u> The educational institution must implement the provisions and recommendations of the Ministry of Education and the relevant ministries.</p>	1,0

<p>10.1.2. Implementation of the observations, recommendations and decisions formulated based on the external evaluation by ANACIP / other quality assurance agencies <i>(It does not apply in the case of external evaluation for the authorization of provisional operation)</i></p>	<p>RD:</p> <ol style="list-style-type: none"> 1. Methodology of external quality evaluation for the authorization of provisional operation and accreditation of vocational education and training, higher education and professional continuous training study programmes and institutions (Government Decision no. 616 of 18.05.2016); 2. Institutional procedures for implementing observations, recommendations and decisions of ANACIP / other Quality Assurance Agencies in case of external evaluation by them; 3. Certificates and other documents regarding the external evaluation of the institution / study programmes by ANACIP / other Quality Assurance Agencies; 4. External evaluation reports of the quality of study programmes; 5. Decisions of ANACIP / other Quality Assurance Agencies regarding the results of external evaluations; 6. Minutes of the examination of the observations, recommendations and decisions of ANACIP / other Quality Assurance Agencies and of the measures taken following external evaluations; 7. Action plans regarding the development of the institution / study programmes after the external evaluation. <p>SER:</p> <ol style="list-style-type: none"> 1. Analysis of the observations, recommendations and decisions of ANACIP / other Quality Assurance Agencies and of the measures taken regarding the institutional / study programmes development after the external evaluation. 	<p>1,0 – the institution examines the observations, recommendations and decisions of ANACIP / other Quality Assurance Agencies and takes measures regarding the development of the institution / study programmes after the external evaluation; 0 - the institution does not take measures regarding the development of the institution / study programmes after the external evaluation.</p> <p><u>Mandatory minimum evaluation standard:</u> The educational institution must implement the decisions of ANACIP / other Quality Assurance Agencies in case of external evaluation by them.</p>	<p>2,0</p>
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3. Regulation on the organization and operation of the National Agency for Quality Assurance in Professional Education, Government Decision no. 191 of April 22, 2015.
4. ISCED: International Standard Classification of Education, 2013 - <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.
5. Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG 2015 - <http://www.enqa.eu/index.php/home/esg/>.
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