

FRAMEWORK-PLAN

for Bachelor's degree (Cycle I), Master's degree (cycle II) and integrated studies

I. General provisions

1. The framework-plan, part of the State educational standards in higher education, lays down basic requirements for the development, review and modification of educational plans developed by the higher education institution for Bachelor's degree studies, Cycle I, Master's degree studies, Cycle II, and integrated studies.
2. The framework-plan shall be developed for the purpose of quality assurance in higher education, improvement of educational management, modernisation of higher education in view of integration into the common European area of higher education; improvement, streamlining and compatibility of educational plans at national and European level; creation of conditions for real academic mobility and the mutual recognition of periods and study documents.

1) Normative framework

- a) Education Code of the Republic of Moldova No. 152 of 17 July 2014;
- b) Nomenclature of professional training areas and specialties in higher education, Government Decision No. 482 of 28 June 2017;
- c) National Qualifications Framework of the Republic of Moldova, Government Decision No. 1016 of 23 November 2017;
- d) Regulation on the organisation of the Cycle II – Master's degree studies, Government Decision No. 464 of 28 July 2015;
- e) Framework regulation on academic mobility in higher education, Government Decision No. 56 of 27 January 2014;
- f) The methodology for external quality evaluation for provisional authorization and accreditation of study programmes and VET, higher education and continuous training institutions and the Regulation on the calculation of taxes on services rendered in the context of the external evaluation of the quality of study programmes and VET, higher education and continuous training institutions, Government Decision No. 616 of 18 May 2016;
- g) Regulation on the organisation of Bachelor's degree (cycle I) and integrated studies, Order of the Ministry of Education, Culture and Research;
- h) Framework regulation on the organisation and conduct of distance higher education, Order of the Ministry of Education, No. 474 of 24 May 2016;
- i) Framework regulation on the organisation of the examination of completion of Bachelor's degree studies, Order of the Ministry of Education No. 1047 of 29 October 2015;
- j) Regulation on internships in higher education, Order of the Ministry of Education, No. 203 of 19 March 2014;
- k) Order on the organization of studies in double specialties, No. 669 of 01 August 2017;
- l) Order on the study programmes conducted jointly with educational institutions from abroad, No. 206 of 16 April 2017;
- m) ECTS Users' Guide, 2015;
- n) Standards and guidelines for quality assurance in the European Higher Education Area (ESG), 2015.

2) Glossary

Ability – capacity, skill, acquired by practice and exercise, which guarantees the effectiveness of an action in relation to a task.

Capacity – the individual's ability to perform a specific task or activity.

Competence – the ability of the individual to use the acquired knowledge and personal skills in different situations of life (work, study, professional and/or personal development); the competence is acquired by accumulating different knowledge and experiences for a long time.

Study credit – a conventional numerical value allocated to each separate activity in the educational plan and expressing the amount of effort needed by the student to achieve the minimum level of the programmed learning outcomes.

Knowledge – a result of assimilating information through learning; all the notions, ideas, information acquired by an individual in a certain field.

Educational plan – all activities designed uniformly in their development in time and content, designed to provide the knowledge, skills and competences required for the master's degree specialty / study programme, which are achieved through different content units / modules.

Learning outcome (expected result of learning) – intentions or goals with reference to the educational process.

Professional training – training process resulting in a qualification attested by a certificate or diploma issued under the law.

Student-centered education – a process of qualitative transformation of the student, oriented towards strengthening autonomy, on the development of critical thinking skills and focusing on learning outcomes. The essential elements of this process are: active learning, critical and analytical learning, increased student responsibility, increased autonomy and reflective approach both from the student and the teacher.

Academic mobility – process of participation of students and teachers in study and research programmes conducted in institutions from the country and abroad.

Study module – ensemble of course units providing a set of interconnected knowledge, capacities and competences.

Study programme – all the activities of design, organization, management and realization of teaching, learning, research, artistic creation and evaluation that ensure training in an occupational and academic field in accordance with the normative framework and leads to a certified qualification by a competent body; the study programme is made up of the educational plan, curricula, including records, course units/modules.

European Credit Transfer System (ECTS) - is a student-centered system based on the principle of transparency of the learning, teaching and evaluation process. The objective of the ECTS is to facilitate the process of planning, provision, evaluation of study programmes and mobility of students by recognising the results of learning, qualifications and study periods.

State educational standards – compulsory conditions for the achievement of educational programmes at all levels and education cycles in public and private institutions, as well as mandatory minimum requirements for the content of the educational programmes, the maximum amount of work required from the student and the teaching staff, the infrastructure and endowment of the educational institution, in relation to the level of training of graduates and the organisation of the educational process. State educational standards are the basis for objective evaluation of the quality and level of training and qualification of graduates, regardless of the form of conducting studies.

Course unit - basic training element of the educational plan. It consists of well-defined and structured learning activities, following a coherent and explicit set of learning outcomes, expressed in terms of appropriate competences and evaluation criteria.

II. The components of the educational plan

3. The educational plan includes *four defining components*:

- a) The temporal component;
- b) The formative component;
- c) The accumulation component;
- d) The evaluation component.

3) The temporal component

4. The temporal component is the way of planning the professional training process in time, the primary unit of measurement being the study credit. The temporal component is reflected in the educational plan through the university calendar.

4) The formative component

5. The formative component represents the way of distribution of course units/modules per semester of studies.

6. The content units in the educational plan are classified according to the following aspects:

a) *Formative category*:

- a. fundamental content units, developed and adapted to the fields of professional training, the purpose of which is the accumulation of knowledge and the formation of basic skills and competences, enabling the scientific approach of the given field, as well as understanding and creating new knowledge;
- b. content units of acquiring knowledge, skills and general competences, which ensure the training of skills to learn, research, analyse, present and effectively communicate orally and in writing, including by means of information technology both in the field of professional training and in various cultural contexts;
- c. specialized content units, which provide the distinctive element of professional training, based on the logic of field structuring, in line with labour market trends, thereby ensuring an increased level of relevance of studies and employment of graduates. In the case of concomitant training in two fields, the educational plan establishes course units/modules for the basic specialty and secondary specialty;
- d. socio-human orientation content units, which ensure the formation of a broad horizon of culture (legal, philosophical, political, sociological, psychological, economic, etc.), which would allow the future specialist to take responsibility in a free society and to adapt operatively and efficiently to changes in society.

b) Degree of compulsoriness and eligibility:

- a. compulsory course units/modules (which are studied in a compulsory manner). The fundamental course units/modules are provided on a compulsory basis. The specialized course units/ modules, however, will be offered some in compulsory mode and others under optional conditions, according to the decision of the chair/department responsible for elaborating the educational plan;
- b. optional course units/ modules (which are chosen from the educational plan offerings and which, once selected, become compulsory). The course units/modules of socio-human orientation, as well as some specialized courses/modules, are offered on an optional basis. Optional course units / option packages ensure the formation of the individual's professional training path, depending on the aspirations of professional development and the employment prospects;
- c. course units/modules at free choice (which can be selected from the list of course units/modules to the free choice provided in the educational plan, or from the educational plans of other study programmes provided within the university). In Bachelor's degree studies, the student can obtain additional credits of not more than 10% annually from the number of credits allocated to the study programme followed.

5) The accumulation component

7. The accumulation component reflects the ways of allocation of study credits for each course unit/module or educational activity provided for in the educational plan (course units /modules, internships, annual research projects, Bachelor's / Master's degree theses, Bachelor's / Master's degree exams etc.). Based on the provisionally authorized / accredited study programmes and the educational offer, each university develops a ECTS course catalogue, which is available to the interested public.

6) The evaluation component

8. The evaluation component reflects the programming and determination of the semester and final assessment of the knowledge, skills and competences obtained by the student.

III. Requirements for the development of the Educational plan

7) General requirements

9. The educational plan shall be drawn up in accordance with the provisions of the National Qualifications Framework and of this Framework-plan by the chair/department responsible for the study programme and approved by the Senate of the higher education institution at the proposal of the Faculty Council.
10. The educational plans for Bachelor's degree and integrated studies are developed on specialties, in accordance with the Nomenclature of professional training fields and specialties in higher education, and for Cycle II, Master's degree studies, the educational plans are established within the limits of the general fields of study accredited for cycle I.
11. The educational plans have to:
 - a) comply with all provisions of legislation and normative documents in force;
 - b) correspond to the mission undertaken by the higher education institution through the University Charter;
 - c) pursue the achievement of student-cantered education and ensure the obtaining of learning outcomes and the acquisition of knowledge, skills and professional competences associated with the qualification granted at the end of the respective cycle of studies;

- d) be compatible with study programmes in European Union countries;
- e) be in line with the current or prospective requirements of the national and international labour market.

8) Special requirements

- 12. The educational plans for the cycles I, II and for integrated studies, developed for each specialty/Master's degree programme, depending on the form of organisation of education (full-time, part-time, distance), are drawn up in Romanian and, at the decision of the Senate, in an international language.
- 13. The educational plan shall contain the following structural components, developed in accordance with the templates set out in Annexes 1-9 to this Framework-plan:
 - a) Title sheet;
 - b) University calendar;
 - c) The plan of the study process for semesters/years of study;
 - d) Internships;
 - e) Course units/modules at free choice;
 - f) The plan for the Psycho-pedagogical module;
 - g) The curricular minimum, guidance to another field;
 - h) The matrix of correlation of the learning outcomes of the study programme with those of the course units/modules;
 - i) Explanatory note.

IV. Annual and periodic evaluation, records and preservation of educational plans

9) Annual evaluation of the educational plan

- 14. Study programmes, including educational plans, shall be subject to annual monitoring and evaluation according to a methodology and criteria established by the higher education institution.
- 15. As a result of the annual evaluation process and in well-substantiated cases, the educational plan may be amended provided the implementation of changes in the next year of study and only when the changes have been made public through the institution's information system at least 3 months until the beginning of the academic year.
- 16. The modification of the educational plan shall be carried out at the organizing chairs / departments of the study programme and approved by the Senate of the institution at the proposal of the Faculty Council. The minutes of the Senate meeting in which the amendments were approved will be attached to the primary educational plan.

10) Periodic evaluation of educational plans

- 17. In order to meet the needs of the socio-economic sector, study programmes, including educational plans, will be evaluated every 5 years or on expiry of the term of the provisional operating authorisation or accreditation.
- 18. The educational plans shall be assessed/revised by the chairs / departments responsible for the study programme with subsequent approval by the Senate of the institution at the proposal of the Faculty Council.
- 19. The periodic evaluation process also implies compulsory external evaluation by the National Agency for Quality Assurance in Education and Research (ANACEC) or by an international

agency registered in the European Quality Assurance Register in Higher education (EQAR), with a view to accreditation/reaccreditation of the study programme.

11) Records of educational plans

20. After decision making, on the basis of the results of ANACEC or an international agency registered in EQAR, on the provisional authorisation/accreditation/reaccreditation of the study programme, the higher education institution records the educational plan in a record book.
21. The list of provisionally authorised/accredited/reaccredited study programmes for each higher education institution is also complemented by the Department responsible for Higher Education of the Ministry of Education, Culture and Research, based on provisional authorisation/accreditation/reaccreditation decisions.

12) Preserving of educational plans

22. The educational plans shall be recorded and kept at ANACEC and at the higher education institution responsible for the application of the study programme and, in parallel, on the official website of the institution.

V. Initiation (authorisation for provisional operation), accreditation/reaccreditation and closing of a study programme

23. The educational plan is part of the (Bachelor's/Master's degree) study programme, being appreciated and approved in the process of external evaluation of the respective study programme by ANACEC (or by an international agency registered in EQAR), with a view to authorisation for provisional operation/accreditation/reaccreditation.

13) Initiation, approval and authorisation for provisional operation of the study programme

24. The initiation, approval and authorisation for provisional operation of the study programme involves taking minimum the following steps:
 - a) Initiation of the study programme by any interested person/ interested group within the faculty/chair/department or the economic or social environment;
 - b) Evaluation of the programme draft within the chair/department to carry out the respective study programme. The evaluation process involves assessing the necessity and timeliness of the development of the study programme, the necessary and existing resources, including human resources, the expectations of the economic and social sector related to the programme, the analysis of similar national, European and international programmes, etc.;
 - c) The designation by the management of the chair/department of a team which, together with the initiator/initiators of the programme, will establish the outcomes and competences of the programme, develop the educational plan, the curricula of the course units / modules, as well as the list of scientific-didactic staff with competences in the field;
 - d) Internal quality assessment and elaboration of the self-evaluation report of the new study programme, including its examination within the subdivision responsible for quality management;
 - e) Endorsement of the study programme by the Senate at the recommendation of the Faculty Council;
 - f) Issuing the decision of the Council for Institutional Strategic Development (hereinafter CDSI) on the initiation of the study programme. The decision to initiate the study programme may be

issued only under the condition of the favourable endorsement of the programme by the Senate and at least 2/3 of the votes of CDSI members;

- g) Initiation of the external quality evaluation procedure, according to the normative framework in force, with a view to authorising the provisional operation of the study programme by ANACEC or by international agencies registered in EQAR.

14) Accreditation/periodic reaccreditation of the study programme

- 25. The accreditation and reaccreditation of a study programme shall be carried out under the conditions and time limits laid down by the external quality evaluation methodology developed by the ANACEC and approved by Government decision.

15) Closing of the study programme

- 26. The study programme may be closed in the following situations:

- a) In the case of the non-accreditation of the study programme or the withdrawal of the right of activity of the educational institution as a result of the external evaluation carried out by the ANACEC (or by the international agencies registered in EQAR), in accordance with legal provisions. The decision of non-accreditation of the study programme or withdrawal of the right of activity of the educational institution shall be adopted by the Ministry of Education, Culture and Research based on the results of the external evaluation;
- b) If the programme has lost its relevance to the labour market, produces unjustified expenditure for the institution etc., in this situation, the closure of the programme is made by decision of CDSI, with at least 2/3 of the number of members' votes. The higher education institution shall notify the Ministry of Education, Culture and Research and the National Agency for Quality Assurance in Education and Research, within 10 calendar days of the adoption of the decision, about the closure of the study programme by decision of CDSI.

The title sheet shall contain the following information:

- a) The name of the central specialized body, which coordinates the education system and, where appropriate, the relevant ministry;
- b) The name and category of the higher education institution, according to the accreditation certificate;
- c) Date of approval of the educational plan by the Senate of the institution, No. of the respective minutes. In the case of a newly initiated study programme, the date of approval at the meeting of the Council for Institutional Strategic Development and No. of the respective minutes shall be indicated on the title sheet;
- d) The registration number, stamp and signature of ANACEC (which are applied in the process of external evaluation of the study programme, with a view to its provisional authorisation/accreditation);
- e) The context (there shall be indicated the qualification level according to ISCED);
- f) Code and name of the general field of study;
- g) Code and name of the field of professional training;
- h) Code and name of specialty or specialties – for cycle I; and for Cycle II – the name of the Master's degree study programme;
- i) Total number of study credits;
- j) The title obtained at the end of the studies;
- k) The basis of admission (the basis is the diplomas of studies that allow the student to access the level of studies according to the normative acts in force);
- l) Language of instruction;
- m) The form of organization of education (full-time, part-time, distance learning).

The plan of the study process for semesters/years of study shall be elaborated, taking into account the following aspects:

1. The educational plans for the Bachelor's degree studies shall contain fundamental, general, specialized and socio-human course units, grouped by categories of disciplines (compulsory, optional, at free choice), in the proportion established as being optimal to train the knowledge, skills and competences necessary to obtain a qualification. The fundamental and specialized course units/modules shall constitute 65% of the total number of credits assigned to the study programme. The training component of general skills and competences is compulsory and shall include:
 - a. a foreign language course with application in the field of professional training, provided starting with the first year of studies. It is recommended that higher education institutions establish and extend the system of teaching courses in foreign languages. Depending on the possibilities of the institution, there can be offered 2 foreign languages and the study of the specialty in cross-cultural context (especially recommended for fields oriented to international activity);
 - b. a course of information communication technologies, which shall include modules: information culture, information technologies, the use of information technologies in the field of training, new software and risks of IT use in the field of training, communication techniques based on using IT etc.;
 - c. a Romanian language course of communication for students from alolingual (speakers of other languages) groups, including communication techniques, business correspondence, etc. For the purpose of facilitating the integration into the labour market of graduates from the alolingual (speakers of other languages) groups, for this category of students there shall be introduced, obligatorily, in the later years of study, specialized courses taught in Romanian;
 - d. a separate course of ethics and professional culture or the inclusion of topics related to ethics and professional culture in the contents of the specialized course units/ modules.
2. Educational plans, in the case of Bachelor's degree study programmes, shall necessarily contain a course of physical education for the students of the years of study I and II, which are not quantified with credits, but whose rating with the "admitted" classification is a precondition for admission to the examination for the completion of the Bachelor's degree studies.
3. Educational plans for Master's degree study programmes shall include fundamental and specialized components, and 50% of the total number of credits awarded to the programme shall consist of practical and research activities.
4. The type and number of course units/modules scheduled for each semester and their consecutiveness shall be established at the level of the chair/department responsible for the study programme in a rational and logical manner, capable of ensuring the acquisition of the knowledge, skills and competences necessary to obtain the qualification.
5. The course units/modules shall be coded according to the university's unique system, approved by the Senate of the institution.
6. At the cycles I and II, the course unit /module can be accomplished through didactic activities in class or direct contact with students (lectures, seminars, laboratory works, practical works, projects, didactic, clinical internships, and other forms approved by the Senate) and didactic activities performed outside class (projects or bachelor/master's degree theses; individual study, etc.). The direct contact/individual study ratio shall be determined according to the field of professional training, specialty/Master's degree study programme, learning outcomes, specifics of the course unit/module, the degree of novelty and/or complexity and the methodical-didactic support. This ratio shall be established by the profile chair/department, on the basis of a specific

methodology for each general study field approved by the Senate, at the proposal of the Faculty Council organizing the study programme.

7. In the process of allocating study credits to educational activities contained in the educational plan, account shall be taken of the fact that for an academic semester there are allocated 30 study credits (i.e. 60 study credits for one academic year), and the annual workload of the student (direct contact and individual study) is about 1800 hours. It is recommended to allocate 4-6 studies credits for a module. The application of the study credits system shall be carried out in accordance with the methodology approved by the Ministry of Education, Culture and Research.
8. The educational plan shall expressly indicate the semester assessment form of the course unit/module, as well as the final assessment form of the higher education (Bachelor's degree studies, Master's degree studies), including the organizational deadlines, and the number of credits associated with these activities.

Plan of the study process for semesters/years of study

Code	Name of the course unit/module	Number of hours			Number of hours by type of activity			Assessment form	No. ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Practical/laboratory		
Year I									
Semester 1									
Total semester 1									
Semester 2									
Total semester 2									
Total year I									

Form of final assessment of studies

No.	Form of final assessment of studies	Deadlines	No. ECTS

1. Compulsory **internships** established by the normative framework in force shall be expressly provided for in the educational plan.
2. The types of internships, deadlines, stages, field/branch, internship placements are determined by the higher education institution (chairs/faculties/departments) in strict compliance with the expected learning outcomes and competences for the specialty/Master's degree study programme.

Internships

No.	Type of internship	Year of study	Semester	Duration (no. weeks/no. hours)	Period of deployment	Number of ECTS
Total:						

1. The **matrix of correlation of learning outcomes and competences formed within the programme with those of the course units/modules** comprises the list of all the course units/modules contained in the educational plan, as well as the learning outcomes and competences they provide.
2. For the formulation of the learning outcomes and competences required to get the qualification, the National Qualifications Framework shall be consulted and, consequently, the Qualifications Framework for the European Higher Education Area.

The matrix of correlation of learning outcomes and competences formed within the programme with those of the course units/modules

Name of the course unit/module	Code of the course unit/module	No. ECTS	Learning outcomes and competences							
			1	2	3	4	5	6	7	...

List of learning outcomes and competences:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- ...

The **explanatory note** shall contain:

1. Description of the study programme (brief presentation of the profile of the specialty/Master's degree study programme, as well as the field of professional training and the general field of study);
2. The knowledge, skills and competences provided by the study programme;
3. The objectives of the study programme, including their compliance with the University mission;
4. The connection of the study programme and the content in the educational plan to international trends in the field;
5. Assessment of the expectations of the economic and social sector (studying the requirements of the National Qualifications Framework, as well as the European one; study of job descriptions in potential employer institutions, market evaluation by questionnaire method etc.);
6. Consultation of partners in the process of elaboration of the study programme (employers, teachers, graduates, students, etc.);
7. Relevance of the study programme to the labour market;
8. The possibilities of graduates' employment;
9. Access to studies of diploma holders obtained after completion of the respective study programme.