**PART I**

**BOLOGNA PROCESS**
**TEMPLATE FOR NATIONAL REPORTS: 2007-2009**

**Notes:**

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

**Details**

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|---|---|
| Country | ROMANIA |
| Date | 30.10.2008 |
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## 1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The legal framework for the implementation of the Bologna process in Romanian universities was adopted between 2004 and 2006. Since the London meeting in 2007 the main developments in the Romanian higher education system are related to the implemention at university management level of the new legal provisions and the monitoring of this process by the Ministry of Education, Research and Youth and its consultative bodies.

The Law No. 288/2004 on the structure of university studies was adopted by the Romanian Parliament as a response to the commitment of all representatives of the academic community to sustain the Bologna objectives as stated in the Bologna Declaration and in the communiqees of the ministerial follow-up meetings. The implementation of the above mentioned Law started in 2005 with the introduction of the new type first cycle and the re-organization of doctoral studies in form of third cycle in the newlly set-up Doctoral Schools. The second cycle was launched only in 2008-2009 as the first cohort of the Bologna type bachelor degree studies has graduated. Now all Romanian HEIs have fully implemented the new structure of university studies, according to the accreditation they have as HE providers.

The Law No.87/2006 on quality assurance in education regulates the institutional and methodological aspects of quality assurance and is fully complying with the ESG issued by ENQA and adopted by ministers at their Bergen Conference in 2005. The Romanian Agency for Quality Assurance in HE (ARACIS) started to operate in late 2006. After piloting universities for one academic year (2006/2008) in their self-evaluation effort at both institution and programme level and after the first exercises of external evaluation according to the newlly set-up methodologies (with student involvement and participation of foreign experts), ARACIS asked EUA and ESU to carry out external reviews of its own activities and the new internal and external evaluation methodology. The final goal of this request of ARACIS is the full membreship in ENQA and the future acceptance in the EQAR. Romania participates as governmental member in the General Assembly of the EQAR since the founding assembly in March 2008. Recognizing the positive impact of ARACIS' external evaluation, the National Council for Higher Education Financing decided to increase the quota of quality indicators in the founding formula from 20% in 2006 to 30% in 2009, the remaining 70% depending on the number of equivalent students.

The Agency for Qualifications in HE and Partnership between Universities and Socio-Economic Environment (ACPART) has been empowered in 2005 as national autority for the design and administration of the National Qualifications Framework in HE. ACPART developed its own methodology for the design of qualifications awarded in each of the 3 cycles. It has also completed the pilot phase demonstrating the applicability and the usefullness of the specific and transversal descriptors. The self-certification is an on-gowing process but it needs more knowledge and experience shared with similar autorities in other EHEA countries.

The university-business link is fostered through Law No. 258/2007 on student internships. The implementation of its provisions aims at improving quality and content of internships which represent a compulsory component of curricula.

Minister Order No. 4022/2008 has empowered the updated "Methodology of Recognition and Equivalence of Diplomas, Certificates and Scientific Titles". The updated version of the Methodology aims at shortening, making more transparent and simplifying the recognition procedure followed by the Romanian Center for Recognition and Equivalence which was set up and become operational as a member of the ENIC-NARIC Network in 1999.

In spring 2008, eight major projects concerning various aspects of the impact of the Bologna process on university management were aproved to be financed through the European Social Fund. These strategic development projects involve different national agencies as well as HEIs and local and international experts which will continue and enhance the on-going transformation process in the Romanian higher education. A list of the projects and of their major

objectives is presented hereinafter:

- Improving Quality Management at system and institutional level in the Romanian higher education. The project aims at strengthening the link between learning outcomes and quality management in the learning programmes of all the 3 cycles.

- Developing an operational system of qualifications in in the Romanian higher education. The final goal of the project is to offer an appropriate instrument for the dialogue between universities and stakeholders aiming at enhancing employability of the graduates of first, second and third cycles of studies.

- Quality and Leadership in Romanian higher education. Beneficiaries of the project outcomes are the management teams in Romanian universities as well as all members of the academic community. A special interest is devoted to the balance between academic and financial and logistic managemnent of HEIs and its impact on the services provided on the campuses.

- Improving University Management. This project is focussing on the improvement of transparency and accountability of university management in the dynamic interface offered by local and international higher education providers active in the market as well as in the context of improved interaction of universities with businesses.

-The Single Intake Register in Romanian higher education creates an overarching support to the many facettes of the administrative work related to the studentbody of the country. It will improve the databases for financing higher education, awarding various types of scholarships and social aid measures, administrating loan schemes for students, tracking the student from his/her first contact to a HEI up to the placement on the labour market in the first three years after graduation.

- Fair access to information - a key to recognition of studies. The goal of this project is to develop means and ways to improve content and quality of information provided in Romanian and in at least one Europe-wide used language at system and at institution level concerning the qualifications awarded in Romanian universities after sussessfull graduation of studies of the first, second and third cycle programmes.

- Doctoral studies and doctoral schools in Romania. The project assists financially and methodologically institutions and persons in their endeavor to develop the Bologna third cycle study programmes.

- Evaluating quality of research in universities and increasing visibility of scientific output. The project is meant to develop appropriate tools and competences to

evaluate quality of university research, its impact on quality of higher education as well as visibility and recognition of research output.

## 2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Ministry of Education, Research and Youth with the support of its consultative bodies (National Council for Higher Education Funding - CNFIS, National Council for Research in Higher Education - CNCSIS, Romanian Agency for Quality Assurance - ARACIS, the Agency for Qualifications in Higher Education and Partnership with representatives of the Economic and Social Environment - ACPART) and in close cooperation with universities, the Romanian Rectors' Conference and with student unions.

a) Does your country have a national working group for Bologna follow-up [1]

Yes ☒    No ☐

b) Does your national Bologna follow-up group include representatives of

| | | |
|---|---|---|
| Ministry | Yes ☒ | No ☐ |
| Rectors' conference | Yes ☒ | No ☐ |
| Academic staff | Yes ☒ | No ☐ |
| Students | Yes ☒ | No ☐ |
| Staff trade unions | Yes ☒ | No ☐ |
| National Quality Assurance Agency | Yes ☒ | No ☐ |
| Employers | Yes ☐ | No ☒ |

Other (please specify) <u>National Council for Higher Education Funding and the Council for Recognition and Equivalence of Studies Abroad</u>

c) Does your country have a Bologna promoters' group[2]    Yes ☒    No ☐

d) Does your national Bologna promoters' group include representatives of

| | | |
|---|---|---|
| Ministry | Yes ☐ | No ☒ |
| Rectors' conference | Yes ☒ | No ☐ |
| Academic staff | Yes ☒ | No ☐ |
| Students | Yes ☒ | No ☐ |
| Staff trade unions | Yes ☐ | No ☒ |
| National Quality Assurance Agency | Yes ☒ | No ☐ |
| Employers | Yes ☐ | No ☒ |
| Other (please specify) _____ | | |

*Please add any additional comments if necessary***:**

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[1] A group that develops policy proposals for implementing the Bologna Process
[2] A group that supports/advises HEIs on implementation of the Bologna Process

The Bologna promoters' group disseminates information in 4 fields of expertise: the curricular reform in the context of the 3 cycle higher education system, ECTS and recognition, Quality Assurance, and HE Qualifications Framework.

**DEGREE SYSTEM**

**3. Stage of implementation of the first and second cycle**
a) Please describe the progress made towards introducing the first and second cycles.

> Law No. 288/2004 on the organization of university studies has created the legal framework for the implementation of the 3-cycle higher education structure . The implementation of the first and second cycle was largely supported by secondary legislation as follows: The first cycle (Bachelor) was introduced in Romanian universities staring with academic year 2005/2006 by taking into consideration the provisions of Government Decision No. 1175/2005 and Minister Order No. 3235/2005. The second cycle (Master) was extensively regulated by Government Decision No. 404/2006, but provisions were implemented only starting with the academic year 2008/2009 as the first generation of the new type of Bachelor students has reached the graduation of the first cycle. Starting with academic year 2008/2009 the first and second cycle are fully implemented.

b) Please give the percentage of the total number of all[3] students below doctoral level enrolled in the two cycle degree system in 2008/09.

| Total number of all students below doctoral level | Number enrolled in the two cycle degree system in 2008/09[4] | % of all students enrolled in the two cycle degree system in 2008/09 |
|---|---|---|
| 909 730 in accredited HEIs | 909 730 in accredited HEIs | 100% |

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

> In most of the study fields, the first cycle has a duration of 3 years (6 semesters) accounting for 180 ECTS. In engineering the duration of the first cycle is of 4 years (8 semesters) with 240 ECTS. A combination of first and second cycle studies accounts for 300 ECTS. Qualifications for the regulated part of the labour market are provided through integrated programmes.

**4. Stage of implementation of the third cycle**
Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:
- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research

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[3] "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*
[4] If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

- the normal length of full-time doctoral studies
- other elements[5] apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

Government Decision No. 567/2005 represents the legal framework for the structure and organization of doctoral studies as third cycle university studies.

All (100%) doctoral candidates enrolled starting with academic year 2005/2006 follow structured doctoral programmes including taught courses and independent research work.

The normal length of full-time doctoral studies is of 3 years, but doctoral candidates have the right - under specific conditions - to ask for another 1 to 2 academic years in order to finish their final research paper, by showing a solid motivation for the postponement of the public defense. Full-time candidates have also teaching activities as part of their doctoral studies. The independent research of each candidate is supervised by 1-2 professors and/or researchers. During the independent reasearch activities each candidate has to present 2 preliminary research papers on the work in progress. The assessment is organised by each Doctoral School by using blind (electronical) evaluation of the research paper, without knowing the name of the author or of the doctoral supervisor(s). The publication of parts of the research output in internationally circulated/recognised/ reviews or citation in data bases is also requested.

In the National Qualifications Framework for Higher Education doctoral studies have been included by means of specific descriptors related to learning outcomes. Interdisciplinary training of doctoral candidates: 33% to 50% of the taught courses are chosen from a list of topics by each doctoral candidate according to the specific field of interest in his or her independent research.

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[5] E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

Most Doctoral Schools are using ECTS only for the first year of advanced studies in order to show accumulated credits for the passed taught courses. Some of the Doctoral Schools are using ECTS for the full programme of doctoral candidates (workload refering to taught courses and preliminary research papers).

According to the provisions of Government Decision No. 567/2005, doctoral candidates are considered early stage researchers. Starting with academic year 2008/2009 they also benefit of grants financed through European Social Funds.

## 5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

> HEIs have always played a central role in the research developed in the country. After 2005, the following determinant factors have even fortified the role of universities when comparing with other actors active in academic and/or aplied research: both public and private investments in HE have registered a significant increase, with a focus on investment in research infrastructure;  the newly implemented framework for quality assurance in higher education and research, with direct impact on the funding of universities and on their certification for accessing European and national research funds has also had a positive impact on HEIs in terms of research performance (one example: the number of ISI journals produced in Romanian universities is 43 in 2008 compared to only 9 in 2006); partnerships between HEIs and research institutes have brought together individual researchers in clusters which strengthen mainly university research teams; doctoral students recognized as early stage researchers contribute also to the incresed share of the universities in the total scientific output; since 2005 the progression in the academic career is strictly correlated to the research performance of each candidate.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:
- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

> According to commitments assumed by Romania within the Lisbon Agenda, the RDI will benefit of at least 1% of the GDP in 2010 from public funds and another 1% will flow from private funds. Estimates for 2007 show a GERD rate of 0.65% of GDP (as compared to only 0.41% in 2005), which offers a positive perspective for the fullfilment of the assumed target. Lates available data show that private financing represent 48.5% of the total RDI expenditure.

The research carried out by public and private HEIs represented 32.7% in the total funding of RDI. To this figure one should add the institutional financing of the doctoral schools representing 11.5% out of the total research budget of the universities. Romanian universities offered in 2008 over 3,000 places for doctoral studies which are fully supported from the state budget. This represent almost the double of the intake for doctoral studies in the previous academic year. According to their teaching and research capacity, fully accredited universities have the freedom to establish a number of study places for doctoral students which pay tuition fees.

Doctoral students have various opportunities to get study and or research grants by participating in grant competitions organised by each doctoral school. Grants for doctoral students are financed from the state budget (excellence grants, exploratory research grants, advanced research grants). Most of the doctoral schools offer also excellence grants financed from university incomes originated in research and consultancy activities. Starting with 2008/2009, doctoral students compete also for grants funded from European Social Funds.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes ☒        No ☐        If Yes, please specify:

The system covers only that part of doctoral graduates which continue their research in post-doctoral projects or accept to develop a professional career in the higher education system. As incentives targeting this end, in the National Plan for RDI for 2007-2013, several funding schemes have been included for individual post-doc researchers as well as for those interested to get a "first research grant as team leader".

A more comprehensive tracking system is curently under development as outcome of a Phare Programme. It aims to cover all the graduates of all the three cycles in higher education.

## 6. Access[6] and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

### 6.1 Access and admission between the first and second cycles

Please indicate:
a) the percentage of first cycle qualifications that give access to the second cycle

100% - All first cycle qualifications give full access to the second cycle.

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[6] Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

b) any first cycle qualifications that do not give access to the second cycle (please specify)

| No. |
| --- |

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must*:

| | | | |
| --- | --- | --- | --- |
| sit entrance exam | Yes ☐ | No ☐ | In some cases ☒ |
| complete additional courses | Yes ☐ | No ☒ | In some cases ☐ |
| have work experience | Yes ☐ | No ☒ | In some cases ☐ |

If the answer to the last point is *yes*, please specify what type of work experience is required:

|  |
| --- |

d) any further special requirements for access to a second cycle programme in the same field of studies

| Some second cycle programmes are fully taught in foreign languages (English, French or German) and the applicant should provide a language competence certificate or accept an additional examination. |
| --- |

e) to which students the above special requirements apply *(please tick)*:

| | | |
| --- | --- | --- |
| all students | Yes ☒ | No ☐ |
| holders of particular first cycle qualifications | Yes ☐ | No ☒ |
| students of the same field coming from other HEIs | Yes ☒ | No ☐ |

f) which of the requirements apply to students coming from other fields of studies *(please tick)*:

| | | | |
| --- | --- | --- | --- |
| entrance exam | Yes ☒ | No ☐ | In some cases ☐ |
| additional courses | Yes ☐ | No ☒ | In some cases ☐ |
| work experience | Yes ☐ | No ☒ | In some cases ☐ |

### *6.2 Access and admission between the second and third cycles*

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

| 100% - All second cycle qualifications give access to the third cycle. |
| --- |

b) any second cycle qualifications that do not give access to the third cycle (please specify)

| No. |
| --- |

c) any measures planned to remove obstacles between cycles

| Access depends only on personal academic performance in the previous study cycle and on results of the sitted entrance examination. |
| --- |

**7. Employability of graduates/ cooperation with employers**

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

> Romania does not have at the moment official statistical data on employability of graduates of all cycles as 2008 is the year for the first cohort graduating the first cycle. The Bologna type second cycle has just started on 01.10.2008. According to the data gathered in Romania for the EU Labour Force Survey for 2007, the group of high educational attainment level of 15 to 24 year olds shows an employment rate of 63.4% and an activity rate of 80.4%, while the unemployment rate reaches 21.1%.
> The outcomes of a curently developed Phare-Tvet Project refer to the tracking methodology of graduates of all three study cycles and will be implemented starting with academic year 2008-2009.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
  Significant ☐        Some ☒        A little ☐        None ☐

- accreditation/quality assurance
  Significant ☐        Some ☒        A little ☐        None ☐

- university governance
  Significant ☐        Some ☐        A little ☒        None ☐

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes ☐        No ☐        In some cases ☒

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes ☐        No ☐        In some cases ☒

If no, or in some cases only, please explain the current situation:

> Graduates of the first Bologna cycle are recruited in the local public services. The Ministry of Education, Research and Youth in cooperation with the Ministry of Labour will soon take the needed measures to clarify the changes induced by the Bologna Process in terms of structuring university studies into three cycles with clear employability of graduates of each of the cycles.

## 8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared[7]?

Yes ☒    No ☐

*Comment*  By Government Decision No. 1357/2005 the Agency for Qualifications in Higher Education and Partnership between Universities and representatives of the Social and Economic Environment (ACPART) was empowered as national autority for qualifications in higher education. It has developed during 2007 the methodology aiming at the development of a National Register for Higher Education Qualifications. It has also conducted a pilot project meant to confirm applicability and conformity of the descriptors involved for 17 selected first and second cycle study programmes in 8 different fields of study. After needed adjustments and amendments of the 2007 version, the Methodology is curently under examination in the Ministry of Education, Research and Youth before being aproved by the Romanian Government. Full implementation will start in 2009.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes ☒    No ☐

*Comment* For each cycle of studies the proposed methodology includes besides the specific descriptors the generic ones, and the link between the 3 cycles was carefully considered in diferentiating higher education qualifications.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes ☒    No ☐

*Comment* The qualifications framework specifies ECTS ranges for each cycle: 180 or 240 ECTS for the first cycle and 120 ECTS for the second cycle. In special cases, the second cycle could have 90 or even 60 ECTS, but the summation of credit points of the first and second cycle should be at least 300 ECTS.

d) Has the NQF been nationally discussed with all stakeholders?

Yes ☒    No ☐

*Comment* The first version of the framework was in public debate in 2007 and the improved NQFHE Methodology has been largely discussed in 2008 in regional

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[7] A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

meetings and conferences with the main stakeholders (academic staff representatives, students, graduates, main professional associations, diferent categories of employers, here including ministries and other bodies of the public administration) and also with highschools.

*If the answer to d) is No, please answer question e):*
e) has a timetable been agreed for consultations with all stakeholders?

Yes ☐     No ☐

| Comment |
|---|

*If the answer to d) is Yes, please answer the following questions:*
f) Are all formal arrangementsdecisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes ☐     No ☐

**Comment** As mentioned above, the Methodology for NQFHE is curently under examination in the Ministry of Education, Research and Youth before being aproved by the Romanian Government. Full implementation will start in the academic year 2008-2009.

g) How far has the implementation of the national qualifications framework progressed *(please tick one)*

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation) ☐

- There is significant progress on implementing the framework ☐

- The work of describing all qualifications in terms of learning outcomes and competencies has been completed ☐

- There is a timetable for implementation and the work has started ☒

- Work on implementing the framework has not yet started but a timetable for implementation has been agreed ☐

- Work on implementing the framework has not yet started and there is no timetable for implementation ☐

*Comment* The good practice acquired during the pilot phase of implementation and the wide debate on methodology and procedures to be followed by universities offer to the national autority for higher education the perspective to complete the work for the three cycle graduates up to the end of 2010.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed ☐   Started, but not yet completed ☐   Not yet started ☒

*Comment* The Methodology contains provisions refering to the self-certification of compatibility of the Romanian NQFHE with the EQF of the EHEA.

i) Has the self-certification report been published?

Yes ☐   No ☒

*Comment*

*Please add any additional comments if necessary*:

*Comment*

**NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)[8]**

**9. Reviewing the QA system against the ESG[9] and national support for implementation**

a) Has your national QA system been reviewed against the ESG?

Yes ☒          No ☐          ☐ Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

> The European University Association (EUA) was invited to conduct an audit of ARACIS (Romanian Agency for Quality Assurance in Higher Education). This took place during the academic year 2007-2008, based on a self evaluation exercise conducted in the last trimester of 2007 and an independent evaluation of the Agency developed by an independent group of Romanian academic experts in university management.
>
> Citation from the executive summary of the EUA Audit: "ARACIS is contributing substantially to improving the overall quality of higher education in Romania, and should continue to do so for the foreseeable future. Furthermore, having examined this evidence in conjunction with each of the ESG standards in Part 3, it is the external panel's considered opinion that ARACIS is substantially compliant with ESG. It is recommended that ARACIS should be admited as a full member to the European Quality Assurance Register."
>
> The European Student Union (ESU) has been also invited to conduct its own external evaluation. This took place in August and September 2008 with comparable outcomes to those of the EUA audit.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?
Yes ☒          No ☐

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?
Yes ☒          No ☐

> **If Yes,** please give details of these incentives: Romania has improved the impact of quality related factors influencing the per capita financing of the number of equivalent students from 20% in 2006/2007 to 30% in 2008/2009 as an incentive aimed at improving the internal quality assurance processes in HEIs.

- Other measures
Yes ☒          No ☐

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> **If Yes**, please outline these measures The Ministry of Education, Research and Youth has asked ARACIS (Romanian Agency for Quality Assurance in Higher Education) to develop a system-wide evaluation involving all the Romanian HEIs. The Ministry is financing most of the institutional evaluations in the next 2 years.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes ☒      No ☐

> **If Yes,** please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates According to the evidence gathered in the Higher Education Department of the Ministry, all the HEIs have set up their own Quality Management Offices. These offices are by 2008 fully functional and perform periodical internal evaluation of each study programme and / or each of the departments of the university.

## 9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The Quality Management Offices set up in Romanian HEIs have developed internal quality assurance procedures and instruments which are in compliance with the ARACIS standards and requirements applied during the external evaluation. These procedures and instruments are now fully implemented. Besides the teaching staff members, students, graduates, employers and other stakeholders are directly involved in the internal assessment of quality in training and research activities of HEIs.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs ☐          Most HEIs ☒          Some HEIs ☐          No HEIs ☐

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs☒          Most HEIs ☐          Some HEIs ☐          No HEIs ☐

Please describe what kind of arrangements are in place

According to the Education Law No. 84/1995, each Faculty is fully responsible for the curricula, syllabi and awards in terms of contents and quality. Content of teaching and learning is discussed and aproved during the spring for the next academic year. If needed, adjustments and improvement measures are proposed to the University Senate, which is the decisional body.The Executive Board of the Faculty is responsible for the monitoring of the yearly review of the programmes.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs ☐          Most HEIs ☒          Some HEIs ☐          No HEIs ☐

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs ☐          Most HEIs ☒          Some HEIs ☐          No HEIs ☐

Please describe how the above is achieved.

Most HEIs have published on the web-site the intended learning outcomes for their study programmes. Students are either involved in the internal institutional evaluation or they develop and publish their own (independent) evaluation.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs ☐          Most HEIs ☒          Some HEIs ☐          No HEIs ☐

**Additional information if necessary**

**10. Stage of development of external quality assurance system**

Describe the external quality assurance system operating in your country.

Please include:
a) the stage of implementation of your external quality assurance system

The external quality assurance system became operational in 2006. After one year of piloting the introduction of the new internal and external evaluation methodology, ARACIS (Romanian Agency for Quality Assurance in Higher Education) is curently performing a system-wide institutional evaluation. It contiunes to develop also external evaluation of study programmes for temporary authorisation and / or full accreditation.

b) does your external quality assurance system operate at a national level;

Yes ☒     No ☐

If **No**, please specify:

c) does your external quality assurance system cover all higher education[10]

Yes ☒     No ☐

**If No, please specify** which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:
- self-assessment report          Yes ☒     No ☐
- external review                      Yes ☒     No ☐
- publication of results            Yes ☒     No ☐
- follow-up procedures            Yes ☒     No ☐

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes ☒     No ☐

If **No** is there a date set for the review?  ☐ Yes (please specify date 2007/08) No ☐

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[10] Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

## 11. Level of student participation
From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA.

Yes ☒    No ☐    In some cases ☐

b) as full members in external review teams

Yes ☒    No ☐    In some cases ☐

c) as observers in external review teams

Yes ☐    No ☒    In some cases ☐

d) as part of the decision making process for external reviews

Yes ☐    No ☒    In some cases ☐

e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)

Yes ☒    No ☐    In some cases ☐

f) in internal quality assurance (e.g. periodic review of programmes)

Yes ☒    No ☐    In some cases ☐

g) in preparation of self-assessment reports.

Yes ☒    No ☐    In some cases ☐

h) in follow-up procedures:

Yes ☒    No ☐    In some cases ☐

*Please add any additional comments, especially if students are **not** involved in any of the aspects*:

|  |
|---|

## 12. Level of international participation
In which of the following is there international participation in quality assurance
a) the governance of national agencies for quality assurance

Yes ☐    No ☒    In some cases ☐

b) the external evaluation of national quality assurance agencies

Yes ☒    No ☐    In some cases ☐

c) teams for external review of institutions or programmes, either as members or observers

Yes ☒    No ☐    In some cases ☐

d) membership of ENQA

Yes ☒    No ☐    In some cases ☐

e) membership of any other international network

Yes ☒    No ☐    If **Yes**, please specify:

| After the external evaluation of the Quality Assurance Agency by EUA and ESU, ARACIS has expressed its interest to becomme a full member of ENQA and to be registered in EQAR. The examination of the request is in progress. |
|---|

*Please add any additional comments, especially if there is no international involvement in any of the aspects*:

|  |
|---|

**RECOGNITION OF DEGREES AND STUDY PERIODS**

**13. Stage of implementation of Diploma Supplement**
Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

All the students graduating in 2009 will receive a Diploma Supplement. (100%).

a) Is the Diploma Supplement issued to students graduating from:
- 1st cycle programmes      Yes ☒    No ☐
- 2nd cycle programmes      Yes ☒    No ☐
- 3rd cycle programmes      Yes ☒    No ☐
- remaining "old type" programmes    Yes ☐    No ☐    Not applicable ☒
- short higher education programmes    Yes ☐    No ☐    Not applicable ☒

b) which of the following apply to Diploma Supplements issued in your country:
- issued in a widely spoken European language    Yes ☒    No ☐
  - *please specify the language* English alongside Romanian
- issued         free of charge ☒      for a fee ☐
- issued         automatically ☒     on request ☐
- corresponds to the EU/CoE/UNESCO Diploma Supplement format    ☒

- a national Diploma Supplement is used that is
  different from the EU/CoE/UNESCO Diploma Supplement format    ☐

**13.1. Use of Diploma Supplement for recognition of qualifications**

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.
                              Yes ☒     No ☐

| *Comment* |
|---|

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.
                              Yes ☒     No ☐

| *Comment* |
|---|

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).
                              Yes ☒     No ☐

> ***Comment*** For the labour market, the validity of the qualifications in the awarding country is confirmed by the Romanian Center for Recognition and Eqivalence which was set up in the Ministry of Education in 1999.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes ☐    No ☐

> ***Comment*** The issueing of the Diploma Supplement was generalised starting with the graduates of the 2005/2006 academic year. The document is issued automatically and free of charge for all the graduates in Romanian and English.

**14. National implementation of the principles of the Lisbon Recognition Convention**

Describe the stage of implementation of the main principles and later supplementary documents[11] of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes ☒    No ☐

> **If Yes**, please demonstrate how it is achieved: The Lisbon Convention on Recognition has been ratified in Romania by Law No. 172/1998. The National Center for Recognition and Equivalence of Diplomas (CNRED) was set up by Government Decision No. 49/1999 and is since then fully operational as a member of the ENIC-Naric Network. In May 2008 Education Minister Order No. 4022 has empowered an updated version of "Methodology of Recognition and Equivalence of Diplomas, Certificates and Scientific Titles" which aims at shortening, making more transparent and simplifying the recognition process.

b) Does appropriate legislation comply with the later Supplementary Documents:
     i) Recommendation on the Criteria and Procedures for Recognition

Yes ☒    No ☐

> **If Yes**, please demonstrate how it is achieved: Minister Order No. 4022 / 2008 aproving the updated Methodology of recognition explicitly guarantees in art. 11.2.b conformity with recommendation on criteria and procedures for recognition

     ii) Recommendation on the Recognition of Joint Degrees

Yes ☒    No ☐

> **If Yes**, please demonstrate how it is achieved: Government Decision No. 1424 / 2006 offers the legal framework for the orgaization and recognition of integrated study programmes. The joint degree programmes are mentioned as one of the ways to develop study programmes as a result of inter-university cooperation.

     iii) Code of Good Practice in the Provision of Transnational Education

Yes ☐    No ☒

> **If Yes**, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

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[11] Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

i) applicants' right to fair assessment

Yes ☒ No ☐

| If **Yes,** please describe how it is ensured at national and institutional level |
|---|
| The CNRED has a web-site in Romanian and in English providing information on methodology, criteria, requirements, procedures and duration of the recognition. These are applying for all the applicants. |

ii) recognition if no substantial differences can be proven

Yes ☒ No ☐

| If **Yes,** please describe how it is ensured at national and institutional level In this case recognition is granted automatically for first and second cycle studies which are documented by accredited HEIs operating in EU member States, in countries of the EEA and in Switzerland as well in those countries which have signed up a bilateral recognition agreement with Romania. The applicant should have finished the study programme by presenting a distinctive written graduation paper. In not, compensatory measures can be applied in order to get the academic recognition. |
|---|

Iii) demonstration of substantial differences, where recognition is not granted

Yes ☒ No ☐

| If **Yes,** please describe how it is ensured at national and institutional level Recognition is not granted when the diploma is issued by an education provider which is not accredited in the country where it operates, when the number of ECTS is not conforming to the Bologna recommendations, when there are substantial differences in the profile of studies/curriculum contents/student workload, when Diploma Supplement is not issued by the awarding HEI and the transcript is not giving convincing information on the chosen field of study in compliance with the awarded qualification. |
|---|

iv) provision of information about your country's HE programmes and institutions

Yes ☒ No ☐

| If **Yes**, please describe how it is done in practice Information about study programmes and HEIs in Romania are provided in Romanian and in English on the web-sites of the Ministry of Education, Research and Youth, of ENIC-NARIC, IAU, UNESCO/CEPES. Many Romanian universities have their own bilingual websites providing extensive information on their respective programmes. |
|---|

v) do you have a fully operational ENIC

Yes ☒ No ☐

| If **Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally **CNRED is member of the ENIC-Naric Network.** |
|---|

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

"Fair access to information - a key to recognition of studies" is one of the strategic projects which will improve recognition of qualifications. It is financed by the European Social Fund. Beneficiary of the project outcomes is the Center for Recognition and Equivalence existing in the Romanian Ministry of Education, Research and Youth. The final goal of the project is to create a network of recognition offices in accredited universities operating in close cooperation with the Center and under its permanent methodological monitoring. This will ease even more the recognition of awarded qualifications or of study periods abroad.

## 15. Stage of implementation of ECTS[12]

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes[13] in which all programme components are linked with ECTS credits

        100% ☒      75-99% ☐      50-75% ☐      <50% ☐

Implementation of ECTS started in 1997 in state universities as an instrument facilitating crossborder mobility of students. The use of ECTS became compulsory for all Romanian HEIs in 2005 as an instrument that provides consistent information on workload of students, content of studies and quality qualifications. It also allows for evidence of accumulated credit points during the study period spent by a student in another HEI. It serves also as a transparent reference for better employability of graduates.

b) Are ECTS credits linked with learning outcomes[14] in your country? Please tick one:

      No ☐    In some programmes ☐   In the majority of programmes ☒
                In all programmes ☐

c) If you use credit system other than ECTS, please give details of your national credit system:

No.

    i) is it compatible with ECTS?                  Yes ☐    No ☐

    ii) what is the ratio between national and ECTS credits?

--------

d) Are you taking any action to improve understanding of learning outcomes?

                                          Yes ☒    No ☐

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[12] Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html
[13] Except doctoral studies
[14] Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

> **If Yes,** please explain: By participating in Bologna seminars on learning outcomes and in introducing a link between academic qualifications an learning outcomes in the NQFHE' Methodology which has been largely debated in regional workshops and country-wide conferences with representatives of virtually all the Romanian HEIs.

e) Are you taking any actions to improve measurement and checking of student workload?

<div align="right">Yes ☒    No ☐</div>

> **If Yes,** please explain: On the occasion of external evaluation of QA at programme level, a dialogue on student workload measurement is taking place between the representatives of the providing Faculty and the external evaluators.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

<div align="right">Yes ☒    No ☐</div>

> **If Yes,** please explain: The external evaluation of newlly provided programmes in order to get temporary autorisation is also the best moment to assist HEIs' staff to improve knowledge and use of ECTS.


## LIFELONG LEARNING

### 16. Recognition of prior learning
Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

<div align="right">Yes ☒    No ☐</div>

> **If Yes,** please specify: The evaluation and certification of prior learning competences acquired in other contexts than formal education is based on Procedural Guidelines adopted in 2004 in form of a Common Order of the Ministers of Education and of Labour. The assessment is independent from that specific for the vocational education and training and is based on occupational and professional standards. RPL is guided by the following principles: validity, credibility, impartiality, flexibility, confidentiality of the result and easiness in understanding and application.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

<div align="right">Yes ☒    No ☐</div>

> **If Yes,** please specify: The National Council for Adult Vocational Training (Consiliul National de Formare Profesionala a Adultilor - CNFPA) is responsible for the authorisation and monitoring of the evaluation centers and of the

assessment competences of the evaluators based on the Procedural Guidelines mentioned above and of subsequent sectorial methodologies.

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes ☐　　No ☒

**If Yes,** please specify: --------

d) To what extent are any such procedures applied in practice?

Comprehensively ☐　　Some ☐　　A little ☐　　None ☒

Please describe the current situation: There are 52 evaluation centers operating throughout the country, which are assessing competences acquired through prior learning in more than 120 qualifications by allocation of credits.

## 17. Flexible learning paths
Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The Education Law No. 84/1995 and its ammendments contain provisions refering to alternative forms of learning which encourage the participation of various underrepresented groups in higher education: in the first and second cycle some of the study programmes are delivered not only as full time programmes but also as part time, evening courses or distance learning programmes. In recent years, some of the HEIs started to offer also on-line education in selected fields of studies.

On the other hand, universities are autonomous institutions which decide on the flexibility of the learning path and the recognition ECTS accumulated in other HEIs or during internships or summer courses. Most universities have implemented in their curricula alternative modules of disciplines and/or lists of elective topics which encourage students for a more interdisciplinary approach of their education.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes ☒　　No ☐

Please add appropriate comments to describe the current situation The NQFHE is currently in its first stage of development, as HEIs are now making use of the up to now piloted methodology for the comprehensive description of qualifications. Each learning path is expected to be registered according to the acqired knowledge, skills and abilities which define the respective qualification.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes ☒　　No ☐

Please add appropriate comments to describe the current situation Each university enjoys the freedom and public responsibility for the content and quality

of the study programmes. Please see introductory comments to question 17 related to modules of courses existing in the curricula of most Romanian universities and the right of students to choose elective topics from a list recommended by the university senate.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes ☐    No ☒

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles At the moment the intake offer of HEIs is exeding the total number of high school graduates with diploma. There is a competition between HEIs for the best performing students. Entry exams reqirements are similar for each and evry candidate according to the information largely disseminated in due time for all interested persons. In most study fields there is quite a tough selection in order to be admitted in the best ranked universities.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes ☒    No ☐

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle Besides the traditional teaching and learning methods, more and more HEIs are providing also on-line education, internet based tutorials etc. in the first and second cycle of studies. In the third cycle, the learning is centered usually on guidance of the doctoral students in order to get in contact with the newest results of research.

e) Are there modular structures of programmes to facilitate greater participation?

Yes ☒    No ☐

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle The modular structure is less frecvent in the first cycle programmes but is often prefered in the second cycle. Some doctoral schools are also experimenting modular delivery of some of the disciplines, especially when there are invited academic experts or researchers to share their knowledge and experience.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

There are no relevant data collected to this end, but empirical observations show a greater participation of students in the modular structures of a programme than in the traditional semester long delivery of the disciplines.

**JOINT DEGREES**

## 18. Establishment and recognition of joint degrees[15]

a) Describe the legislative position on joint degrees in your country.
Are joint degrees specifically mentioned in legislation?

Yes ☒    No ☐

Does the legislation fully allow:

i) establishing joint programmes?     Yes ☒    No ☐

| **If No** please explain what are the obstacles --------- |
|---|

ii) awarding joint degrees?     Yes ☒    No ☐

| **If No** please explain what are the obstacles --------- |
|---|

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% ☐    50-75% ☐    25-50% ☐    1-25% ☒    0% ☐

ii) joint programmes

75-100% ☐    50-75% ☐    25-50% ☐    1-25% ☒    0% ☐

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?     None ☐    Little ☒    Widespread ☐
In the second cycle?     None ☐    Little ☒    Widespread ☐
In the third cycle?     None ☐    Little ☒    Widespread ☐

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

| Joint degrees are most commonly awarded in engineering, economics, business administration, management and law studies. |
|---|

e) Estimate the number of joint programmes in your country

| There are 48 joint programmes developed mostly as second cycle programmes. |
|---|

f) Describe any actions being taken to encourage or allow joint programmes.

| Government Decision No. 1424/2006 stipulates three defferent types of joint programmes that Romanian HEIs are invited to implement with full financial support: joint programmes of two or more accredited universities; university extensions (branches) abroad or study programmes delivered abroad in cooperation with local or foreign HEIs; "franchise" programmes. |
|---|

g) Are there any specific support systems for students to encourage joint degree cooperation?

| In most of the cases, student exchange between cooperating HEIs is put in place. |
|---|

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[15] A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

**MOBILITY**
.
**19. Removing obstacles to student and staff mobility**

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

> Romania is a Member State of the EU since 01.01.2007 and most of the mobility obstacles existing before accession were removed. Only the work permits are not always delivered and the financial burdens are still there for many students and also for the younger members of the academic staff. For those involved in research projects financed from public or private funds, mobility cost can be covered from the research grant. In the recently aproved funding of doctoral studies from European Social Fund, doctoral students enjoy the portability of the grant for research periods abroad for up to 8 moths out of the total of 36 months of the scholarship.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes ☒　　No ☐

> **Please add** appropriate comments to describe the current situation:
> See comments above.

c) Is there financial support for national and foreign mobile students and staff?

Yes ☒　　No ☐

> **Please add** appropriate comments to describe the current situation: There is financial support for national and foreign students when they are mobile as part of an institutional mobility scheme or programme (Erasmus, Erasmus Mundus, Regional Mobility Schemes (CEEPUS, BSUN) or inter-university arrangements. This support covers usually only a part of the total cost of the mobility period. Most HEIs offer financial support for mobile staff from their own resources.

d) Are study periods taken abroad recognised?

Yes ☒　　No ☐

> **Please add** appropriate comments to describe the current situation: Usually the study periods taken abroad are formally agreed in form of a Study contract with the home university and fully recognised. The recognition for a study period operates also when he or she has started to study in a fully accredited HEI abroad (by finnishing at least the first year of study and accumulating the required number of ECTS) and wishes to continue the similar study programme in a Romanian university.

e) Is there accommodation for mobile students and staff?

Yes ☒　　No ☐

> **Please add** appropriate comments to describe the current situation: Host universities offer accomodation for mobile students and staff in the premises existing on campus.

f) Have any measures been taken to increase outward student and staff mobility?

Yes ☒ No ☐

> **Please add** appropriate comments to describe the current situation: Universities, membres of the teaching staff and also student bodies are encouraged to identify new inter-university arrangements in order to increse and diversify the destinations for student and staff mobility.

## 20. Portability of loans and grants

a) Are portable grants available in your country?

Yes ☒ No ☐

> **If No**, describe any measures being taken to increase the portability of grants. Study and research grants of students in the 3 cycles can be used in the home university or abroad for a study / research period which is usually not exeding one semester.

b) Are portable loans available in your country?

Yes ☐ No ☒

> **If No**, describe any measures being taken to increase the portability of loans. The feasability study for a general loan scheme for students was only recently released. It is expected that it will become operational in the next academic year.

## THE ATTRACTIVENESS OF THE EHEA
## AND COOPERATION WITH OTHER PARTS OF THE WORLD

## 21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

> Romania was participating in 2007 and 2008 in the EUROMED, ALCUE and ASEM Ministerial Conferences and expressed its interest and willingness to widen access to students from countries which do not belong to the EHEA.
>
> There is a special fund for "Studies in Romania" which gives financial support for full studies in each of the 3 cycles for students originated in third countries.
>
> Romanian HEIs are frecquently participating in international fairs and exhibitions aiming at attracting students from third countries.
>
> Representatives of the Ministry of Education, Research and Youth are actively involved in the working group on EHEA in a Global Setting.

> A strategy aiming at improving dissemination of information on higher education opportunities in Romanian universities, learning conditions and advantages is currently under examination in the Ministry of Education, Research and Youth and will be presented to the Rectors' Conference

**b) What has your country done to:**

i) improve information on the EHEA outside Europe?

> Romania used to have a respected tradition in educating international students from the Midle East, Asia, Latin America and Africa. In 2007 and 2008 mixed misions of the Ministry of Foreign Affairs and of the Ministry of Education have revisited some of the countries in order to inform local authorities and HEIs on the study opportunities in Romania and in othet EHEA countries.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

> Presenting the attractiveness of EHEA in the March 2007 meeting with rectors' conferences in ALCUE countries. During the May 2008 ministerial meeting ASEM the Romanian delegation had informal meetings with some asian delegations which offered the opportunity to relink contacts. The information disseminated on these occasions was highly wellcomed by rectors and other official representatives of these countries.

iii) strengthen cooperation based on partnership in higher education?

> Many Romanian universities are involved in education projects and in research programmes developed in cooperation with universities outside the EHEA.

iv) intensify policy dialogue with partners from other world regions?

> The seting up of an Agency for Internationalising Romanian HE is in progress. It will concentrate and make more coherent initiatives and policies that aim to improve image and attractiveness of study opportunities in Romanian universities for international students originated in other world regions.

v) improve recognition of qualifications with other world regions?

> As many othe countries of EHEA, Romanian is negotiating bilateral agreements for the recognition of qualifications.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

> According to the provisions of Law No. 87/2006 on quality assurance in education and of Government Decision No. 1426/2006 on integrated study programmes, the education provider is fully responsible for the content and quality of the study programmes. Providers have to implement internal quality management measures and self assessment procedures and submit periodically the educational offer to external evaluation to one of the QA agencies which are registered in the EQAR. These provisions are valid also for the different types of cross-border HE mentioned in the Government Decision 1426/2006.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes ☒     No ☐

> **If Yes** please explain in what ways the guidelines are applied
> ARACIS applies the same procedures and methodology of external evaluation for all the education programmes provided in Romania by Romanian and or cross-border providers, as well as for programmes provided by Romanian universities through cross-border extensions or by franchise.

ii) incoming higher education provision?

Yes ☒     No ☐

> **If Yes** please explain in what ways the guidelines are applied Please see comments in the previous box.

## FUTURE CHALLENGES

### 22. Main challenges for higher education
Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

> Main challenges for the Romanian higher education in the short term:
> - The completion of a National Register for Qualifications awarded in HE with self-certification of the compatibility with EQF and with the overall national qualifications framework from a lifelong learning perspective.
> - The external evaluation of all HEIs operating in Romania in accordance with the ESG implemented through the methodology promoted by ARACIS.
> - To find a better balance between teaching and research in the programmes of the three Bologna study cycles and in the activities of students and members of the teaching staff.
> - To motivate HEIs to develop a differentiated institutional startegy for HR development and management in close correlation with the mission and vision assumed by each university. Doctoral and post-doctoral research and teaching activities should be better linked to institutional objectives in HR management.
> - To redefine the financial support schemes and the grants in order to make access and completion of HE more equitable and to attract and retain up to completion students from underrepresented groups.
> For the longer term:
> - To increase competitiveness of the Romanian HE as part of the EHEA.
> - To foster differentiation of missions of HEIs, according to their development potential and to the needs of the regional long term development.
> - To further improve learning and living conditions in new university campses.
> - To attract more international students from EHEA and from outside EHEA.

**PART II**


## TEMPLATE for NATIONAL STRATEGIES
## on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS


**Practical instruction**

| |
|---|
| The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension**. The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy. |


## I. Definition of the Social Dimension in the London Communiqué

"We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity."


## II. AS IS SITUATION (Current state of affairs)

1.      Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

| |
|---|
| Three groups identified in the Romanian society are underrepresented in the higher education system: students from the rural area, students having lower educated parents with low family income per capita, students from the roma minority. Data collected during the Eurostudent III exercise helped to beter understand the real size of underrepresentation and suggested complementary measures to tackle the issue. Among the main obstacles to participative equity one should mention: the financial constrains, the cultural burden and the mentality of low educated people. |

2.      Please describe what measures your Government is taking to increase the representation of the groups identified in the question above.  Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

| |
|---|
| Financial actions: To increase the representation of the three groups identified in the society, the Government provides each year through the Ministry of Education, Research and Youth' budget 1,000 scholarships for students originated in the rural area which accept after graduation to return for a limited period of time to the home community in order to teach in the local schools. |

For students belonging to families with lower education background and low family income per capita, here including also students belonging to the roma minority, the Government is giving social support by means tested scholarships and by financial assistance on request of students in need. HEIs are also encouraged to do total or partial reimbursement of education costs for tuition fee paying students which belong to this social group and have acceptable results in the atteinment of courses. For some of these students, universities cover from their own financial resources living costs in hostels.

In order to improve equity in terms of access and successful completion for all the students, the Government has completed with the technical support of the World Bank the feasability study aiming at introducing a general loan scheme for all the students. This loan scheme is expected to become operational in the next academic year.

Structural actions:

Many universities have broadened access to students by setting up local branches in towns which are closer to the domicile of the students family than the traditional university cities and where living costs are lower.

Universities have developed traditional action plans targeting students in high schools and offering them broad information on the study programmes and career opportunities as well as counselling / guidance services.

The Ministry is subsidising partly residence and canteen costs as well as transport in towns and to the domicile of students. Free of charge health care services in most campuses of the Romanian HEIs.

Distance learning in selected fields of study is another alternative for students and also for persons which are benefiting from the second chance initiatives of HEIs. Most students benefit of free access to internet and to the virtual libraries of HEIs.

Meeting the needs of certain groups:

Aiming at widening access to higher education, Romania has developed free of charge primary and secondary education in Romanian and in 18 languages of the minorities registered in the country, here including the roma minority. The teaching staff for these schools is mainly trained in Romanian Universities in the respective mother tongue.

For students from the roma minority the Government develops a positive action since 1998 by suppoting from the state budget special study places in most of the study fileds.

Most universities have provided special access means for disabled students as well as special learning assistance and guidance for them.

3.    Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report ion the Social Dimension and Mobility (see Annexes A and B to this document).    Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

According to the Constitution of Romania and to the introductory provisions of the Education Law No. 84 / 1995 all types of discrimination are declared illegal. Admission rules are simple, fair and transparent.

Exemples of affirmative actions: Students having studied in high school various disciplines in one of the minority languages have the right to ask for admission exam in that given language. For the Hungarian and German minority students universities have developed full first cycle study programmes taught in the respective language.

In order to enhance the quality of student experience, most of the universities have set up special departments that offer academic and career guidance and all the teaching departments are providing tutorials.

In 2007 the Romanian Parliament adopted and universities have implemented the provisions of a special Law on pupils' and students' internship. They improve practical knowledge and skills of the learner and establishe a shared responsibility of the school and of the internship provider for the achievement of the training goals.

Aiming at increasing retention of the first cycle graduates, most of the HEIs have adopted flexible pathways as well as flexibility in the delivery of the second cycle programmes.

Most HEIs provide students well functioning libraries and lecture halls with updated books and reviews and free of charge access to scientific data bases.

Please refer also to answer under point 2 for the provision of social services.

Student participation in higher education governance and organization is guarated by the legal framework in force which is implemented through the provisions of the Charter of each Romanian HEI. Students have at least 25% of the voices expressed in the University Senate and in the Faculty Councils and the representative of the studentship has his position in the Executive Board at each managerial level of the university.

According to the provisions of Law No. 87/2006, student evaluation of courses, programmmes and institutions, as well as student plans and follow-up actions are fully taken into account in the current and strategic management of each Romanian HEI.

Romania has a clear and nationally coordinated system of financial support given to students which is fully transparent and was agreed with representatives of the different student bodies at national level.

4.      Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity  (see Q 1) ?  If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Most of the evidence of underrepresented groups in higher education is originated in the Monthly Households Enquiry conducted by the National Institute of Statistics.

The Higher Education Department of the Ministry is conducting its own regular student surveys twice a year aiming to provide detailed data on the student body in the country, including data concerning the social dimension. A distinctive evidence is kept for the implementation of the financial support measures and for the use of the money. Universities report back twice a year to the Department of Higher Education on the costs of the social support measures.

## III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5.    How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

a.1. To make full use of the portfolio of 1,000  scholarships offered to students originated in the rural area by improving the dissemination of information about this opportunity to get financial support from public funds.
a.2. To further encourage individuals and private companies to make full use of the legal provision that allows to devote 2% of the tax payments for scholarships.
a.3. To continue to develop the capacity and quality of learning and living conditions in student residences. A "University of the Future"project was officially lounched in 2008 and aims at building new campuses in 4-5 centers with modern learning, research, living and leisure facilities for students.
a.4. To take positive action measures aiming at improving retention of roma students up to the completion of studies at least in the first cycle.
a.5. To implement the loan scheme for all students.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students?  Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

Measures presented above under No. II.2 and II.3 will continue to be implemented in order to overcome financial and structural obstacles in access, participation and completion of studies. Universities are further encouraged to publish and disseminate their own Study Guide with all the information refering to student services and facilities offered in the campus.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

For each of the above mentioned measures, the Ministry of Education, Research and Youth allocates dedicated funds which are distinctivelly ennumerated in the annual institutional contract for the public funding of universities.

d) is there a timeline for action? If yes, please provide details.

The above mentioned actions are implemented year by year in HEIs, as it is forseen in the annual institutional contract signed up between the Ministry of Education, Research and Youth and each HEI funded from public resources. The use of these funds is reported back to the Ministry for each semester of the academic year.

6.    What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Romania is participating in the next Eurostudent IV international project. These data allow for detailed analysis of access, participation and completion of studies by students from the three groups which are underrepresented in the Romanian higher education. Student unions should be activelly involved in monitoring current situation and progress.

**IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES**

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a)contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The National Development Plan for 2007-2013 (NDP) is the fundamental tool used by Romania to diminish social and economic disparities inside the Romanian society and in comparison to other EU Member States. The NDP is a specific concept of the European Cohesion Policy that sets public investment priorities to boost the country's social and economic development.

Tacking into account the EU cohesion policy reform for 2007-2013 and the subsequent modification of regulations on structural and cohesion fund management, the content of the NDP has been integrated into the National Strategic Reference Framework for 2007-2013 (NSRF), which represents in fact the Romanian social and economic strategy ageed upon with the EU for the use of structural funds for achieveing the Lisbon and Gothenburg objectives.

Romania has set six national development priorities (six Operational Programmes defined within the NSRF), four of them reaching out directly or subsequently to the higher education (HE) and its further development objectives:

- incresing economic competitiveness and developing a knowledge based economy;

- developing human resources, promoting employment and social inclusion, and strengthening administrative capacity;

-developing rural economy and increasing productivity in the farming sector;

- diminishing development disparities between country regions.

The HE is directly targeted in the human resource's development priority.

Responsible for the preparation, implementation and evaluation of the NSRF is the Government of Romania. For each Operational Programme aiming at implementing a national priority there has been set up a managing authority which works in close cooperation with intermediary bodies (ministries and specialized agencies).

The partnership in drafting and implementing the NSRF is established for two levels:

- at national level an inter-institutional committee made up of 80 members: decision makers from ministries and other public institutions, regional development agencies, research and higher education institutions, representatives of economic and social partners;

- at regional level regional committees were set up including besides the representatives of the regional development agensies, representatives of the prefect's office, of the county councils, deconcentrated public services, local higher education and research institutions, local economic and social partners.

A monitoring committee has been set up for each Operational Programme and an Annual Implementation Report is drafted and presented to the Public Policy Unit of the Romanian Government and submitted to the European Commission.

The contact point for the NSRF is the Ministry of Public Finance which was also empowered with the design of the monitoring methodology. Information is available at: http://www.fonduri-ue.ro  and the E-mail adress is: fonduri.ue@mfinante.ro

The contact point for the development of human resources (including the higher education component for the use of structural funds) is the Ministry of Labour, Family and Equal Opportunities. Information available at http://www.fseromania.ro and the E-mail adress is: posdru@fseromania.ro

**ANNEX A**
**Actions mentioned by the Bologna countries in the 2007 national reports**

Financial
• scholarships - means tested
• scholarships - merit based
• research grants
• grants for studying abroad
• grants or loans for (nearly) every student
• unspecified social support system
• free education (at least 1st cycle)
• reimbursement of tuition fees for certain groups
• financial assistance for certain groups/areas
• improved funding systems

Structural
• new /expanded routes of access
• broader teaching or learning strategies
• information and preparation at secondary schools
• increase student places
• indirect aid schemes (tax relief, family allowance)
• subsidised residences/meals/transport/books
• provision of student welfare services (health care, day care centres)
• counselling/guidance services

Certain groups
• measures for ethnic minorities (not financial)
• measures for disabled (not financial)
• measures for disadvantaged groups (not financial)
• allocation of study places to certain groups
• promote access from all national areas

Policy and practice
• explicit widening access policy (devoted funds/units/laws)
• carry out surveys (study & work, disabled students,...)
• evaluations/research of policies and practices
• monitoring access (and retention) by students

**ANNEX B**

**Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility**

Measures to promote equal opportunities for access, participation and completion
• Anti-discrimination legislation covering higher education
• Admission rules that are simple, fair and transparent
Measures to widen access to and participation in higher education
• Outreach programs for underrepresented groups as defined nationally
• Flexible delivery of higher education
• Flexible learning paths into and within higher education
• Transparency of qualifications and recognition of prior learning
• Incentives for higher education institutions to take action to widen access and participation
Study environment that enhances the quality of the student experience
A, Provision of academic services
• Guidance (academic and careers) and tutoring
• Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
• Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)
B, Provision of social services
• Counselling
• Targeted support for students with special needs and students with children
• Appropriate housing conditions for all students
• Provision of healthcare
• Provision of transportation, student canteens etc.
Student participation in the governance and organisation of higher education
• Legislation or other measures to ensure student participation in higher education governance
• Provisions for the existence of and exercise of influence by student organisations
• Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken
Finances in order to start and complete studies
• Financial and legal advice for students
• Appropriate and coordinated national financial support systems that are transparent
• Targeted support for disadvantaged groups as defined nationally
• Support measures for students with children

**ANNEX C**
**Suggested approach of the work on national strategies on the social dimension**

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

• Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

• Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

• Study environment that enhances the quality of the student experience

A, Provision of academic services
B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

• Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not ableto finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

• Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

• Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?