

SELF-EVALUATION REPORT OF STUDY PROGRAMMES

TEMPLATE

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A. GENERAL INTRODUCTION. Maximum 5 pages

- **A brief introduction of the higher education institution (its self-definition, a brief overview of its history, main aims of its development plan, fields of activity, an overview of its structure, key indicators (incl. overall number of students, teaching and supportive staff), etc.)**
- **The relative position of the study programme(s) in Law at the higher education institution, in Moldova and/or internationally. An overview of structural units that actually carry out the study programme(s), and the collaboration between structural units in supporting the learning outcomes of the programme(s).**
- **Aggregate data on study programmes in Law** (a list of BA and MA study programmes, responsible structural units, figures related to students [total number of students, admissions, dropouts, graduates] presented as a three-to-five-year trend)
- **A brief description of the most important developments in the study programme group of Law during the last 3-5 years:** a brief analyse of developments (number of students, admission, dropouts); comparison with similar study programme(s) in other higher education institutions, if appropriate; an overview of changes in the study programme group of the higher education institution during the period between the assessments or during last years (launching, closing, or merging study programmes; developing joint study programmes; etc.) with a brief description of reasons or a reference to the self-evaluation of the specific study programme.
- **An overview of research, development and/or other creative activity (RDC) that supports teaching and learning within the study programme(s) in Law at master's level:** research and development

projects, applied research, publications, student involvement in research groups and R&D projects, etc., associated with the study programme(s).

- **An overview of collaboration with other Moldovan and foreign higher education institutions regarding the study programme(s) in Law** (joint study programmes, joint projects, doctoral schools, professional networks, etc.)

B. SELF-EVALUATION(S) OF STUDY PROGRAMME(S). Maximum 15 pages per study programme

Self-evaluation must follow the structure of assessment areas. All questions outlined under standards relating to each assessment area must be answered in the report, but the place of an answer may vary (e.g., some questions that are outlined under Students – like feedback related questions – may be answered under Study Programme Development). It is important to follow the logic of each specific self-evaluation of a study programme and avoid excessive repetition. If any aspect extends to all study programmes, it will be appropriate to indicate it separately in Introduction and not to mention it again under every single study programme.

Title(s) of the study programme(s), study	<i>(like) Informatics MSc Educational Technology MA</i>
Academic unit responsible for conducting the study programme	<i>faculty, institute, department, chair; in the case of departments/chairs, please specify the faculty/institute at which they operate, if appropriate</i>
Principal compiler of self-evaluation of the study programme, Study Programme Manager / Programme Manager	<i>name, position, contact details</i>
Brief description of the process of self-evaluation of the study programme	<i>time frame, participants, distribution of work, coordination, etc.</i>

I. Study Programme and Its Development

Requirements

1. A higher education institution regularly plans its development: the higher education institution has a development plan accompanied by an action plan to ensure sustainability both in the institution and in a given study programme. The implementation of the action plan is analysed and forms the basis for planning of the next development period.
2. A study programme is authorized and functions in accordance with the normative acts in force.
3. The title of a study programme is consistent with its content.
4. The conduct of studies, including the student workload of independent work and internship, support achievement of the objectives of the study programme.
5. The objectives and learning outcomes of a study programme are in coherence with the European Qualifications Framework (EQF). The structure and content of the study programme is internationally comparable.
6. The objectives, content and learning outcomes of the Master's study programme are clearly distinguishable from those of the Bachelor's study programme.

7. Study disciplines of the study programme are presented in a logical succession.
8. Development of a study programme takes into consideration the needs of the labour market.
9. Study programme development is a continuous process which, among others, involves feedback from students, employers and other relevant stakeholders.
10. The members of the teaching staff are aware of the objectives of a study programme and of their role in achieving these objectives.
11. Study programme provides opportunities for further education at doctoral level.

Please provide main results of the self-evaluation in the area of study programme and its development:

Strengths	
Areas for improvement	
Planned improvement activities	

II. Teaching and Learning

Requirements

1. Study management is regulated, publicly available, and supports the achievement of learning outcomes. In course of study management development, the results of feedback surveys and the analysis of learning activities are taken into account.
2. Within the education process of study programme, efficient teaching strategies are applied (modern, interactive, teamwork-based, etc.) and oriented towards active learning of the students.
3. Within the education process of study programme, up-to-date teaching materials are used.
4. Organisation of internship is clearly regulated, the requirements for the completion of internship are determined, the instructions for conducting the internship are available and the supervision of students in work environment is ensured.
5. The higher education institution has a network of partner organisations offering internship opportunities for students and supporting the achievement of learning outcomes of study programmes.
6. Assessment of learning outcomes of students is performed in accordance with the existing requirements. Assessment methodology is consistent with learning outcomes and includes feedback supporting student development.
7. The higher education institution recognizes prior learning and work experiences.
8. Systematic analysis of achievement of learning outcomes is performed and improvement measures are undertaken.
9. Students are involved in research and development activities, the supervision of student research papers (seminar papers, applied projects, final thesis) is well organised and the satisfaction rate with the quality of supervision is high.

Please provide main results of the self-evaluation in the area of teaching and learning:

Strengths	
Areas for improvement	
Planned improvement activities	

III. Teaching Staff

Requirements

1. The number and qualification of full-time teaching staff complies with the requirements established by legislation. At least 60% of the study programme is covered by full-time staff. 100% of full-time staff involved in the study programme have PhD degree or equal.
2. Distribution of full-time teaching staff by age, and the percentage of young members of the teaching staff, ensures the sustainability of studies in a higher education institution and a study programme.
3. The total number and qualification of teaching staff is – based on their responsibilities, workload and the number of supervised students – sufficient and adequate for achieving the objectives and learning outcomes of the study programmes at MA level.
4. The members of the teaching staff have an adequate teaching competence and improve their teaching methods.
5. The staff development system is effective: the members of the teaching staff have opportunities for self-improvement, staff development methods are applied by the higher education institution.
6. Visiting members of the teaching staff (including from foreign higher education institutions) are involved in teaching in a study programme.
7. The members of the full-time teaching staff of a higher education institution regularly develop their skills at foreign higher education institutions and participate in international networks.
8. Teaching staff are involved in national and international research projects and participate in forums, national and international scientific conferences.
9. Research activities of the teaching staff are planned and monitored efficiently.

IV. Students

Requirements

1. The admission requirements for student applicants are based on qualities necessary for completing the study programme. The admission of students is performed by procedures stipulated in the normative acts.
2. The counselling system of students (including study, career and psychological counselling) is planned/targeted and effective.
3. Students are provided with internal and external mobility opportunities.
4. Students participate in international mobility programmes. The percentage of students participating in student mobility is stable or growing.
5. Students are involved in the decision-making process at different levels of the higher education institution.
6. A system has been established for the detection and prevention of academic fraud.
7. Higher education institution has a tracking mechanism of graduates' employment and is monitoring the evolution of graduates' career.
8. The competitiveness of the graduates of a study programme is demonstrated by employment rate according to obtained qualification; unemployment rate; employment rate in other fields than the one studied within the programme.
9. There is a system in place for monitoring academic progress. Graduation of students per each year meets the legal requirements. Effective measures are implemented to reduce the drop-out rates.

Please provide main results of the self-evaluation in the area of students:

Strengths	
Areas for improvement	

Planned improvement activities	
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V. Resources

Requirements

1. The financial resources of a higher education institution are adequate for conducting studies, development activities related to studies and supporting the development of the teaching staff.
2. Trends in the number of students and graduates, and the budget of a higher education institution in the last three to five years indicate sustainability.
3. Teaching and learning environments have been developed according to the teaching and learning objectives, include all facilities necessary for conducting studies in a given study programme and are of adequate capacity considering the number of students (auditoriums, seminar rooms, laboratories, rooms for students independent work and recreation, video projectors, internet etc.).
4. Both the conduct of studies and other activities of a higher education institution are supported by up-to-date information technology solutions, including the study information system, e-learning opportunities, and communication portals for students and teaching staff.
5. The students are provided with dormitories and medical service.
6. A library supports the conduct of studies ensuring that up-to-date information sources are available, and provides students with the opportunities for independent work.

Please provide main results of the self-evaluation in the area of resources:

Strengths	
Areas for improvement	
Planned improvement activities	

C. AGGREGATE ANALYSIS OF THE STUDY PROGRAMME(S) 1-2 pages

A summary of the most important strengths and areas for improvement indicated in the self-evaluation of the study programme(s), their analysis and action plan.

It is recommended that the higher education institution consider the following questions, among others:

Based on the self-evaluation, what are the overall strengths of the study programmes, and what are the advantages they present to the institution of higher education for enhancing the quality of teaching and learning?

Please indicate the key challenges and prospects for eliminating them.

How is implementation of the action plans, which are prepared based on the self-evaluations of study programmes, monitored at the level of academic unit or university?

D. APPENDICES TO THE SELF-EVALUATION REPORT

The self-evaluation report of the study programme(s) shall include the following documents:

- 1) The study programme(s) under evaluation, including their objectives and learning outcomes; ENG.
- 2) The BA study programme in Law. ENG or ROM
- 3) Detailed descriptions (course descriptions/syllabi) of all courses from each study programme under evaluation, which include the objectives and learning outcomes of the course; descriptions of students' independent work and its assessment, teaching methods, assessment methods and criteria; and a required reading list; 1-2 pages per course, ENG.
- 4) A sample timetable (standard study plan) for completion of the study programmes by semester, preferably with a diagram describing the interrelationships of the courses; 1-2 pages per study programme, ENG.
- 5) General data about teaching staff by study programmes according to the table provided below. ENG.
- 6) CV -s of the specialty-related teaching staff (1 page per staff member, ENG), including:
 - name, position and qualifications of the staff member;
 - an overview of teaching, research and/or self-improvement at foreign institutions of higher education over the last five years;
 - the most important publications and R&D projects of the last five years that support teaching in the study programme(s) under evaluation.
- 7) Development plan of the HEI (and the Faculty/Department, if applicable). If possible, link to the website. ENG or ROM.
- 8) List of documents regulating study management and internship (ENG). Please provide links to the documents on website if applicable (ENG or ROM).
- 9) Financial Data of the HEI according to the table below (ENG) and link to the Budget on the Website, if applicable (ENG or ROM).

Curriculum:

(Please include the entire teaching staff – full-time and part-time teaching staff and visiting lecturers working full- or part-time at other institutions.)

	First name	Last name	Birth year	Position / involved as	Working load at the educational institution	General designation of qualification	Designation of subject	ECTS (Scope of teaching)	Employment at other institutions
1	Irina	Rand	1945	Visiting Professor	0,2	PhD, Sociology	Civil Society and Democracy	4,0	Ministry of Foreign Affairs, head of department
							Special Course of Legal Sociology	5,0	
2	Daniel	Fjuk	1953	Professor	1,0	Master's degree, Criminal Law	Special Course of Financial Law	4,0	
							International and European Union Migration Law	4,0	
							Administrative Procedure (Special Course)	4,0	
3	Emil	Lerbu	1959	Lecturer	0,8	Master's degree, Law	Research Seminar: Constitutional Review	3,0	European Academy, visiting lecturer
							Special Course of European Union Law	5,0	

Financial data based on the last 3-5 financial years of the higher education institution

It is recommended to give the data about the annual reports of last five years, if possible. If any of the rows needs an explanation, add the notes on the remark row.

	in MDL					
	2010	2011	2012	2013	2014	Clarifications
Operating income						
incl. non-state commissioned education						
incl. state-commissioned education						
incl. research projects						
Operating expenses						
incl. staff costs						
incl. other permanent costs						
Total annual net gain						
Short-term liabilities (if applicable)						
Long-term liabilities (if applicable)						
Bank loans (if applicable)						
Complementary explanations about financial data (up to 2000 characters)						

The budget from 2014 can be found here (please add the link to the website, if applicable):