

Quality assurance in Moldovan higher education

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Benchmarks

- ❑ The Bologna Declaration
- ❑ Berlin Communiqué (September 19, 2003)
- ❑ Bergen Communiqué (May 2005)
- ❑ Ministers Conferences in London (2007) and Leuven (2009)
- ❑ Program of achieving the integration strategy of higher education in the Republic of Moldova in the context of the Bologna process - implementation of the **national system of quality assurance in higher education**.
- ❑ Each university must develop its own *Quality Management System*

Legal framework

- o Law on Education (nr. 547-XIII of 21.07.1995)
- o Law on the evaluation and accreditation of educational institutions (Nr. 1257-XIII of 16.07.1997)
- o Regulation on the evaluation and accreditation of educational institutions (Nr. 423-XIV of 04.06 1999)
- o Regulation on Quality Management System (2000)
- o Conceptual benchmarks on the implementation of QMS in HEIs (2009)
- o Development National Strategy of the Republic of Moldova 2012-2020
- o The Education Code (draft – in the process of elaboration)

QA in higher education

- Is carried out by means of a set of actions of the institutional capacity development regarding the elaboration, planning and implementation of educational programs. The result: forms and reinforces the confidence of beneficiaries that the educational institution satisfies and improves quality standards in accordance with its mission.

Quality Assurance

University funding

Evaluation of the satisfaction
of graduates, employers and
social partners

Adjustment to Labour
Market requirements

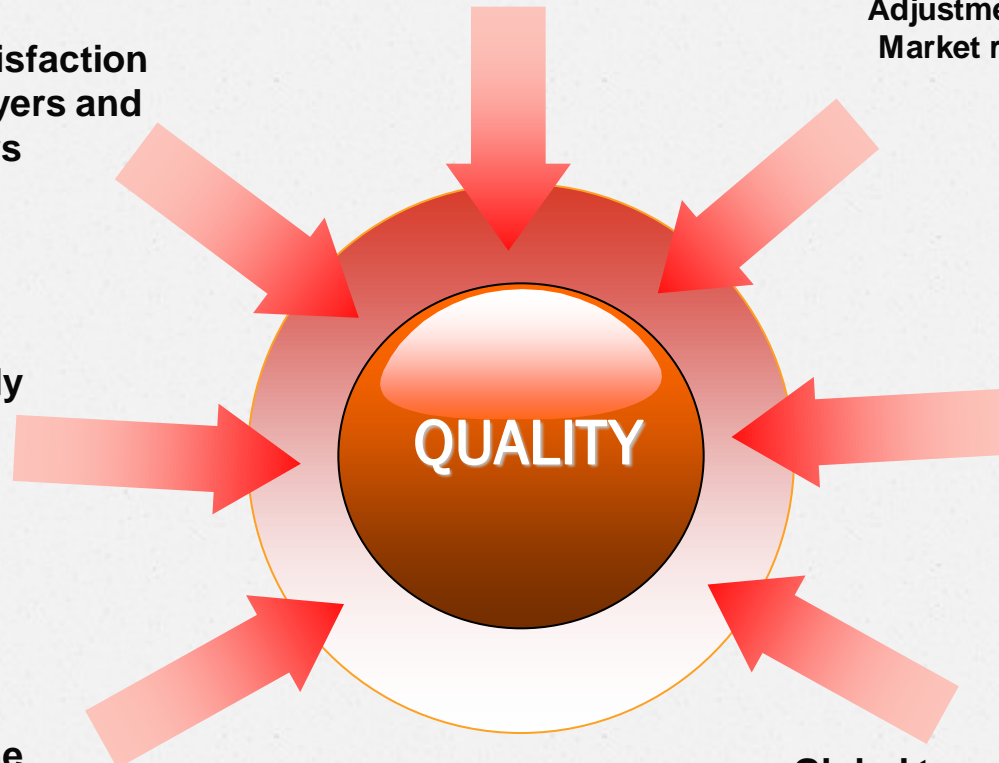
Evaluation of study
programs

QUALITY

University
management

Evaluation of the
teaching staff

Global trends in the field
(economic and research)



QA in higher education

QA is ensured:

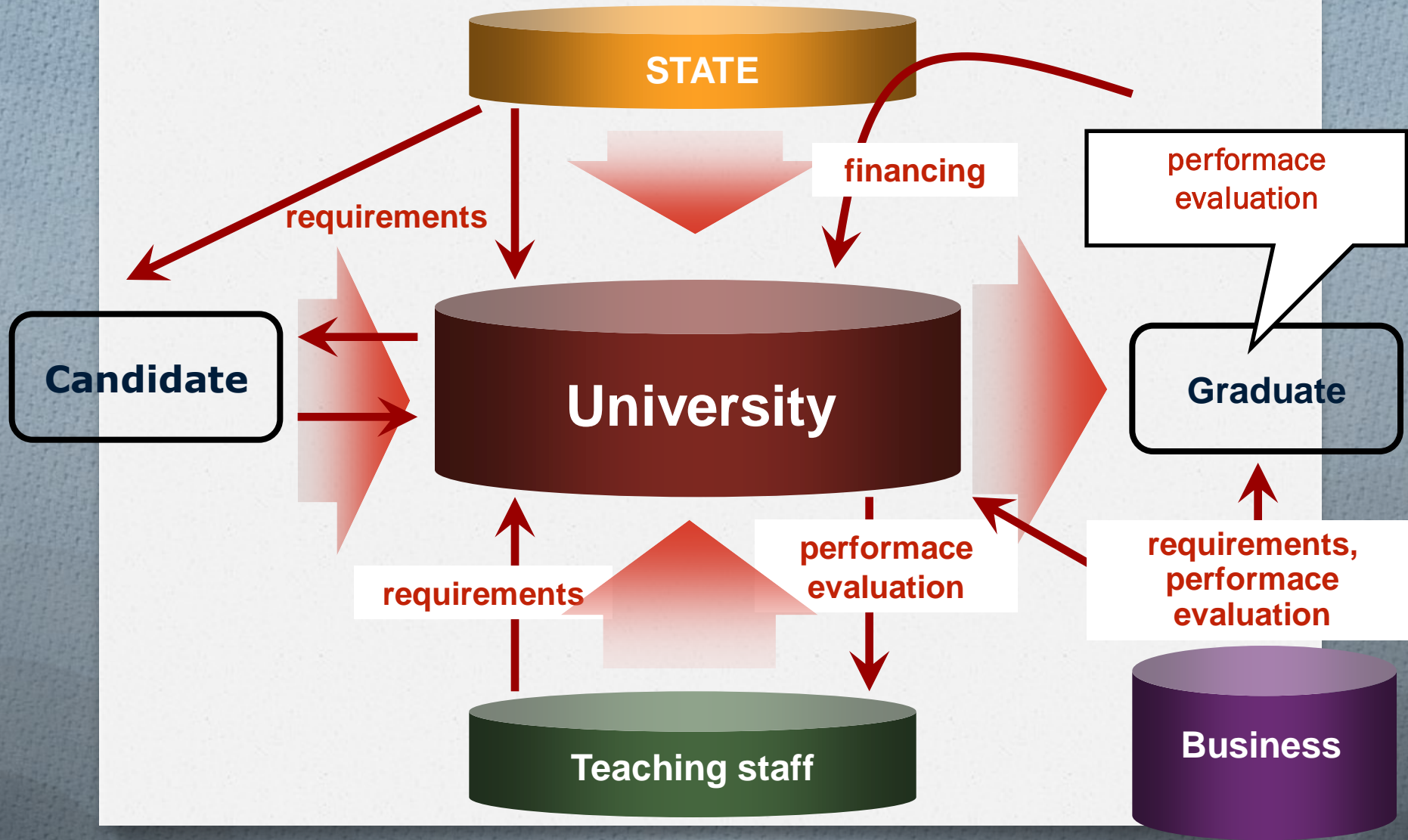
- o At institutional level – Quality Assurance Offices
- o At national level – Ministry of Education, National Agency on Quality Assurance / NAQA (to be established in 2013)

QA at institutional level

- should be based on an institutional framework and have a regulatory framework:

- ❑ **Institutional structures of quality management**
- ❑ **QAS documents**
- ❑ **Quality evaluation tools:**
 - Criteria and indicators of quality evaluation
 - Evaluation methods
- ❑ **Methodologies to use the results in order to ensure quality and for continuous quality improvement**

Quality - performance determining factor



Quality evaluation

At institutional level:

- *Self-evaluation*
- *Internal evaluation*

(based on the reference standards to be proposed by the NAQA)

At national level:

- *External evaluation* (carried out by the NAQA or other agency registered in EQAR)
- *Periodicity* – once a 5 years

Quality evaluation

Aims at:

- o Institutional capacity;
- o Educational efficiency, including academic results;
- o Quality of professional and continuing training programs;
- o Quality institutional management;
- o Scientific research results;
- o Consistency of internal evaluation and the real situation

Evaluation criteria and indicators

Based on EU universities' models and experience, it was developed and experienced a system of evaluation and quality assurance of study programs in six universities in Moldova which, after validation, was proposed by the Council of Rectors to be used at national level.

Guideline for the evaluation of study programs:

A framework of criteria, indicators, intended for :

- o Internal evaluation of different levels: full evaluation of a program, evaluation on compartments (for the Senate, the Council of Administration);
- o Evaluations in the design of new programs (if new Masters programs);
- o Self-evaluation for the purpose of external evaluation;
- o External evaluation for accreditation or reaccreditation;
- o A framework that can be completed / modified depending on the specific of the evaluation activity and specific of the field that the Program belongs to - engineering, teaching, arts, etc.

Challenges

- Universities are confronted with:
 - ▣ QAS – different level of implementation;
 - ▣ Different QAS structures;
 - ▣ Globalization;
 - ▣ Public funding decline;
 - ▣ Demographic changes;
 - ▣ New technologies;
 - ▣ Etc.

Performance indicators in the context of university autonomy

Evaluation indicators of the quality of education, liable to be included in the evaluation scheme of study programs and universities:

- Specialty employment rate of graduates (first years after graduation);
- Labor market requirements;
- Internal and external client satisfaction;
- Level of education (Bachelor, Master, Doctorate);
- Compliance with the trends of scientific and socio-economic development;
- Students vs. scientific-didactic staff (Ph.D., assoc.prof., prof.);
- Availability of adequate study and research premises;
- Results of scientific research.

Thank you for your attention!

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