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**Ministry of Education
and Research
of the Republic of Moldova**

COMPASS

Towards European University
Lifelong Learning in Moldova

Legislative framework in the field of ULLL In Republic of Moldova

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Legislative and normative framework

NATIONAL

Education Code

Law for science and research

Strategy Education

National Qualifications' Framework

Government Program

INTERNATIONAL

Bologna Process

European Standards and Guidelines for Quality Assurance in the European Higher Education Area

The Moldovan Higher Education System



Higher education in Moldova is realized in **three cycles**:

1st Cycle – **Bachelor's degree** (ISCED level 6), with a duration of 3 to 4 years, corresponding to 60 Credits per year of study

2nd Cycle – **Master's degree (ISCED level 7)**, with a duration of 1,5 to 2 years, corresponding to 90 - 120 Credits

3rd Cycle - **Doctoral degree (ISCED level 8)**, with a duration of 3 years, corresponding to 180 Credits.

Types of institutions providing lifelong learning



In the formal education context:

- general education, technical vocational and higher education institutions;
- public and private institutions or organizations providing professional training and education, provisionally authorized or accredited;
- enterprises or organizations providing provisionally authorized or accredited training programs to their own employees.

In the non-formal/ informal education context:



- Institutions (general, vocational, higher) and organizations;
- extra-school institutions;
- centres for youth's care and protection;
- enterprises;
- cultural institutions;
- professional, cultural, and trade-union associations;
- non-governmental organizations;
- other organizations.

LLL informal: in the family, at the working place, in the community, within social networks, volunteering activities, sport, cultural activities etc.

Art. 123 of the Education Code



- Lifelong learning is carried out in the formal, non-formal, and informal education contexts.
- The lifelong learning in the non-formal education context that may be different in duration, and the lifelong learning in the informal education context shall depend on the learner's intention and shall not lead automatically to certification of acquired knowledge and competences.
- (10) **The certification of the knowledge and competences** acquired in the non-formal and informal education contexts may be carried out by the authorized structures based on a regulation, approved by the Ministry of Education.

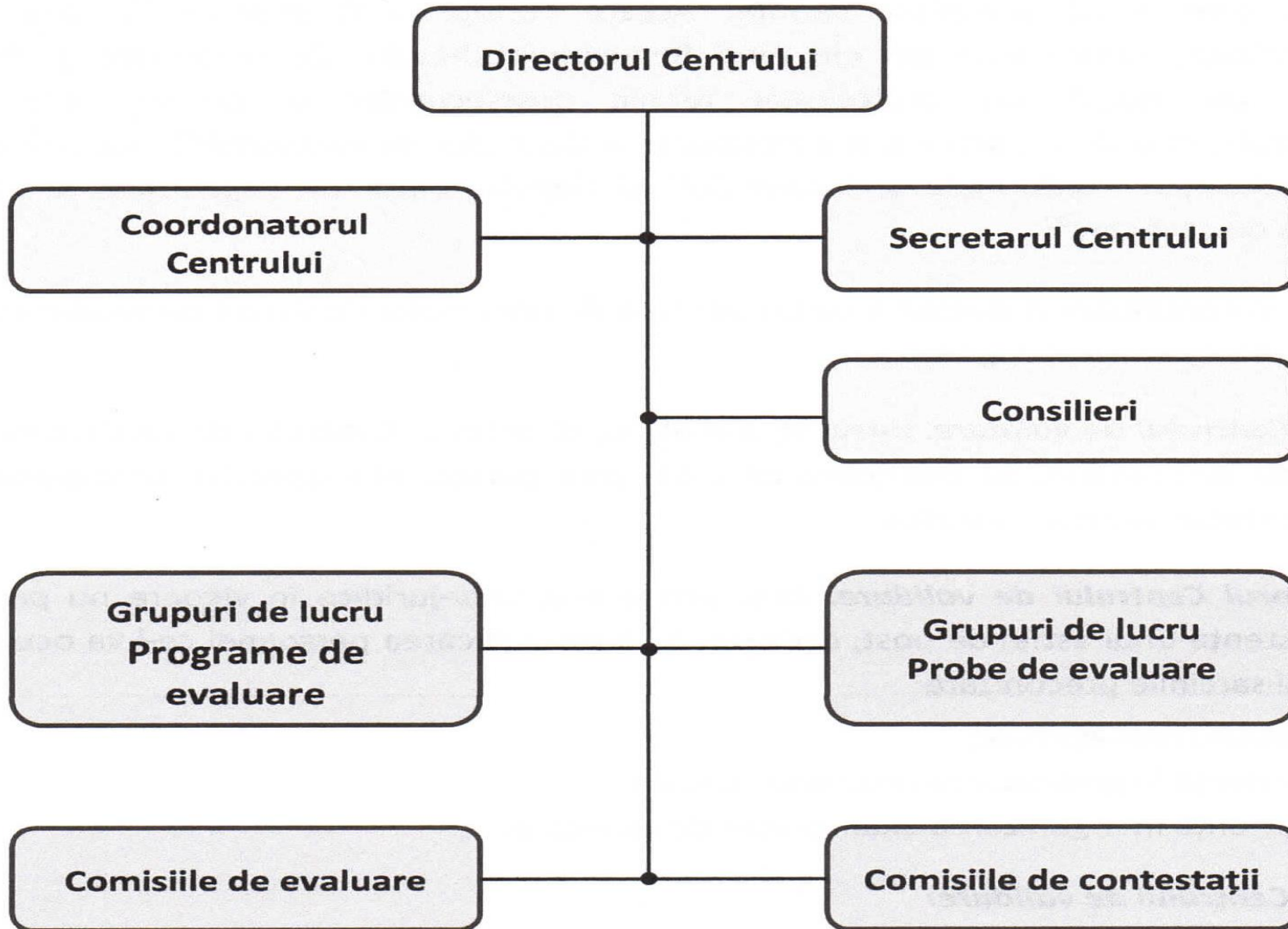
Regulation on validation of non-formal and informal learning in higher education



The **Regulation on validation of non-formal and informal learning in higher education** establishes the normative framework for the functioning of the National System for validation of knowledge and competences acquired in non-formal and informal learning contexts.

The process of **identification, documentation, assessment and recognition** of knowledge and competences acquired in non-formal and informal education is performed for one or more professional competences according to the **occupational standard** and according to the National Qualifications Framework (NQF), Nomenclature of Vocational Training and Specialties in Higher Education.

Responsible structures



VALIDATION RESULTS



For the validation of knowledge and competences, registered candidates take **an examination** in this regard. In this case, the institution will ensure that the identification and documentation stages are carried out in advance.

Following the completion of the assessment phase of the **competences acquired** in context of non-formal and informal learning, the institution issues to the candidate who has been recognized competent for one or more competences associated with a qualification, **the certificate of professional competence**. The certificate of professional competence is accompanied by **Descriptive supplement to the certificate**.

Certificates issued by the Validation Center produce the same effects as the forms of assessment and certification in the formal education and training system, in order to provide **employment**. In order to continue the education, all the admission requirements imposed by the educational institution must be met, cumulatively.

Regulation/ application of existing ECTS tools



According to the Education Code, the **European Credit Transfer and Accumulation System (ECTS)** shall be applied in the higher education system.

The ECTS credits shall measure the student's workload in an academic course/subject during a time unit, to achieve the minimum level of expected learning objectives and outcomes, as following:

- a) an academic semester corresponds to **30 ECTS credits**;
- b) an academic year corresponds to **60 ECTS credits**.

The **methodology** for applying the credit transfer and accumulation system is approved by the Ministry of Education and Research.

Organizing the training process



Continuing professional training programs are carried out according to the following classification:

- a) **upskilling /specialization programs** - 150-900 hours (5-30 ECTS);
- b) **professional reskilling programs**, corresponding to the **same field** of professional training - 1800 - 3600 hours (60-120 ECTS).
(1 credit=30 hours)

Credits obtained in accredited **professional training programs** are recognized and potentially transferable to other institutions and programs.

Advantages of operating with ECTS tools



- a) flexible design of continuing professional training programs through a variety of curricula:
- b) diversification of the range of options of the trainee;
- c) trainees mobility;
- d) recognition of compact periods of studies conducted in other universities;
- e) recognition of certificates of **upskilling /specialization** or **professional reskilling**.

Rules of operation with ECTS tools: allocation of credits; granting loans; accumulation of credits; credit transfer.

Micro-credentials for lifelong learning and employability

In order to open up training opportunities for citizens, including those in full-time employment, higher education institutions may propose a course or short module, evaluated in a transparent manner, with the provision of **micro-credentials**.

This makes micro-credentials a highly flexible, inclusive form of learning allowing the targeted acquisition of skills and competences.


They can be particularly useful for people want to:

- build on their knowledge without completing a full higher education programs:
- **upskill** or **reskill** to meet labor market needs or to develop professionally after starting work.

Regulation for continuing education of academic staff

The aim of the continuing professional training programmes is the personal and professional development of academic staff and the development and/or acquisition of new skills necessary to ensure a quality university educational process, in line with national and international standards and trends.

Forms of continuing professional development of university academic staff



- continuing training courses/internships;
- blended learning, e-learning programmes;
- specialized institutional/ national, international seminars;
- internships and specializations in other universities: country or abroad;
- conferences, round tables, workshops, trainings;
- management of scientific projects (national, international);
- participation in scientific (national, international), teaching projects;
- supervising bachelor, master and doctoral theses;
- publication of scientific and didactic-methodical works;
- activities as institutional, national and international experts;
- activities as trainers in pre-university and higher education etc.

The continuous professional training of university academic staff includes the following modules:



- Module of the basic speciality
- Higher Education Teaching Module
- ICT module
- Educational management module
- Modules in the areas of higher education, issues addressed in the Bologna Process declarations, current issues in the implementation of the National Qualifications Framework, quality assurance in higher education, student career guidance, tutoring, etc., offered at the request of the beneficiaries.

Quality Assurance in Education and Research

Higher education institutions, which have obtained accreditation for at least one study programme of cycle I - bachelor or integrated higher education studies in the professional training field, are entitled to organize continuing training programmes of maximum **600 hours/ 20 ECTS** credits in this field, after approval of these programmes by the Senate of the institution.

In this context, continuing training programmes in the professional training field are deemed to be *provisionally authorized*, but shall not be exempted from the **accreditation** procedure.

**Ministerul Educației și Cercetării
al Republicii Moldova**



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THANK YOU!

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