INTRODUCTION:

Welcome to the COMPASS survey on University Lifelong Learning (ULLL) in Moldova!

Thank you for accepting to collaborate in the collection of data. It will help us to identify the gaps in Moldavian ULLL and to plan useful and practical training for you. We assume that all the users of this survey will be managerial staff from Moldavian universities which have already in place some form of ULLL strategy and structure. In the case your institution is still at the stage of developing the first concept of ULLL strategy and structure, please explain this in section 1.1, under "Other" and we will have it into account. Thank you.

UNIVERSITY LIFELONG LEARNING IN MOLDOVA SURVEY	
User information	
Institution	Comrat State University
Institutional unit	Continuing education Center Department of training process management
Name and surname	Curteva Oxana, PhD in Pedagogy, Conf. Univ. Covricova Raisa, PhD in Pedagogy, Conf. Univ.
Position	Director of the Center continuing education Head of the Department of training process management
Date of completion of the survey	September 10, 2019

1. Strategy/Policy for ULLL:

1.1 Does your institution currently have a ULLL policy or strategy?	
Yes	
No	
Not specific strategy/policy, yet it is considered in development directions	V
We are currently working on one	
Other (please explain):	

1.2 Which level of priority does ULLL currently have in your university?	
Highest priority	
Important along with other priorities	V

Not yet a priority but may become one	

1.3 What is/should be the purpose of your ULLL policy/strategy?	Rate the items according to their level of importance (with 1 represents the highest and 5 the lowest)				
	1	**2**	**3**	**4**	**5**
To encourage participation of non-traditional learners, attracting new groups into the university	☐	☐	☒	☐	☐
To respond to the employment needs of the labour market	☒	☐	☐	☐	☐
To meet the needs of citizens in all the aspects of life – cultural, economic, social, professional	☐	☐	☐	☒	☐
To stimulate personal development by providing personal development programmes for graduates	☐	☒	☐	☐	☐
To make certain disciplines (i.e. science) more popular	☐	☐	☒	☐	☐
To serve society	☒	☐	☐	☐	☐
To increase the revenues of the institution	☒	☐	☐	☐	☐
To promote our degree programmes	☐	☐	☐	☒	☐
None of the above. Please specify if other:					

1.4 Which are the main target groups of your ULLL strategy/policy? (Top two choices)	
Public authorities	
Public organisations	V
Private companies	
NGOs	
Professionals from different types of organisations	V
Alumni	
Unemployed people	
Special target groups (disadvantaged people, immigrants, etc.)	
Other (please specify)	

1.5 Which main benefits does ULLL provide to your institution? (top three choices)	
Attract new groups into the university	
Increased competitiveness of provided teaching and learning	V
Increased cooperation with external stakeholders	V
Improved academic research and knowledge	

Increased alignment with European standards	
Improved image and prestige of the institution	V
Increased funding and diversified financing	
Opportunities to benchmark international performance of the institution	
Other (please specify)	

1.6	Does your institution conduct regular assessment of the impact and/or progress of its ULLL strategy/policy?
YES ☐	How?
NO ☒	Why? Since at the moment the ULLL strategy is under development.

1.7 Which are the main limits of ULLL in your institution at present? (Top three choices)	
Lack of legal framework regulating ULLL	V
Lack of regulatory framework to assess the quality of programmes	
Lack of adequate funding	V
Lack of institutional support from top-management	
Lack of motivation of teaching staff	
Lack of expertise of teaching staff	
Lack of interest of the potential target groups	V
Lack of external partnerships and cooperation	
Other (please specify)	

1.8 What are the planned developments in your ULLL strategy/policy and activities in the next 3 years? (Top three choices)	
Changes in goals	
Changes in curriculum	V
Changes in target groups	V
Changes in organisation (structure)	
Changes in promotional/marketing strategies	V
Other (please specify)	
Please comment your answer if necessary:	

2.1 Which courses are offered as part of ULLL in your university? (Top three choices)	
Special Bachelors programmes for specific groups	
Special Masters programmes for specific groups	V
Mainstream Bachelors programmes but delivered differently (e.g. part-time, by ODL[1]) or with special services	
Mainstream Master programmes but delivered differently (e.g. part-time, by ODL) or with special services	
Modules of BMD[2] programmes – with credits awarded	V
Modules of BMD programmes – with no credits awarded	
Tailor-made programmes	
Other courses with credits	V
E-learning courses	
Non-accredited long courses (e.g. CPD[3]) – at least 15 days	
Non-accredited short courses (e.g. CPD) - less than 15 days	
Requalification courses	
Open lectures/seminars	
Other (please specify)	

2.2 In which way do you offer your courses to support ULLL? (tick one box per row)	All	Most	Some	None
Distant courses are available	☐	☐	☐	☒
Blended learning: mixed of on-site and distant courses are available	☐	☒	☐	☐
Courses are delivered on different locations	☐	☐	☒	☐
Courses are delivered at suitable time for workers	☒	☐	☐	☐
Course programmes are delivered to mixed groups	☐	☐	☒	☐
Courses are delivered by professionals as well as academics	☒	☐	☐	☐
Courses are tailored to individual and organisational needs	☒	☐	☐	☐
Other:	☐	☐	☐	☐

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[1] Open Distance Learning.
[2] Bachelor, Master, Doctorate.
[3] Continuing Professional Development.

2.3 What other LLL services and activities are offered in your university? How are they organised? (Tick all the appropriate boxes in the table below)

	Offered by a separate LLL Unit (Service, Department Faculty, Foundation)	Offered in faculties	Offered in a central unit but not a LLL Unit	Not offered but planned in next 2 years	Not offered and not planned in near future
Support courses – study skills	☒	☐	☐	☐	☐
Support courses – languages	☐	☐	☒	☐	☐
Courses for special target groups	☐	☒	☐	☐	☐
VPL[4] – for entry to a course	☐	☐	☒	☐	☐
VPL – as part of a diploma	☐	☐	☒	☐	☐
Academic advice and guidance at entry	☐	☐	☐	☒	☐
Career/professional development advice	☐	☐	☐	☒	☐
Mentoring/tutoring during the courses	☒	☐	☐	☐	☐
E-learning services	☐	☐	☐	☒	☐
Services for staff					
Admin for LLL – financial management	☐	☐	☒	☐	☐
Admin for LLL - marketing	☐	☐	☒	☐	☐
Admin for LLL – organisation of courses	☒	☐	☐	☐	☐
Staff development for academic staff across the university	☐	☐	☒	☐	☐
Other					
Regional collaboration with employers	☐	☐	☒	☐	☐
Regional collaboration with public authorities	☐	☐	☒	☐	☐
Technology transfer	☒	☐	☐	☐	☐

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[4] Validation of Prior Learning.

2.4	What is the number of students enrolled in ULLL courses?	
	TOTAL number of students involved in ULLL courses	Relative to total number of students (in %)
2010-2011	304	14,5%
2011-2012	185	9,7%
2012-2013	229	16,1%
2013-2014	343	26,5%
2014-2015	377	26%
2015-2016	417	28,9%
2016-2017	469	28,9%
2017-2018	493	32,9%

2.5	Are you currently making changes in ULLL provision?
	YES ☐
	NO ☒
If yes, please list three changes that you are undertaking:	
	Change 1:
	Change 2:
	Change 3:
Either if you are or you are not making changes, please explain why? As the ULL strategy is currently under development.	

3. Management and organisation of ULLL:

3.1 Who is responsible for ULLL in your institution (multiple answers are allowed)?	
Rector	V
Member of the Rectorate	V
Head of LLL Centre/Department	V
Dean	
Other (please specify):	

3.2 How is ULLL organised in your institution? (Tick one box for each point)

	organised by an internal LLL unit	organised by an internal unit – not LLL	organised at department/ faculty level	organised by an external Unit	In collaboration- Including some of previous items	Not offered
The organisation of ULLL courses						
Selection of courses	☐	☐	☐	☒	☐	☐
Selection of methodologies	☐	☐	☒	☐	☐	☐
Evaluation of course quality	☒	☐	☐	☐	☐	☐
Management of human resources	☒	☐	☐	☐	☐	☐
Registration of learners	☒	☐	☐	☐	☐	☐
The organisation of ULLL services:						
VPL	☐	☐	☐	☐	☒	☐
Support courses to help students with difficulties	☒	☐	☐	☐	☐	☐
Academic advice and guidance	☒	☐	☐	☐	☐	☐
Professional/career advice and guidance	☐	☐	☒	☐	☐	☐
Mentoring and coaching	☐	☐	☐	☐	☐	☒
Other:	☐	☐	☐	☐	☐	☐
The marketing of ULLL	☐	☐	☒	☐	☐	☐
The financial management of ULLL	☐	☒	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐	☐

3.3 What are the funding sources the institution use to finance ULLL activities (multiple answers are allowed)?	
Institutional budget	V
Students fees	
State funding	V
EU funding	
International/foundation provided funding	
Funding from business and enterprises	
Other (please specify)	

3.4 Are there any changes taking place now or in the near future in the sources of funding for university lifelong learning?	
YES ☐	
NO ☒	
If yes, please specify:	

4. Staff development programmes

4.1 What is the number of teachers involved in ULLL courses?

	TOTAL number of teachers involved in ULLL courses	Relative to total number of teaching staff units (in %)
2010-2011	63	28,1%
2011-2012	21	12,1%
2012-2013	59	35,5%
2013-2014	38	26%
2014-2015	45	30,8%
2015-2016	14	9,7%
2016-2017	87	59,1%
2017-2018	92	63,4%

4.2 Which mechanisms are in place to stimulate teachers to get involved in ULLL?

Reduction of teaching hours in regular courses	
Reduction of hours dedicated to administrative tasks	
Support in the form of assistance from postgraduate students or similar	
Institutional recognition	V
Collection of badges or credits towards progress of own career	V
Financial incentives	
Information provision	V
Other, please indicate:	

4.3 Does your institution currently have staff development programme to support ULLL services and activities? (tick one box)

There is no existing ULLL related staff development	
ULLL staff development is part of the University staff development programmes	
Specific ULLL staff development programmes are organised	V
Other, please indicate:	

5. External collaborations

5.1. What type of collaboration is your university engaged in and with whom? (You can tick several boxes per row)

	Employers	Social partners	Regional authorities	Professional bodies	Other training providers
Analysis/forecast of training and development needs	☒	☒	☐	☒	☐
Development of courses and programmes to suit new demands	☒	☐	☐	☒	☐
Execution of courses and programmes	☐	☐	☐	☒	☒
Organisation of job placements for learners	☒	☒	☐	☒	☐
Validation of Prior Learning (VPL)	☐	☐	☐	☐	☒
Development of professional skills of teaching staff	☒	☒	☒	☒	☒
Identification of target group and promotion	☐	☐	☐	☒	☒
Evaluation of courses and programs	☒	☐	☐	☒	☐
Marketing or information about courses and programs	☒	☒	☒	☒	☒
Other:	☐	☐	☐	☐	☐

5.2. Can you describe in a few lines who are your key partners?
The key partners in the continuing education system at Comrat State University are mainly: educational institutions of the region (lyceums, preschool institutions, secondary special institutions), the Department of Education of the region.

5.3 What is the main objective of your external collaborations?	
Broaden the potential market for the courses/services developed	V
Identify the needs of the region	V
Participation in regional economic development	V

Share resources	V
Address specific issues	V

5.4 On which level is your partnership and collaboration?	
Partnership /collaboration mainly on **national level**	V
Partnership/collaboration mainly on **regional level**	V
Partnership/collaboration mainly on **local level**	V
If you have several levels of partnership, please briefly describe the characteristics of the different level of partnership:	

5.5 Do you involve your partners in the design of courses? How?
Our partners are indispensable participants in the process of curriculum development. Taking into account the needs of the labor market, relevant disciplines are included in the curriculum, we also bring in specialists from relevant organizations to read disciplines.

5.6 What are the main success factors of external collaborations?	
Key success factor 1:	Close interaction with external cooperation agencies
Key success factor 2:	Taking into account opinions in the development of training programs for employees - representatives of external cooperation
Key success factor 3:	Engaging external cooperation staff (employees – representatives) in the teaching process

5.7 What are the main obstacles to successful external collaborations?	
Obstacle 1:	Lack of coordination on the part of managers - representatives of external cooperation
Obstacle 2:	There are still reserves regarding the organization of research based on ULLL
Obstacle 3:	-

5.8. Which other forms of cooperation would you like to establish and why?
Collaboration on the development of ULLL regulations

6. Marketing and promotion of ULLL:

6.1 Does your institution currently have a marketing/promotion strategy in place for ULLL?	
	YES ☐
	NO ☒
If yes, please specify:	

6.2 What are the main marketing/promotion tools/channels you use?	
In general for your institution activities:	
Leaflet/posters	V
Institution website	V
Open info days	V
Newspapers/media	V
Social media	V
Other, please specify:	
To promote ULLL (if applicable)	
Leaflet/posters	V
Institution website	V
Open info days	
Newspapers/media	V
Social media	V
Other, please specify:	

7. Perspectives of development:

7.1 Can you identify the key features of the LLL University that you would like to create for the future?

Please explain:

Expanding the capabilities of ULLL through the development of educational programs, taking into account the changing needs of the labor market and the needs for self-education of specialists in various fields.

Expanding the capabilities of the Center for Continuing Education through cooperation agreements with organizations participating in ULLL.

7.2 What indicators would you use to measure progress towards this ideal?

Please comment:

The main indicators would be educational results - the formed competencies of graduates of continuing education courses, as well as their relevance in the labor market.

7.3 What do you think about the following definition of ULLL? Do you think it matches your own institutional view of ULLL? Partially? Totally?

ULLL is the provision by higher education institutions of learning opportunities, services and research for: the personal and professional development of a wide range of individuals - lifelong and lifewide; and the social, cultural and economic development of communities and the region. It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors

Please comment:

It is necessary to create precisely a system of continuous education, the basis of which should be built precisely on a systematic approach. Thus, the components of the continuing education system should be in the complex:
- educational programs;
- educational structures;
- financing and management mechanisms;
- social environment.

Thank you for your collaboration. Please return this questionnaire to:

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