



## **ORDER**

**No 1045 of October 29, 2015**

**Chisinau**

**On the approval and application  
of the Framework Plan for Higher Education  
(First cycle – Bachelor, second cycle – Master, Integrated Studies, third cycle - Doctorate)**

Pursuant to the Decision of the Board of the Ministry of Education no 4.1 of October 22, 2015, in order to establish the basic requirements for the draft of the learning plans in different fields of training/specialties, Master programs, PhD programs, the Ministry issues the following

### **ORDER:**

1. *The Framework Plan for Higher Education (first cycle – Bachelor, second cycle – Master, Integrated Studies, third cycle - Doctorate)* shall be approved and applied (Annexed).
2. The Framework Plan for Higher Education, approved by the order of the Ministry of Education no 455 of June 3, 2011, shall be rejected.
3. Public and private Higher Education Institutions:
  - shall apply the provisions of the hereby Framework Plan for Higher Education, starting with the university year 2015-2016, while drafting, polishing, amending, approving and coordinating the activity with the responsible authorities on the learning plans;
  - shall draft and approve new study and learning programs, respectively, as well as re-examine /update the existing learning plans once in 5 years – in accordance with the hereby Framework Plan for Higher Education;
  - shall draft the Methodology of Accumulation of the Curricular Minimum necessary for continuing education in the second cycle – Master in a different field of training, offered in extracurricular mode;
  - shall promote partnerships with stakeholders (Higher Education institutions, economic agents, students, parents, local public authorities etc.) to establish the study outputs, in accordance with the National Qualifications Framework.
4. The National Agency for Quality Assurance in Vocational Education shall organize and hold external evaluations in order to authorize functionally and provisionally or to approve the study programs, according to established methodology.
5. The Department of Higher Education and Development of Science (Mrs Nadejda Velisco):
  - shall monitor the process of implementation of the Framework Plan for Higher Education (first cycle – Bachelor, second cycle – Master, Integrated Studies, third cycle - Doctorate);
  - shall assure the expertise and coordination of the learning plans for the first cycle – Bachelor, second cycle – Master, Integrated Studies.
6. The control over the execution of the hereby Order shall be the responsibility of Mr Ion Siscanu, Vice minister.

**Corina FUSU,**  
**/signature/**  
**Minister**

**FRAMEWORK PLAN**  
**For Higher Education**  
(First cycle – Bachelor, second cycle – Master, Integrated Studies,  
third cycle - Doctorate)

*I. General Provisions*

1. The Framework Plan for Higher Education – hereinafter named as the *Framework Plan* – is related to the following cycles: I (Bachelor Studies), II (Master Studies), III (PhD studies) and Integrated Studies.

2. The Legal Framework

– Education Code of the Republic of Moldova no 152 of 17.07.2014 (DMY) (The Official Monitor, 24.10.2014 (DMY) no 319-324, art. No: 634);

– Law no 142-XYI of July 7, 2005 on the approval of the Nomenclature of Professional Training Fields and Specialties for Would Be Teachers in Higher Education Institutions, first cycle;

– Guide of the User of the European Credit Transfer System/ECTS;

– Framework Regulation on the Organization of the Final Exam for Bachelor Studies;

– Framework Regulation on the Organization of the Second Cycle – Master Studies, approved by Government Decision no 464 of July 28, 2015;

– Regulation on the Organization of PhD studies, third cycle, approved by Government Decision no 1007 of December 10, 2014;

– Framework Recommendations on the draft of the Institutional Regulation on the Organization of Evaluations of the Learning Activity of Students;

– National Qualification Framework of the Republic of Moldova and the National Qualifications Framework for Higher Education on Professional Training Fields, approved by the Order of the Minister of Education no 934 of December 29, 2010.

3. Basic Notions:

– university autonomy – the right of a university community to organization and self-management, to exercise of academic freedoms with no ideologist, politic or religious interference, to account for a range of competences and obligations in accordance with the national policies and strategies for higher education development;

– qualifications framework – qualifications categories that establish the level of professional competencies which the graduates of vocational education of different levels should have in order to work with the obtained profession;

– capabilities/abilities – the application and use of knowledge for fulfilling tasks and managing problems. The capabilities/abilities can be divided as cognitive (logic), intuitive and creative or practical, implying the use of methods, materials, tools and instruments;

– cycle of study – instruction and training sequence in higher education, with an established duration, that concludes with a respective final evaluation, followed by the award of a professional qualification and/or degree, depending on the case, as well as the issuance of the respective study act;

- learning competences – accomplished educational output at the macrostructural level (the ideal, general goal) and at the microstructural level (specific to the given course/module). The simplest and accepted formula of competences is: *integration of knowledge; capabilities/abilities and attitudes*;
- consortium – association of educational institutions and organizations that hold educational, research, development, innovation, artistic creation activities based on a partnership agreement concluded according to in force legislation;
- credit transfer – conventional figures granted to each subject or distinct activity from the learning plan, which shows the effort quantity necessary for the student to reach the minimum programmed educational outputs;
- knowledge – the result of information assimilation by learning – range of facts, principles, theories and practices connected to a certain working or education field, knowledge can be theoretical and/or practical;
- higher education curriculum – a complex system of decision-making, management and monitoring processes that pressed, come together with and follow the projection, draft, implementation, evaluation and permanent and dynamic revision of the set of professional training activities offered in the higher education institution;
- educational output (learning results) – the intentions and objectives related to the learning process. As dynamic unities, out of its main components –ideal, goals, objectives – the educational output are the result of ever-changing options and cannot be established once and for all. The educational output shall refer to a certain period of study, as well as to a single course unit or module;
- professional training – instruction process followed by an awarded qualification attested by a certificate or diploma, issued according to the law;
- student centred learning – a process of qualitative change of the student, oriented to keeping the autonomy, developing the critical thinking skills and based on educational output. The main elements of this process are: active learning, critical and analytical learning, enhancing student responsibility, granting a high autonomy both to the student and the teacher;
- vocational education – vocational training programs ending with a qualification and the institutions that offer the programs;
- academic mobility – process of students and teachers participating in study and research programs in the country or abroad;
- module of study – a set of knowledge, capabilities and competences functionally connected, necessary for fulfilling a task or managing a problem;
- psycho-pedagogical module – module for non-pedagogical programs graduates who want to work as teachers, which includes the theoretical training in the fields of pedagogy, psychology, subject teaching and a mandatory internship;
- educational objectives – the *intentioned/anticipated/projected* educational input at the macrostructural level (ideal, goal) and at the microstructural level (specific to the given course/module);
- standard package of educational services – system of educational offers and programs, oriented to accomplishing concrete output and acquiring a volume of knowledge, forming some competences according to educational standards;

- learning plan – a system of training activities and scientific research of specialists for various domains of the national economy, gathered in a unitary conception from the point of view of the content and their in-time development;
- Bachelor Degree thesis – applicable paper in Engineering, Arts, Chemical Technologies, Architecture, Agriculture, Medicine etc., that is based on the draft and description of pictures, schemes, charts, tables, paintings, artistic programs (concert, show) and being followed by a public defence, after which the students are awarded the Bachelor Degree when ending the Bachelor Studies in the respective domain. In the field of Humanities the Bachelor Degree thesis means the study based on facts and those that are out of surveys, observations, experiments and they are oriented towards the testing of some hypothesis or the development of instruments and methods that would give solutions to concrete problems;
- The European Credit Transfer System (ECTS) – a student centred system that is based on the principle of transparency in the learning, teaching and evaluation process. The ECTS objective is to facilitate the process of planning, delivery and evaluation of the study programs and student mobility by recognizing learning, qualifications and term results;
- specialty/study program – complex of professional competences acquired by instruction in a certain field of training;
- accreditation standards – range of requirements that define the minimum mandatory level of results of the activities of professional training of an accredited higher education institution, that ask for the temporary functioning authorization/the accreditation of a new professional training program or of an accredited higher education institution that requires external quality evaluation of the offered education/instruction;
- state educational standards – mandatory conditions for the fulfilment of educational programs for all learning levels and cycles in both public and private institutions, as well as the minimum mandatory requirements to the content of the educational programs, the maximum work volume of the student and of the teaching staff, to the infrastructure and the endowment of the educational institution, to the training level of students and the organization of the educational process. The state educational standards are the basis for the objective quality and level of instruction and qualification of graduates evaluation, regardless of the form of studies;
- integrated studies – professional training with a cumulated duration of the first and second cycles of higher education which matches a number of at least 300 ECTS and that end with the award of a diploma which is equivalent to Master Studies;
- annual paper – paper of synthesis with both theoretical and practical features that aims at in-depth knowledge and forming documentation and investigation skills in the field of training;
- diploma paper – genuine paper, scientifically motivated that aims at the evaluation of student's skills at doing research, in applying theoretical knowledge in finding practical solutions specific to the field of training, way of final examination of Bachelor Studies in the respective field of education;
- graduation paper – scientific research or artistic creation paper mono- or interdisciplinary that includes the analysis of theoretical and practical problems, following a public defence of the said paper and after which students receive a Master Degree in the respective field of education;

- doctoral thesis – genuine scientific research paper, after whose public defence, the PhD student is awarded the degree of PhD (in the respective field of education) and they are also awarded the doctoral diploma by the organizing institution of the PhD Studies program, following the confirmation from the national habilitated authority for the confirmation of scientific degrees.

#### 4. The Object of the Framework Plan

The Framework Plan, a component in the state educational standards in higher education, establishes the general principles to organize and hold the learning process in higher education institutions; it reflects the basic requirements for the draft of learning plans in different fields of training/specialties, Master programs, doctoral programs.

5. The Framework Plan is drafted *aiming* at quality assurance in higher education, the polishing of educational management, the modernization of higher education for the integration in the Common European Higher Education Area; at the improvement, rationalization and matching of learning plans nationally and at the European level; at the creation of the conditions of an actual academic mobility and mutual recognition of terms and graduation documents.

Based on the Framework Plan, higher education institutions draft their own learning plans, establishing the features and orientations of each field of training/specialty, Master program, doctoral program.

## ***II. The Learning Plan***

6. The learning plan includes four basic components:

- a) *time*, which represents the method of planning the training process (week, semester, year, cycle), its main unit of measure being the ECTS credit system;
- b) *formation*, which represents the method of distribution of the units of content (course unit, course group, modules);
- c) *accumulation*, which reflects the method of distribution of ECTS credit points;
- d) *assessment*, which represents the current and final assessment method of learning finalities and of the skills obtained by the student at the respective course unity/module.

7. The learning plans for the first cycle, integrated studies and the medical and pharmaceutical education are drafted on specialties, in accordance with The Nomenclature of Professional Training Fields and Specialties in Higher Education Institutions, first cycle.

Master programs, second cycle, are established within the limits of the general fields of study that are approved for the first cycle, according to the Nomenclature of Professional Training Fields and Specialties in Higher Education Institutions, which, depending on the concept and content of the learning plan, can be in depth, interdisciplinary and complementary. According to the respective type of program, Master Studies can be oriented to *Research (MR)* and they can also be *Professional (MP)*.

Doctoral programs, third cycle, are organized on fields of education according to the Nomenclature of Professional Training Fields and Specialties in Higher Education Institutions. It is a higher cycle of university studies, based on the development of knowledge by genuine scientific research and it comprises the *scientific and professional doctorates*.

8. While drafting the learning plans for the 3 university cycles, the education shall be focused on the student, oriented to acquire the educational output and to form the skills stipulated in the National Qualifications Framework on cycles and on general fields of education/fields of training. The accumulation of the educational output and the formation of skills for a field of education shall be completed when highlighting the pragmatic character of

the formative content of the course units (subjects) from the learning plan.

9. The basic formation element of the learning plan is the course unit, which are unitary activities attributed to a distinct unitary content.

The course units can be autonomous or they can be structured into modules. It is recommended that for a module be given 4-6 credits. The modulation of the university program can be accomplished in a complementary or interdisciplinary mode.

For the first and second cycle, the course unit/subject can be accomplished through didactical auditory activity (face to face):courses, seminars, laboratory courses, practical papers, project papers, didactical or clinical internships; as well as non-auditory didactical activity: didactico-artistical or sports activities; projects/annual, diploma, graduation papers, individual work, social and community activities, other activities stipulated in institutional regulations.

For the third cycle, PhD studies, the doctoral schools make available training programs to PhD students, based on advanced higher education, made up of didactical auditory activities, independent laboratory and/or field research, editing activities and participation at scientific/community events.

### ***III. Criteria for Drafting Learning Plans for the First, Second and Third Cycle as Well as Integrated Studies***

#### **10. The Profile and the Structure of the Learning Plan**

The Learning Plan for the first and second cycles is to be structured in the following way:

- a) title page;
- b) university calendar
- c) the plan on the process of study on semesters/years of study;
- d) internships;
- e) the forms of final evaluation for the offered course units/modules;
- f) the form of final evaluation of the study program;
- g) the list of course units on free choice;
- h) the matrix that correlates the educational output of the program with those of the course units/modules. Educational output/ learning results are part of the national standards and their number, according to European practices, should be limited to 6-8.

For the third cycle, doctorate studies, the structure and content of the learning plan shall be established by the doctoral school.

11. The learning plan is to be accompanied by an annotation in which the profile of the specialty/field of training/field of education shall be described, further elaborated in the conception of the specialist's training (goal, characteristics, employment, onward training, pedagogical approaches, key-competences developed in the program) and stipulated educational output. In this context, the annotation is the information regarding: novelty, relevance, matching of program aims to the institutional development strategy, partners consulting (employers, graduates, teachers, students) and coordination of the program drafting process according to quality assurance standards.

The evaluation methods and criteria as well as the rules on academic promotion shall also be indicated.

#### **12. The Title Page of the Learning Plan**

12.1 It is recommended that the title page of the learning plan for the *first cycle – Bachelor* and Integrated Studies contain the following information:

- a) the name of the ministry of education and, if necessary, of the line ministry;
- b) the name and category of the higher education institution, according to the accreditation

certificate;

c) the date of approval of the learning plan by the senate of the university, no of the respective record;

d) the date of coordination with the ministry of education and, if necessary, with the line ministry; the no of registration of the learning plan;

e) the context (the level of qualification according to the International Standard Classification of Education);

f) the code and name of the field of education;

g) the code and the name of the field of training;

h) the code and the name of the study program/specialty or double specialty;

i) the total number of study credits;

j) the degree received at the end of the studies;

k) the basis of the admission: Baccalaureate Diploma or an equivalent graduation document, higher education diploma;

l) language of instruction;

m) the type of education organization (full-time, part-time, distance learning)

12.2 It is recommended that the title page of the learning plan for the *second cycle Master* contain the following information:

a) the name of the ministry of education and, if necessary, of the line ministry;

b) the name and category of the higher education institution, according to the accreditation certificate;

c) the date of approval of the learning plan by the senate of the university, no of the respective record;

d) the date of coordination with the ministry of education and, if necessary, with the line ministry; the no of registration of the learning plan;

e) the context (the level of qualification according to the International Standard Classification of Education);

f) the code and name of the field of education;

g) the name of the Master program;

h) the total number of study credits;

i) the degree awarded at the end of the studies;

j) the basis of the admission: Bachelor Diploma or an equivalent graduation document, higher education diploma;

k) the language of instruction;

l) the type of education organization (full-time, part-time, distance learning).

12.3 It is recommended that the title page of the learning plan for the advanced university training program the *third cycle Doctorate* contain the following information:

a) the name of the ministry of education and, if necessary, of the line ministry;

b) the name and category of the higher education institution, according to the accreditation certificate;

c) the date of approval of the learning plan by the Scientific Council/ senate of the university, no of the respective record;

d) the context (the level of qualification according to the International Standard Classification of Education);

e) the name of the doctoral school;

f) code and name of the research field;

g) the name of the doctorate study program;

- h) the total number of study credits;
- i) the degree awarded at the end of the studies;
- j) the basis of the admission: Master Diploma or an equivalent graduation document, higher education diploma;
- k) the language of instruction;
- l) the type of education organization (full-time or part-time).

In case of higher education double programs, the title page shall indicate the member institutions of the consortium, the common approval of the learning plan and other relevant information.

#### ***A) Time***

13. The time component of the learning plan is represented by the university calendar, which represents the distribution of didactical activities on years, terms (examination sessions in case of part-time or distance learning), in the same order establishing the periods and duration of the terms, internships, examination sessions, final examination (Bachelor/ Integrated Studies exams/ graduation paper/ PhD thesis defence) and of the vacation.

In the fields of education regulated at the European level, the structure and the duration of the doctorate studies observe the applicable legal provisions at the European level.

In case of double higher education programs, the university calendar shall include the schedule of academic mobility among the member institutions of the consortium.

14. When drafting the university calendar the following shall be taken into account:

14.1 The duration of Bachelor Studies (first cycle), being expressed in years and study credits consists of:

- a) full time learning – 3-4 years and 180-240 study credits, respectively;
- b) part time learning and distance learning – 4-5 years (one year more than the full time education) and 180-240 study credits, respectively.

14.2 The duration of Master Studies (second cycle), being expressed in years and study credits consists of:

- a) full time learning – 1,5-2 years and 90-120 study credits, respectively;
- b) part time learning and distance learning – 2-2,5 years (one term more than the full time education) and 90-120 study credits, respectively.

14.3 The duration of PhD Studies (third cycle), being expressed in years and study credits consists of:

- a) full time learning – 3 years and 180 study credits, respectively;
- b) part time learning and distance learning – 4 years (one year more than the full time education) and 180 study credits, respectively.

As an exception, within higher education related to human and veterinary medicine, agrarian, biological sciences and pharmacy, the duration of the PhD program shall usually be 4 years.

15. For each study program (Bachelor, Master, PhD), the number of established credit points is the same for all forms of education: full time, part time or distance learning.

In *Arts, Psychology, Veterinary Medicine, Medicine, Pharmacy* and for the specialties *Modern Languages, Architecture*, the studies shall be organised as full time learning.

16. For the first and second cycles of higher education, Integrated Studies are to be organised in the following fields, regulated by international law norms: *Medicine and Pharmacy, Veterinary Medicine, Architecture*.

In Integrated higher education, the cumulated duration of the first and second cycles shall



correspond to a number of at least **300 ECTS points**.

Higher education programs in the medical and pharmaceutical fields are to be exclusively organized as full time learning, for 4-6 years, matching 240-360 ECTS points, respectively.

17. The graduates of middle schools of Transnistria and foreign citizens enrolled in the first cycle – Bachelor studies, according to collaboration protocols in the domain of education, based on the graduation documents of middle schools or their equivalents, shall attend a complementary year, not being quantified with credits, in the higher education institution in which they will be enrolled.

The candidates who are enrolled in the first cycle – Bachelor studies with the certificates issued from the East of the Republic of Moldova and from Bender municipality shall mandatory have to pass the Baccalaureate examination.

18. For the graduates of the technical and vocational professional non-tertiary education institutions who continue their education with Bachelor Studies – first cycle, within the previously studied field; higher education institutions can accept a maximum of 30 credit points accumulated in the technical and vocational professional non-tertiary education institution, in accordance with in-force regulations.

19. For the graduates of higher education institutions who request another field of training for the first cycle, the reduction of the duration of the studies can be conditioned by the recognition of a certain number of credits accumulated for the first specialty, on the condition that the duration of the studies shall be at least 3 years.

The graduates of higher education institutions for the specialties from the field: *Educational Sciences* shall be enrolled to another specialty from the same field, the duration of the studies consisting of 1 year.

20. *The Structure of the University Year*. In the **first cycle**, Bachelor Studies and Integrated Studies, the academic year consists of two relatively equal terms that include two ordinary examination sessions, internships and two vacations. The duration of a term consists on average of 15 weeks of auditory contact with students.

The academic calendar, implicitly the period of holding the classes and the duration of examination sessions, the duration of the vacations, shall be established by the senate of the higher education institution. For the liquidation of backlogs (the recovery of the credit deficit) and/or the request for a better mark, another two repeated examination sessions shall be programmed (for the recovery of the credit deficit) that can be organized after each examination session during the vacations, or, on the decision of the institution, they can be collided into one examination session.

The organization structure of education in the military, security and public order domain is to be drafted by the Board of the Teaching Staff and the senate of the education institution and approved by the authority in whose suborder the respective institution is.

The date of starting the university year in the **second cycle Master** is to be established by the senate of the higher education institution.

For the **third cycle – PhD Studies**, the draft and organization of a training program based on advanced higher education, the structure and the content of the learning plan for the university advanced training program as well as the approval of the curriculum of the subjects included in the learning plan are to be established by the doctoral school, in accordance with the regulation of the doctoral school.

21. In the Master and PhD programs, it is recommended to offer full, interdisciplinary courses, in a module system, with organised evaluation at the end of the course/module.

The PhD program includes *a training program based on advanced studies* and an *individual*

*scientific or artistic research program.*

The cumulated duration of the training program based on advanced studies cannot exceed one year of study. The program for scientific research for PhD-students in full time education shall last 2 years (four terms) and is equal to 120 ECTS. For the PhD-students from part-time education, the necessary 120 ECTS shall be distributed to 3 years of study (40 credit points annually).

22. *The Quantification of the University Year.* In the higher education system the European Credit Transfer System (ECTS) is applied.

The credits shall be granted in the following way:

- a) for an academic term/semester – **30 ECTS points**;
- b) for an academic year – **60 ECTS points**.

One credit point/study credit means **30 academic hours** of learning activities, under all its aspects (didactical, research activities, which can be auditory and individual work), being demanded to the student in order to accomplish the educational output.

In the national higher education, the annual work volume of the student (auditory and individual work) is **1800 hours**.

For the part time and distance learning, the total number of credits is to be equally distributed per years of study.

23. *Week Structure.* The structure of the week for the **first cycle – Bachelor** is 5 days with a total number of 25-30 hours of auditory contact.

In case of in the same time instruction in two fields of training/related specialties or parallel study of two languages in the fields of training *Languages and Literatures* or *Modern and Classical Languages*, in the domains regulated by international law norms: *Medicine and Pharmacy; Veterinary Medicine; Architecture* and in the domains: *Arts, Physical Education and Sports, Military, Security and Public Order* the weekly number of hours can reach **30-36 hours**.

The weekly program of **Master** training is 14-20 hours of auditory contact, which on the decision of the institution can be serried, and at least 50% of the program must be allocated to practical activities and research.

For the **third cycle – PhD studies**, the PhD-student can choose by themselves the courses form advanced higher education, which are suggested by the doctoral school.

### ***B) Formation***

24. The learning plan includes the set of course units/modules, which are distributed on semesters/years of study. Depending on the degree of obligation and the possibility to choose, the course units/modules are classified into:

- a) *mandatory*;
- b) *optional*;
- c) *on free choice*.

25. According to the function in the initial professional training by means of general and specific competences, the offered course units/modules shall be divided into the following components:

For the **first cycle** and Integrated studies programs (Annex 1):

- a) fundamental component (code-F);
- b) general abilities and competences training (code-G);
- c) socio-humanities component (code-U);
- d) specialty component – basic and secondary, in case of same time instruction of two related domains (code-S).

For the **second cycle** (Annex 2):

- a) fundamental component (code-F);
- b) specialty component (code-S).

For the **third cycle** (Annex 3), the doctoral curriculum ensures the training on professional content, cognitive and research competences in domains of specialty, as well as other cross-cut competences; and it comprises course units of synthesis, specialised in a certain field, including module from research methodology; within professional doctorate – with concretely defined applicable functions. For the PhD studies, meaning the units of course and the research activity, it is recommended to be grouped in the following components:

- a) fundamental component (academic subjects);
- b) specialty component and the cross-cut competence development component;
- c) individual research component and the scientific communication component.

26. *The Codification of Course Units/Modules.* To each course unit/module from the learning plan for the first, second cycles and Integrated Studies, an identification code is attributed, which defines the parameters: formation, semester, type of course, ordinal number (Annex 4).

27. For the **first cycle – Bachelor and Integrated Studies**, the *fundamental component (code F)* is a basic component, developed and adapted to the fields of training, that aims at the accumulation of knowledge and the formation of basic skills, integrated in competences that allow the scientific approach of the said domain, as well as the understanding and creation of new knowledge.

The fundamental course units/modules are **mandatory**.

28. The *formation component of general skills and competences (code G)* aims at the formation of habits like learning, research, analysis, exposition, efficient oral and written communication, including by the instrumentalities of informational technologies in the field of training and in diverse cultural settings.

The formation component of general skills and competences is **mandatory** and it shall include:

- a) a foreign language course, which is spoken at an international level, being applied in the field of training, offered starting from the first (I) year of study. It is recommended that the higher education institutions constitute and extend the teaching system of some course units in foreign languages. Depending on the possibilities of the institution, 2 foreign languages and a cross-cultural context specialty can be offered (especially recommended for internationally oriented fields);
- b) a course of informational technology and communication which shall include the modules: Informational Culture, Informational Technologies, Usage of Informational Technologies in the Field of Training, New Software and IT Risks in the field of training, Communication Techniques based on IT Usage etc.;
- c) a Romanian language course for communication for students from aolingual groups, including Communication Techniques/ Business Correspondence etc. For an easier insertion on the work market of the graduates from aolingual groups, these students shall be mandatory offered Romanian language specialty course units/modules in the superior years;
- d) a separate course of Professional Ethics and Culture or including topics related to Professional Ethics and Culture in the specialty course units/modules;
- e) a course of Physical Education for the Ist/IIInd year, that does not quantify as credit points, but whose evaluation with the „passed” mark represents the admission precondition to the final Bachelor exam.

29. The *socio-humanities component (code-U)* aims at the formation of a wide horizon of legal, philosophical, sociological, psychological and economic culture, that would allow the future specialist to take responsibilities in a free society and to efficiently and fastly adapt to changes in society.

The *socio-humanities component* is recommended as **optional** and it shall include:

- a) a course on a European topic, for example: Economic European Integration, the European Future of the Republic of Moldova, European Law, Political Structures in European States, the European University, European Civilisation, Educational Policies in the European Context, Community Policies in the field of training; on the topic of globalisation, regionalisation, geopolitics etc.;
- b) a legal initiation course, the basics of rule of law, intellectual property;
- c) Philosophy and Logics in the field of training;
- d) an economic and financial initiation course, Entrepreneurship Fundamentals, Leadership and Human Resources Management;
- e) Universal and National Culture Elements / Interculturalism;
- f) Rhetoric / the Culture of Interpersonal and Organizational Communication / Communication Techniques;
- g) Political Culture and Mass-media, Sustainable Development and Risk Management etc.

The course units from the list above could be divided into modules according to the strategy of the institution; the context, profile, the concept of the study program and/or the preferences/needs of the students.

30. The course units/modules of the fundamental component (code F), the formation component of general skills and competences (code G) and the socio-humanities component (code-U) are the **basis of the training program**, which represents the basic formative **mandatory** structure in training the future specialist for **the Ist cycle** and also within **Integrated Studies**, which is common to multiple fields of training within a field of education.

31. Within **the first cycle – Bachelor and Integrated Studies**, the *specialty component (code S)*, basic and secondary, in case of same time instruction in two fields, reaches objectives in forming the professional identity of the student and it is offered both as mandatory as well as optional.

In case there is a mono-specialty, the learning plan shall be completed with course units/packages of options for this specialty. In case of same time instruction in two fields, there shall be suggested both course units/ packages of options for the basic and for the secondary specialty.

32. The course units with the *specialty component* ensure the individual element of professional training and it represents a package of course units/modules, mandatory and optional, that ensure the distinctive element of professional training, as the logics of the structure of the field dictates, in accordance with the tendencies of the work market, ensuring a higher level of relevance of studies and employment of graduates.

33. Each student shall establish their **own educational path** of professional training out of the course units suggested by the learning plan, including those of optional and free choice packages in order to receive a university diploma.

The individual path of professional training is reflected in the Diploma Supplement, obligatorily issued to each graduate of higher education.

34. For the programs of **the IInd cycle – Master**, the basis consists of the fundamental component (**code F**), **obligatorily** offered.

Depending on the type of Master (research or professional) and the expected educational

output, it is recommended that the Master program include the following course units/modules:

- Fundamental component – scientific- general course units/modules (mandatory):
  - ✓ Research Methodology and Ethics in the Field of Education;
  - ✓ Topical Research Problems within the Field of Training;
  - ✓ Project Management/Making;
  - ✓ Decision-making;
  - ✓ Scientific Communication Techniques/Paradigms etc.
- Specialty Component – branch course units/modules (mandatory and optional):
  - ✓ Innovational Processes in the Field of Training;
  - ✓ New Informational Technologies in the Field of Training;
  - ✓ Quality Assurance in the Field of Training;
  - ✓ New Interdisciplinary Theories etc.
- Practical and Research Activities (mandatory):
  - ✓ Internship;
  - ✓ Scientific Research.

For the Master program, the learning plan shall comprise both subjects of advanced knowledge within the study program as well as complementary training modules, necessary for a fast insertion of the graduate on the work market.

35. For the **third cycle – PhD studies**, depending on the type of PhD (scientific or professional), within the *advanced studies training program*, which sums up 60 credit points, 50%-70% of ECTS shall be awarded to course units oriented to the *specialty*.

The study programs for the **third cycle – PhD studies** ensures the formation of specific professional competences of the domain (advanced knowledge and possessing techniques and methods of advanced research in the field of education, the capability of identifying, formulating and solving research problems, drafting valuing abilities of scientific papers etc.), as well as cross-cut competences (communication competences in the domains of science and culture, human resources-infrastructure-financial management competences, leadership and mentorship abilities, knowledge on career management etc. ).

- for the fundamental component, it is recommended to be given general academic subjects, including advanced theories and practices in the research domain.
- the specialty component shall contain course units specific to the research problem, selected on the leader's and the PhD student's decision. For developing cross-cut competences the following course units are recommended: Modern Languages, New Software for the research domain, Intellectual Property Law, Project Management, Scientific and Innovation Products Marketing, Career Management etc.
- the component for the formation of individual research abilities and scientific communication competences shall include advanced research methods, advanced project making and research result implementation methods, field research, industrial internships, internships in centres of excellence, scientific publications, communication in institutional-national-international scientific events etc.

The learning plan for the scientific doctorate includes course units/ academic subjects (theoretical) as 75% and practical course units/subjects as 25%. The learning plan for the professional doctorate includes course units/ academic subjects (theoretical) as 25% and practical course units/subjects as 75%.

36. Within **the first cycle – Bachelor and Integrated Studies**, the optional course units/packages ensure an individual training path, depending on the development aspirations and

employment perspectives in the work field. The optional course units are to be chosen from the offer of the learning plan (Annex 1). Each choice is made of minimum *two offers*. From the moment one chooses the course unit, the offer becomes mandatory.

Within the programs of the IInd cycle – Master, the options shall represent, depending on the case, up to 30%.

37. While studying, the student can accumulate more than 60 ECTS per year/ 30 ECTS per semester. These can be obtained by means of complementary course units/modules and activities (free choice extracurricular units, summer course units etc.).

The free choice course units ensure an extension of knowledge and skills development in students in the chosen field of training or in other tangential domains. These can be introduced in the plan on the recommendation of the departments for each field of training at students 'request.

Within Bachelor Studies, the student can obtain additional credits of no more than 10% of the total number of credits obtained at the program being followed. Studying the free choice courses is programmed for all the training period and it is additionally accomplished, outside the basic schedule. The accumulated additional credits are to be specified in the Diploma Supplement issued to the graduate.

For the first cycle, the following course units/modules are recommended: the Healthy Lifestyle, Occupational Security, Social Protection, Gender Equality, Family Protection etc.

38. In case the students in the IInd cycle – Master request a study program which is different from the field of training graduated in the first cycle – Bachelor, the candidates are to accumulate 30 ECTS for *fundamental and specialty* subjects afferent to the field of education they choose, which represents the necessary *initial curricular minimum*.

The initial curriculum minimum necessary for the continuation of higher education in the IInd cycle at a different field of training can be obtained in the period of Bachelor Studies, offered by the higher education institution as extracurricular (outside the basic timetable), as free choice for the student, starting with the second year of study.

The initial curriculum minimum necessary for the continuation of higher education in the IInd cycle at a different field of training can be *partially or fully* accumulated by transferring accumulated credits to relevant subjects of the Master program, obtained in the period of Bachelor Studies.

The methodology of accumulation of the curricular minimum shall be drafted by the coordinating subdivision of the respective program for each field of education and shall be coordinated by the board of the faculty that organises the respective Master program and shall be approved by the university senate, being followed by a publication on the website of the higher education institution.

#### 39. The Psycho-pedagogical Module

In order to offer it to the future graduates of the non-pedagogical higher education programs, who during their study did not have the Psycho-pedagogical Module and that candidate as teaching staff, the higher education institutions can plan as extracurricular (outside the basic timetable), a Psycho-pedagogical Module of **60 ECTS**, including *30 ECTS of theoretical training* and *30 ECTS for an mandatory internship*.

The theoretical training within the Psychopedagogical Module shall include the following course units: *the pedagogical module, the psychological module and subject didactics*.

In case the higher education institution doesn't have an academic subdivision responsible for the organisation of the Psycho-pedagogical Module, the students shall be offered, at request, the same module at another institution, based on interuniversity agreements.

40. Students Internships represent one of the mandatory forms of training of highly qualified

specialists, being oriented to obtaining generic and specific competences in one of the fields of training.

The internships are to be organised by the higher education institution and shall be accomplished within institutions, organisations, companies, partnerships and other structures.

The types of internships in higher education are:

- a) specialty (initiation, pedagogical, technological, production, clinic, creation etc.);
- b) Bachelor research/creation;
- c) Master research/creation.

41. The types of the internships, their terms, stages, field/branch, place are to be established by the higher education institution (departments of the faculty/faculty/departments of the university) strictly corresponding to the expected educational output for the respective field of education/specialty/program and they are to be established in learning plans (university calendar/chart of the process of study).

42. The students make individual or group internships in a previously established number of people. The coordination and evaluation of the Bachelor/Master internship is to be made by the project coordinator, depending on the activity of the student while working at the project and on the characteristics given by the manager of the base internship unit manager. The appreciation criteria of the internship are to be stipulated in the internal regulation of the institution.

### ***C) Accumulation Component***

43. *The Quantification of the Course Units/Modules.* To the course units from the learning plan study credits are granted depending on the full time of learning, which is demanded to the student. The study credits are granted as integer numbers.

In the same time, the total number of hours is indicated in the learning plan, which is stipulated for each course unit/module. The standard duration for a course unit/module is a semester. The planning of the intensity of studying the course units during the semester is to be established by the education institution, coming out of the interdisciplinary bonds, as well as out of the fact that for the first cycle and in the Integrated studies programs, the weekly norm of the student cannot exceed 25-30-36 auditory contact hours, and for the second cycle – 14-20 hours respectively.

44. **"Auditory Contact vs Individual Study" Rapport** is to be established depending on Master the field of training /program, educational output, the specific of the course unit/module: novelty and or complexity and didactico-methodical insurances.

The *"Auditory Contact vs Individual Study" Rapport* is to be recommended by the profile department, based on a specific methodology for each field of training, approved by the board of the faculty that organises the respective study programs, shall be approved by the university senate and it shall be published on the website of the higher education institution.

45. In higher education (**cycles I, II and Integrated Studies**), the number of credits distributed to each course unit/module, the stipulated number for theoretical, practical laboratory, individual activities etc. as well as the number of course units/modules in a semester shall be planned by the department responsible of the respective study program, depending on the type of higher education program, the educational output, the specific, the complexity of the course unit/module.

The determination over the distribution of the course units, the distribution of the number of hours per years of study and semesters is to be decided by the faculties, taking into account the interdisciplinary bonds.

For the **third cycle, PhD Studies**, the responsibility over the structure, content, the holding and the organisation of the scientific research program of the PhD-student comes to the

Scientific Adviser. The mode of credit granting for the measurement of the effort made by the PhD student for the advanced training program and the research program, materialised by published articles, research reports defended and approved within the doctoral school, participation with papers/communications at national and international scientific conferences (the later both being quantified with at most 20 ECTS annually), is to be established by the Board of the Doctoral School in accordance with in force legislation and approved by the Scientific Council of the institution that organises PhD Studies.

***D) Assessment***

46. The learning plan stipulates the types and modalities of assessment for educational output, including:

- a) current assessment: test, essay, report, (individual or group) case study, internship report etc.
- b) final assessment: oral-written-combined evaluation, essay, presentation, research paper/project.

It is recommended to use all kinds of current assessment during the semester.

47. The academic results of the students shall be assessed:

- a) during the semester;
- b) at the end of the semester;
- c) at the end of the study program within each cycle of higher education.

Depending on the specifics of the field of education/study program, the following specific forms of assessment shall be used: concert, exposition, portfolio, sport trial, computer assisted assessment etc. For the determination of the assessment modality the structure of the course unit, the volume and duration of its study shall be considered.

48. *The final evaluations/assessment of the course units/modules* shall be held by the instrumentality of examinations and marks. The "pass", "fail" qualifications can be used for intermediary assessments within modules and for Physical Education. Obtaining a passing mark for a course unit/module is granted by receiving the expected number of credits for it.

Within the training program based on advanced higher education, third cycle, PhD Studies, the examinations afferent to the course units/modules are to be organized after the finalisation of the course units/modules.

49. Annual papers/projects are to be programmed within the corresponding course units and they are to be assessed within the respective course units/modules.

In case the annual paper represents the cumulative result of the activities from several courses and it is an interdisciplinary product and cannot be attributed to a course unit, this annual paper has to be a separate entity, assessed with a mark and graded with a precise number of credits, depending on the necessary effort to accomplish it, on the decision of the organising department of the faculty/faculty/department of the university.

In the **third cycle**, PhD Studies, at the end of the first year of doctoral studies, after the current examinations have been passed, the PhD student shall publicly present within the direction/centre/laboratory, a report based on the list of literature, on the knowledge over the degree of research on the investigated topic.

50. The planning of current evaluations during the semesters is mandatory. The current results shall be considered for the final assessment.

The quota of current assessment from the final mark to the course unit within higher education cycles is to be established by the higher education institution in their own regulations, depending on the specific of the study program and the educational and research output.

51. In the learning plan for the first cycle Bachelor and Integrated Studies the following are



to be indicated: the modality of study completion, the terms for the assessment and the allocated number of credits. The final assessment form for higher education in Bachelor Studies is to be established and approved by the senate of the higher education institution.

Bachelor Studies end with the Bachelor examination and/or paper/project and in the issuance of the Bachelor Diploma, complemented by the Diploma Supplement, edited in Romanian language and English language.

In the view of the assessment of the system of competences formed within the study program, it is recommended that the Bachelor Examination include an examination task with an integrator feature (or a synthesis task to several fundamental course units and a synthesis task to several specialty course units) and the presentation of the Bachelor paper/project. In case of instruction in two interrelated fields of training for the first cycle, the Bachelor examination two tests to specialty course units.

Integrated Studies are to be finished with the examination / graduation paper and the issuance of the equivalent diploma to the Master Diploma.

The Bachelor examination and/or paper/project and the Integrated Studies examination/paper are to be credited (ECTS) separately.

52. The higher education institution shall draft and approve at the senate its own regulation on the organization of the Bachelor exam and/or paper/project with distinct assessment criteria for each form of output, implicitly, the distinct assessment of knowledge for the fundamental-theoretical part and for the specialty part, as well as for the research and practical abilities proved in the Bachelor paper/project.

The requirements on the volume, structure, form of display of the Master paper/project shall be established by the department of the faculty/faculty/department of the university responsible for the initial professional training, depending on the specific of the field of training/study program and the drafted recommendations at the institutional level.

53. The **Master Studies** end with the public presentation of the Master paper/project. After the public presentation, the Master papers/projects shall be published on the website of the higher education institution.

The second cycle students who accomplish the objectives of the Master program and successfully defend their Master paper/project shall receive the Master Degree in the respective field of education with the issuance of the Master Diploma, complemented by the Diploma Supplement, edited in Romanian language and English language.

54. PhD Studies end with the public meeting type defence of the doctoral thesis in front of the Public Examination Commission for the Doctoral Thesis.

The format of the doctoral thesis, being established by the doctoral school, includes structure and graphical elements, which the PhD student is obliged to observe. The content of the doctoral thesis is to be established by the PhD student by consulting the scientific adviser and it is to observe the framework structure and the limits imposed by the doctoral school regulation.

#### ***IV. Criteria for Drafting of the Learning Plan in Case of Simultaneous Training in Two Interrelated Specialties***

55. For drafting the learning plan in case of simultaneous training in two interrelated specialties the following shall be taken into account:

- a. the criteria for drafting the respective plan are identical to those for mono-specialties;
- b. the duration of the studies is no less than 4 years;
- c. in the learning plan, the recommended rate of course units/modules for the basic specialty and the secondary one shall consist of 60% and 40%, respectively.

## V. The Modality of Drafting, Confirmation, Evidence and Archiving for Learning Plans

56. The *learning plan* is to be drafted in accordance with the educational output expressed in the generic and specific competences, stipulated in the National Qualification Framework on fields of training/research /study programs. These shall be stipulated in Annotations, annexed to the learning plan.

57. The process of drafting and approval over a learning plan for a new study program assumes the next stages:

- a. the initiator of the new study program (any interested person/group within the department of the faculty/faculty/department of the university) and the members of the team assigned to manage the department of the faculty /department of the university shall establish the subjects of the learning plan and the list of scientific and teaching staff, proficient in the field, in order to be discussed in the Board of the Faculty. After the approval of the program, the learning plan and the staffing list shall be drafted for the new study program;
- b. after the approval of the Faculty Board, the documents of the study program are submitted to the approval of the University Senate. In accordance with the law, the Institutional Strategic Development Council approves the final decision regarding the initiation of the study program;
- c. after the final approval, the Faculty Board appoints a team for preparing a *self assessment report* of the new study program for a provisional authorization;
- d. a final form of the self assessment report is prepared on the basis of these documents and correlated with materials made available for this program. The self assessment report is submitted to the vice-chancellor for teaching activity, and is to be checked by a committee appointed by the subdivision responsible for quality management;
- e. after addressing possible deficiencies, at least 6 months before the beginning of the study program, the *self assessment report*, implicitly the learning plan, is submitted to the Ministry of Education which, after the assessment of the learning plan, advance it to the National Agency for Quality Assurance in Professional Education for an external assessment and provisional authorization.

58. The outlines of learning plans, for first and second cycle and integrated studies, drafted for each study program and each form of learning organization (full-time, part-time, distance learning) are edited in Romanian language, in two/three copies, according to the established example (Annex 5).

It is recommended to notify relevant ministries, which operate with higher education institutions, or appropriate professional associations, about leaning plans.

59. The list of mandatory and optional course units, the number of hours for studying them, internships and free choice course units are established by the institutions, depending on the specific of the general study field/ professional training field/ study program, according to National Qualification Framework, as well as the mission of the institutions on staff training.

60. The *specifics* of each professional training field/ study program is provided by the variation of:

- a. list and number of hours for the studying of course units, within different components and modules ;

- b. content of basic and specialty-oriented course units (*basic* and *secondary* one in case of simultaneous education on two fields);
- c. internship contents and forms.

#### 61. *Modification of Learning Plans*

Once in 5 years, higher education institutions shall review/ update learning plans, according to the development in social and economic sectors.

The learning plan can be modified/ improved only if it will be implemented the following academic year. For the duration of studies of a student class, from enrolment till graduation, learning plans cannot be modified; they are to be accomplished entirely.

If labor market demands impose the need to change learning plans during a 5 year period, the new version of the learning plan for a new academic year shall be applied for persons enrolled to studies in the respective academic year, provided that the changes were carried out as established, until the end of the previous academic year and at least 3 months before the beginning of the academic year they were posted on the information system of the institution.

The modifications in the learning plans are carried out at the respective program organizational departments and are approved by the Faculty Board.

The review/ update of learning plans is validated by the University Senates and it is presented once in 5 years for the coordination to the Ministry of Education, as well as to the relevant ministries/ professional associations which operate with higher education institutions). An extract from the minutes of the Senate meeting, where the modifications were approved, shall be appended to the copy of a learning plan for the first and second cycle, and integrated studies.

#### 62. *Evidence and Storage of the Learning Plans*

Learning plans for first and second cycle, and integrated studies, coordinated with the Ministry of Education, are recorded at the Department that is responsible for the higher education. The registration number and the date of approval shall be noted on the title page of the plan and shall be introduced in an evidence register. Learning plans are registered by their coordination date.

A copy of a learning plan, coordinated and registered, is stored at the Ministry of Education Department, which is responsible for higher education, another copy is stored at the responsible higher education institution, and if necessary, a third copy – at the relevant ministry.

63. In order to support and facilitate *student mobility*, learning plans are posted on the official web page of the higher education institution.

In order to facilitate academic mobility and recognition of studies performed in other institutions, it is recommended to project, in a semester of the learning plan, some courses with study aims that can be achieved abroad and can be recognized at the institution that the student has been admitted to (for ex. Courses oriented to comparative studies, foreign languages, industrial, creative, research internships, etc.).

#### 64. *Closure of Study Programs*

Study programs can be concluded in the cases provided by the law in force, regarding assessment and accreditation.

Study programs that have become irrelevant for the labor market, that do not meet the accreditation criteria, or that imply unjustified expenditures, can be concluded by the Council for Institutional Strategic Development, according to the provisions of art. 104 par. (e) of the Code of Education, after the approval of the Ministry of Education, and where applicable, of the relevant ministry.

**Recommended Rate of Course Units**  
**in the Learning Plan for the First Higher Education Cycle,**  
**Bachelor Degree and Integrated Studies (180, 240, 300, 360 ECTS programs)**

Formative structure, compulsoriness level	Credited components	One specialty-oriented	Two specialties-oriented	Vocational education oriented
		%		
<i>Mandatory</i>	<b>Common core</b>	<b>20 -35</b>	<b>20 - 30</b>	<b>20</b>
	Course units/ basic modules (F)			
	Course units/ modules that create general skills and competences (G)	<b>5 - 10</b>	<b>5 - 10</b>	<b>5 - 10</b>
<i>Optional</i>	Course units/ socio-humanistic oriented modules (U)	<b>5 - 10</b>	<b>5 - 8</b>	<b>5 - 8</b>
<i>Mandatory and optional</i>	<b>Individual path</b>			
	Course units/ basic specialty oriented modules (S <sup>1</sup> )	<b>30 – 40</b>	<b>25 - 35</b>	<b>35</b>
	Course units/ secondary specialty oriented modules (S <sup>2</sup> )	<b>0</b>	<b>10 - 15</b>	<b>0</b>
<i>Mandatory</i>	Internships	<b>10 - 12</b>	<b>10 - 12</b>	<b>17 - 22</b>
<i>Senate decision</i>	Exam and/or graduation thesis	<b>5 - 10</b>	<b>5 - 10</b>	<b>5 - 10</b>
	Exam/ thesis for integrated studies			
<b>Extracurricular – off basic schedule</b>				
<i>Free-choice</i>	Initial curricular minimum for another field at the	<b>30 ECTS</b>	<b>30 ECTS</b>	<b>30 ECTS</b>

	second cycle (M)			
<i>Free-choice</i>	Psycho-pedagogical module	<b>60 ECTS</b>	<b>60 ECTS</b>	<b>60 ECTS</b>

**Annex 2**

**Recommended Rate of Learning Plan Components  
for Master's Degree Programs**

	<b>Master's Degree Program</b>	
	<b>scientific (MS)</b>	<b>professional studies (MP)</b>
	<b>%</b>	
<b>Course units/ basic modules (F)</b>	<b>35 - 45</b>	<b>20 - 30</b>
<b>Specialty course units/ modules (S)</b>	<b>20 - 30</b>	<b>35 - 45</b>
<b>Internships</b>	<b>8 - 12</b>	<b>8 - 12</b>
<b>Graduation Paper</b>	<b>20 - 30</b>	<b>20 - 30</b>

**Annex 3**

**Recommended Rate of Learning Plan Components  
for PhD (Doctoral) Programs**

<b>Years of study</b>	<b>PhD Program</b>	
	<b>scientific</b>	<b>professional studies</b>
	<b>%</b>	
<b>I – Program based on advanced studies (60 ECTS)</b>	<i>academic subjects/ practical subjects</i>	
	<b>75 / 25</b>	<b>25 / 75</b>
	<i>course units oriented to specialty</i>	
	<b>50 – 70</b>	
	<i>course units for transversal skills development</i>	
	<b>10-20</b>	
	<i>affluent activities (participation at conferences, symposia, etc. )</i>	
<b>10 - 15</b>		
<b>II – Individual program of scientific research/ athletic performance/ artistic (60 ECTS)</b>	<i>1 paper – research degree/ 1 subsequent scientific research project</i>	
	<b>10 - 15</b>	
	<i>Individual research activities</i>	
	<i>2-3 papers, thesis fragments</i>	<i>performances, recitals, individual, group exhibitions</i>
	<b>30 - 40</b>	
<i>affluent activities (participation at conferences, symposiums, etc. )</i>		
<b>30 - 35</b>		

	<i>publishing research outcomes in listed scientific magazines</i> <b>30 - 35</b>	
<b>III – Completing PhD (Doctoral) studies (60 ECTS)</b>	<b><i>Defending PhD thesis</i></b>	
	<i>an original research component</i>	<i>solving a practical issue (artistic or athletic)</i>
	<b>65 - 70</b>	
	<i>Publications in professional reviewed scientific magazines, scientific speeches at conferences, etc.</i>	<i>sports competition, artistic exhibitions, etc.</i>
	<b>30-35</b>	

#### Annex 4

### Course Units Encoding in the learning Plans

#### for the First and Second Cycles and Integrated Studies

No crt.	Content	Type	No of characters	Identification code
1.	Formative category	Alphanumerical	1	<b>F</b> – basic component; <b>G</b> – component of creating general skills and competences; <b>U</b> - socio-humanistic orientation component <b>S</b> – component for orientation to a specialty (in the case of studying two specialties): S1 – basic specialty oriented component; S2 - secondary specialty oriented component <b>M</b> - component for orientation to another training area during the second cycle (Master's)
2.	Semester	Numerical	2	01, 02, 03...
3.	Subject type	Alphanumerical	1	• <b>O</b> – mandatory • <b>A</b> - optional • <b>L</b> – facultative (free-choice)
4.	Subject identification (order number in the Learning Plan)	Numerical	3 mnp	• m - 0,1,2,...9 0 – core 1,2... - specialties nr – subject number in the Learning Plan

Example: F.04.O.012 – basic type subject, studied during the 4<sup>th</sup> semester, mandatory, belongs to the subject core and 12 is its order number in the Learning Plan.

**Examples of Learning Plans  
for the First and Second Cycles and Integrated Studies  
University Calendar**

<i>Academic year</i>	<i>Teaching activities</i>		<i>Exam sessions</i>		<i>Internships</i>	<i>Vacations</i>		
	<i>1<sup>st</sup> sem.</i>	<i>2<sup>nd</sup> sem.</i>	<i>1<sup>st</sup> sem.</i>	<i>2<sup>nd</sup> sem.</i>		<i>Winter</i>	<i>Spring</i>	<i>Summer</i>

**Learning Plan by Years of Study**

<i>Code</i>	<i>Course unit/ module name</i>	<i>Total of hours</i>			<i>Number of hours by activity types</i>			<i>Assessment form</i>	<i>No of credits</i>
		<i>Total</i>	<i>Direct contact</i>	<i>Individual study</i>	<i>C</i>	<i>S</i>	<i>L/P</i>		
<b>Total C,S,L</b>									

Here: **C** = Course; **S** = Seminar; **L**= Laboratory work; **P** = Practice (activities specific for different course units/ modules)

**Internships**

<b>Internships</b>		<b>Sem.</b>	<b>Duration No of weeks/ hour</b>	<b>Period</b>	<b>Number of credits</b>
1.	<i>Specialty internship:</i> <ul style="list-style-type: none"> <li>• orientation</li> <li>• pedagogical</li> <li>• technological</li> <li>• industrial</li> <li>• clinical</li> <li>• artistic etc.</li> </ul>				
2.	<i>Research internship/ Bachelor's creation Research internship/ Master's creation</i> Includes: research, documentation, final editing of the thesis/ project				

Note: Pedagogical internship is mandatory for those who study the psycho-pedagogic module.

### Learning Plan for Psycho-Pedagogical Module

<i>Code</i>	<i>Teaching activity name</i>	<i>Number of hours by activities</i>			<i>Assessment form</i>	<i>No of credits</i>
		<b>Course</b>	<b>Seminar</b>	<b>Laboratory work/ practice</b>		
	<b>Total</b>					

### Facultative subjects (free-choice)

<b>No crt.</b>	<b>Subject name</b>	<b>Year</b>	<b>Semester</b>	<b>Number of hours by activities types</b>			<b>Assessments</b>	<b>No of credits</b>
				<b>C</b>	<b>S</b>	<b>L/P</b>		

### Exam/ Diploma Paper (Senate Decision)

<b>No crt.</b>	<b>Activity name</b>	<b>Period</b>
	Defending the Diploma Paper	
	<ul style="list-style-type: none"> <li>- an examination test of the integral type (name)/</li> <li>- an examination test in basic subjects (name) and an examination test in specialty subjects (name)</li> </ul>	
	Exam in the second specialty subject (in case of simultaneous training in two specialties) (name)	