



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Romania

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Romania

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

The National Education Law (Law no.1/2011) considers all forms of institutions offering Higher Education programmes as universities (e.g. academies, institutes).

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional Higher Education programmes can be academic, professional and military.
 - Higher education institutions are either public or private Universities can be: public institutions, private institutions and confessional institutions .
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!) Higher Education Institutions during the process of accreditation can either have the statute of temporarily authorized or accredited university .The programmes are also differentiated according to the language of study: programmes in Romanian, in a minority language or a foreign language.The programmes are also differentiated according to the language of study: programmes in Romanian, in a minority language or a foreign language.
- None of the above

I.3.1. What is the number of institutions in the categories identified?

There are 89 accredited universities out of which:
56 are public Higher education institutions;
33 are private Higher Education Institutions.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "59"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "2"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "37"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "2"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

4 years

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "60"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "10"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "23"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "7"

I.6.1. Please specify

360 ECTS for students in medicine

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

For example the Masters' programmes are differentiated in professional Masters, research programmes and didactic programmes. A Professional Masters' programme is mainly focused on developing professional competences. A Research Masters' programme is mainly oriented towards the development of research competencies and will be equivalent to the first year of study from the PhD education programmes. A didactic/pedagogical masters' degree is organized exclusively at the form of education with attendance (full time).

Similarly there are differences between the two existing types of doctoral programmes: scientific and professional PhDs, this time in terms of results.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

I.9.3. What percentage of first cycle students is enrolled in these programmes?

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "3"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "8"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "89"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "15"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "85"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

I.11.1. Please specify

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

5 or 6 years (which includes the Bachelor degree).

I.12.3. In which study fields do these study programmes exist?

Health sciences (Medicine, Pharmacy, Dentistry), Architecture, Veterinary Medicine

I.12.4. What percentage of first cycle students is enrolled in these programmes?

Data not available.

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I.14.1. What is the minimum duration of the Bachelor & Master together?

5 years

I.15. Comments

Though it is not specified in the national legislation, the general practice is that the combined Bachelor and Masters' programme is 5 years-long and is set by a governmental decision at the proposal of the Ministry of Education.

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

I.16.1. Please provide a source for this information.

It is mandatory according to the legislation – article 156 - LEN 1/2011 only the graduates who already have a bachelor's degree or an equivalent diploma are eligible for being a candidate to the admission in a Masters' programme.
Other legal provisions supporting this information are integrated in Law 288/2004 and Government Decision 4040/2006.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

L17.1. Please provide a source for this information.

The document "Romanian commitments to European Higher Education Area" which cites the annual report of the National Institute of Statistics, in 2012. Data on 2013 are not available.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

It is the decision of the HEIs.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

It is the decision of the HEIs.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

It is the decision of the HEIs.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

It is the decision of the HEIs.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

The National Law of Education through article no. 163 states that "Only the graduates of the master's degree programmes or equivalent studies have the right to participate in the admission to the PhD programmes.

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

5.0000000000

L20.1. Please provide a source for this information.

The document published by UEFISCDI – "Romanian commitments towards the European Higher Education Area" which is quoting the Annual Report of the National Institute of Statistics, in 2012.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

It is possible for those whose first cycle degree diploma is considered to be equivalent to a second cycle degree. It is the case of graduates in the field of Health Sciences (Pharmacy, Medicine, Dentistry) as well as Architecture – programmes that provide merged cycles of study I and II (and have a total of 300 ECTS).

L21.2. What percentage of third cycle students enter without a second cycle qualification?

0%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

The percentage of third cycle students who enter without a second cycle qualification excludes graduates in the field of Health Sciences (Pharmacy, Medicine, Dentistry) as well as Architecture – programmes that provide merged cycles of study I and II (and have a total of 300 ECTS).

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Articles 158 – 170 from the Law of National Education (LEN) no. 1/2011 and Government Decision no. 567/2005

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

The Doctoral Schools are organized according to the National Law of Education, and can be linked to a single university or to a consortium. They can also be organized by the Romanian Academy. Each Doctorate Organizing School is assessed individually for each area, for accreditation, and is certified by order of the Ministry of Education.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

76-99%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3 to 4"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

No

L30. Comments**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?****Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
 gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
 gain full credit for their previous studies but in professional bachelor programmes only
 gain substantial (>50%) credit for their previous studies
 gain some (<50%) credit for their previous studies
 gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments**L35. Do your steering documents mention the concept of student-centred learning?**

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

There is no definition of the concept, though the elements present in the National Education Law (nr. 1/2011) refer to a management of HEIs, design of educational programmes and financial strategy that are focused on the needs of students.

Other legal provisions regarding the quality assurance of education refer to the conditions of learning, access to learning materials, facilities, services etc and define the process as being the responsibility of the teaching staff to design methods of teaching and learning environments focused on the needs of students and not on the traditional way of only transferring information (knowledge). The document describes the student centred learning as a process that is characterised by a partnership relation between students and teachers, during which both parties have equal responsibilities in the process of reaching the intended learning outcomes.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**L35.4. Please provide a reference for your steering documents on student-centred learning**

The National Education Law 1/2011 – art. 118, l): the principle of student-centred learning

The external methodology of evaluation of ARACIS - http://www.aracis.ro/fileadmin/ARACIS/Proceduri/Metodologie_de_evaluare_externa.pdf;
 The National Qualifications Framework – Government Decision nr. 918/2013;

L36. Comments

Other important aspects are related to the facilities offered to students (e.g. libraries, online access to international data bases, sports facilities, counselling etc.) especially students with special needs (e.g. ramps, elevators, etc.), as well as curricula adapted to each student's needs (flexible curricula that could address the need for a more thorough study of some aspects or a more loosely route for those capable of finishing the training programme faster).

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer
Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

No
Upcoming methodology and definition is in working process. Although there is not a legal provision regulating this aspect, the common practice uses the European recommendation to allocate/ 27 working hours for each ECTS point. However, the number of working hours for assessing student workload depends on the type of HE programme.

L41.1. What is the number of hours per credit?

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

The National Education Law defines the learning outcomes concept (art. 345) and recognition of the learning outcomes including those from non-formal and informal education is encouraged (art. 346), though upcoming methodology and steering documents in the field are in working process.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

No relevant data available.

L45.2. Please specify for which members of academic staff training programmes are offered

Some of the teachers were able to attend the training offered during the DOCIS project of the National Authority for Qualifications in the field of defining learning-outcomes and designing educational programmes according to them. 345 teachers were trained as experts in describing qualifications during the DOCIS project of ANC (http://docis.acpart.ro/uploads/noi/Prezentare_DOCIS.pdf);

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The external methodology of evaluation of ARACIS requires as a minimal standard for accreditation of a programme the requirement to have the examination and evaluation of students' performance based on the learning outcomes (IP.C.3.1.2). The methodology also consists of higher standards that stand as recommendation for HEIs and suggest an ongoing/permanent diagnostic evaluation of students' performances in order to assure a continuous and consistent learning process. The External Evaluation for accreditation methodology of ARACIS (http://www.aracis.ro/fileadmin/ARACIS/Proceduri/Metodologie_de_evaluare_externa.pdf).

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

The acronym ARACIS stands for the Romanian Agency for Quality Assurance in Higher Education.

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs
...automatically to all students:by 76-99% of HEIs
...automatically to all students:by 51-75% of HEIs
...automatically to all students:by 26-50% of HEIs
...automatically to all students:by 1-25% of HEIs

- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Romanian and an international language, usually English.

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

The Law of National Education – art. 147.

Government Decision no. 1424/2006 – methodology framework for approving the organization of integrated study programmes offered by two or more universities, leading to joint degrees.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "10"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "20"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "70"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

The joint programmes developed by HEIs are mainly Doctoral joint degree programmes. The fields of study where this type of degrees are more common are: engineering, law, social sciences, sciences (physics, chemistry and geography), psychology, philosophy etc. The information provided is obtained from the annual reports of the state (public) universities for the distribution of core funding.

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

7: Implementation of the NQF has started with agreement on the roles and responsibilities of Higher Education Institutions, Quality assurance agency(ies) and other bodies

L62.1. Please provide the date when the step was completed.

04-29-2011

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

www.anc.gov.ro, www.mcis.ro

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

Verification of Compatibility of the Romanian National Qualifications Framework for HE with the QF – EHEA (http://enred.edu.ro/pdf/Self_certification_Report_RO_2011.pdf);

European Inventory on NQF 2012, Romania (http://www.cedefop.europa.eu/EN/Files/NQF_developments_2012-ROMANIA.pdf);

www.mcis.ro

ANALYSIS AND OVERVIEW OF NQF DEVELOPMENTS IN EUROPEAN COUNTRIES – ANNUAL REPORT, 2012

(http://www.anc.edu.ro/uploads/images/Calificari/calificari_1.pdf)

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
Minister's Order 3223/2012

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of

substantial differences by the competent authority

- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

Minister's Order no. 3223 / 2012 – Annex 1 – article 1 mentions the possibility of automatic recognition of qualifications obtained during mobility programmes undertaken according to the existing partnership agreements and, for the rest, the assessment is done by the National Centre for Equivalence and Recognition of Diplomas (CNRED).

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

The practice is regulated through:

- Government Decision no. 49 / 1999 – regarding the organization and functioning of CNRED;
- Minister's Order no. 4022 / 2008;
- Minister's Order no. 3161 / 2002 regarding the fees perceived for recognition of studies;
- Minister's Order no. 4501 / 2003 regarding the provisions for enrolling foreign students in HEIs.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L69.1. Please specify

The difference is made by the origin country of the diploma (certification): automatic recognition is offered for those on the official list of the Ministry of Education (that are either members of EHEA or have signed a previous agreement with the Ministry of Education), while special provisions are created for those outside these two categories.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L70.1. Please specify

The difference is made by the origin country of the diploma (certification): automatic recognition is offered for those on the official list of the Ministry of Education (that are either members of EHEA or have signed a previous agreement with the Ministry of Education), while special provisions are created for those outside these two categories.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L71.1. Please specify

The difference is made by the origin country of the diploma (certification): automatic recognition is offered for those on the official list of the Ministry of Education (that are either members of EHEA or have signed a previous agreement with the Ministry of Education), while special provisions are created for those outside these two categories.

L72. Do higher education institutions typically:

Other

L72.1. Please explain

It depends on each HEI how they organize the process and a mix of the two mentioned practices is in place.

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

All HEI have their own procedures for recognition of study periods abroad and the Law of National Education no. 1/2011 stipulates that a unified procedure shall be adopted in a Minister's order and implemented by all HEIs.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

Throughout the external review the agency verifies the compliance by the evaluated study-programme with the criteria and standards set legally. In case all criteria are met accordingly, the study-programme/institution is empowered to either enrol students and deliver courses (in case of provisional authorisation) or to enrol students, deliver courses and organize final examinations and deliver degrees at the end of each Bologna cycle (in case of accreditation).

Based on the actual capacities of the respective study-program, the agency also establishes the maximum capacity of enrolled students for each year of studies, which represents one of the financing criteria for the State universities. At the same time, by legal disposition, all accredited study programmes and institutions must undergo a periodical evaluation, every five years, to be granted the re-accreditation.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

All institutions, but not all programmes

Third cycle programmes are currently not evaluated by the national agency of quality assurance. Also, the legal framework has changed recently and Masters' programmes will be evaluated on fields of specialization not as individual programmes, but the methodology is still in progress.

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

Some reports are publically available

All institutional evaluations reports are published on the agency's website – www.aracis.ro, but no programme evaluation report is publicly available.

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify**II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents**

Throughout the external review, under which the agency verifies the compliance by the evaluated study-programme of criteria and standards set legally, according to the ESG, in case all criteria are met accordingly, the study-programme/institution is empowered to either enrol students and deliver courses (in case of provisional authorisation) or to enrol students, deliver courses and organize final examinations and deliver degrees at the end of each Bologna cycle (in case of accreditation). Based on the actual capacities of the respective study-program, the agency also establishes the maximum capacity of enrolled students for each year of studies, which represents one of the financing criteria for the State universities. At the same time, by legal disposition, all accredited study programmes and institutions must undergo a periodical evaluation, every five years, to be granted the re-accreditation. The expected results of the formative advice given by the agency as part of the process on strengthening and enhancing quality and, according to the case, mentioned in the final reports, is evaluated through follow-up measures, as additional visits after one, two (in case when problems affecting quality standards were identified) or three years (in case of positive results for institutional evaluations), as well as in the periodic evaluations (every five years) of study programs and institutions. Further details can be found in the following link: www.aracis.ro (link: http://www.aracis.ro/fileadmin/ARACIS/Proceduri/Metodologie_de_evaluare_externa.pdf)

II.8.3. Additional comments

The methodology is organized in domains of assessment, criteria, standards and performance indicators. Other criteria: evaluation of teaching staff, decisional transparency, student participation in decision making processes, accountability and responsibility to the public, financial management, university management etc.

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency
Art 150, art.155, art 193 of the National Education Law 1/2011 allows HEIs to request the external evaluation from another Quality Assurance Agency that is listed in EQAR.

II.9.1. Please explain the differences**II.9.2. Please specify which institutions are able to choose****II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?**

The agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

II.10.1. How many higher education institutions have used this opportunity?

There is only one programme that has been periodically assessed by a different agency than the national one. This evaluation has been recognised according to the Law. The detailed methodology for how assessments of foreign agencies will be dealt with is in progress.

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)
Art. 147 of the National Education Law no. 1/2011 states that "In the case of educational programmes jointly organized by two or more universities, the documents will be issued in compliance with the national norms and inter-institutional agreements".

II.11.2. Please specify**II.12. Additional comments****II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:**

- Listed in EQAR
 Member of ENQA
 There is no specification within the current legislation or steering documents
 Yes, for an application to EQAR
 Yes, for the purpose of ENQA membership
 Yes, for other purposes
 An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 No

II.15. Is there a formal requirement that students are involved

- | | | | | | |
|--|--|--|-------------------------------------|--|---------------------------------|
| In governance structures of national QA agencies | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the preparation of self evaluation reports | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.15.1. Please specify**II.16. Is there a formal requirement that international peers/experts are involved?**

- | | | | | | |
|--|--|--|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies? | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input checked="" type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input checked="" type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.16.1. Please specify**II.17. Is there a formal requirement that academic staff are involved**

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

The National Law of Education no.1/2011, through art. 195 requires each university to undertake an internal quality assurance evaluation every 5 years, create and have a functioning Internal Quality Assurance department with the involvement of students at this level.
The Methodology of external quality assurance of ARACIS also requires this as a minimal standard for accreditation (Performance indicator C.1.1.1) – Law 87/2006.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

The internal Quality Assurance is the responsibility of the HEIs though the monitorization of its' implementation is done by the Quality Assurance Agency – according to art.192 of the National Education Law nr.1/2011.

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

These arrangements are part of the quality assurance strategy and are stipulated in each HEI charter.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

100%

All reports (including the negative ones) are published and publicly available on the website: www.aracis.ro

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- The state allots a number of quota places for Roma and ethnic Romanian students from other (especially neighbouring) countries within the general allocation of student grants to universities;
- Scholarships are available for students coming from rural areas.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

National Reform Programme for 2011-2013 mentions the Romania's national targets in the EU2020 Strategy. In this regard, to increase the share of 30-34 aged population with tertiary education Romania has as target to be reached until 2020 – 26,7%. Link: http://ec.europa.eu/europe2020/pdf/nd/nrp2012_romania_en.pdf

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

The National Institute of Statistics represents the official body that collects data in Romania. It also collects data regarding: the students' distribution on: age, sex, ethnicity (including roma), disabilities and area of residence (rural/urban area).

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability: At entry to HE

Disability: During HE studies

Disability: At graduation

Disability: After graduation

Labour market status prior to the entry to HE: At entry to HE

Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="0"/>
Socio-economic background:During HE studies	<input type="text" value="0"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

Only ethnic status is monitored when talking about "ethnic, cultural, religious or linguistic minority status" category.

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>

- agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

- Data regarding the composition of student body is collected by HEI for submission to the National Institute of Statistics, the Ministry of National Education and to the National Council for Funding.
 - There is also data collected by each university, in accordance with its own needs (there are no national procedures available for all the universities). For example: data regarding the economic background of students, medical status etc.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

Data regarding the ethnic background of a person is collected only with personal approval.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Data regarding the number of students on gender/disabilities/age etc. can be found on the official web site of the National Institute of Statistics (NIS) and more detailed data, at request from NIS library. - <https://statistici.inss.ro/shop/index.jsp?page=emp02&lang=ro&context=25>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

- According to calculations made by the World Bank based on the household budget survey (2011), one can see that, in 2009, 3.8% of youth aged 25-29 from the 20% (quintile) the poorest young people, have graduated one cycle of higher education, while 52.4% of the top 20% (quintile) most affluent young people have graduated.
 - The access of students with a rural background remains constantly low - in the academic year 2011/2012, approx. 24% of all students, were students with a rural background in the context in which 45% of the total population in Romania lives in rural areas.
 - The access of students with disabilities remains low - According to NIS, at the beginning of the academic year 2011-2012 there were 333 disabled students (0.07% of the total no. of students) in the context in which the share of disabled people in the total number of population was 3.66%.
 - The access of Roma people to higher education - 3.2% represents the share of declared Roma people in the total population of Romania. There is no clear data regarding the share of Roma students but a World Bank study from 2009 shows that only 0.6% from the total no. of Roma youth aged 25-29 years graduates from higher education compared with 24.2% Romanian and 18.7% Hungarians (from the same age group). - The number of international students has increased with 132% in 2012 compared with 2005 (in 2012, the international students represented 4.15% from the total no. of students).

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Universities, based on institutional autonomy, establish their own access criteria. Standard entry requirements are here considered to consist of the Baccalaureate diploma.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

Discipline specific international prizes.

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "School leaving certificate (baccalaureate diploma)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

- {III_11_SQ001}:% of students entering HE through this access route 100
- {III_11_SQ001}:Official data based on central level monitoring, including surveys 100
- {III_11_SQ001}:Estimates
- {III_11_SQ001}:Impossible to say (no official data and impossible to estimate)
- {III_11_SQ002}:% of students entering HE through this access route
- {III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

According to National Law of Education no 1/2011, the legal minimum requirement to entry in a higher education institution, for all candidates, is graduating from secondary education with a baccalaureate diploma (which involves sitting for a national examination after the completion of secondary education).

III.13.2. Comments

The legal minimum requirement to entry in a higher education institution, for all candidates, is graduating from secondary education with a baccalaureate diploma (which consists in sitting for a national examination after the completion of secondary education).

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

The state grants covering tuition fees are awarded for the normal length of an academic programme. Once the student extends this timeframe, he/she needs to pay tuition fees and is not entitled to merit/social scholarships.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

National Education Law no. 1/2011

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

By the National Statistics Institute.
<https://statistici.inss.e.ro/shop/?page=tempo2&lang=ro&context=25>

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring 82.6% in public universities and 83.6% in private universities

Completion rate of 1st cycle programmes, most recent available year:Year	the end of academic year 2010 - 2011
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	84.5% in public universities and 86.5% in private universities
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	the end of academic year 2006-2007
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	Not available
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	Not available
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	Not available
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	Not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▼

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No ▼

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
Drop-out in first year of 1st cycle programmes, most recent available year:Year
Drop-out in first year of 1st cycle programmes, most recent available year:not available
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
Drop-out in 1st cycle programmes, most recent available year:Year
Drop-out in 1st cycle programmes, most recent available year:not available
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based

on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Health care services in campus medical units.

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No, it targets all prospective students.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):
tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):
support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):
other measures / incentives ""

III.46.3. Comments

These activities may happen, but there is no central support.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

Career guidance is free of charge and offered by HEIs, according to art. 351,352 of the National Education Law no. 1/2011

III.47.2. Please also provide the full reference(s) to relevant document(s):

Career guidance is free of charge and offered by HEIs, according to art. 351,352 of the National Education Law no. 1/2011

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount 445euro/year, varying according to discipline
1st cycle:Minimum amount 445euro/year
1st cycle:Maximum amount 1.780euro/year
2nd cycle:Most common amount 445euro/year, varying according to discipline,
2nd cycle:Minimum amount 445euro/year
2nd cycle:Maximum amount 1.780euro/year

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study
being a Romanian ethnic, a Roma student and placement centres – students can apply for the quota places

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount varying according to discipline
1st cycle international students:Minimum amount 2200 euro/year
1st cycle international students:Maximum amount 7800euro/year
2nd cycle international students:Most common amount varying according to discipline
2nd cycle international students:Minimum amount 2200 euro/year
2nd cycle international students:Maximum amount 7800euro/year

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

International students refers to those students coming from outside EU and EEA.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

There are study places financed from the state budget (approx. 60000 grants/ year) which are distributed, at the university level, after the end of the admission examinations organized by universities according to a general framework, approved by the Minister of Education and usually based on merit criteria, though sometimes criteria related to the social dimension of education are in place (e.g. need). There are also some categories of students that benefit from reserved study places (according to Government quotas), as part of national inclusion strategies (such as Roma students, Romanian ethnics from abroad and students from placement centres).

According to the Education Law (Law 1/2011), direct financial support consists of scholarships or study loans for students. The student loan system is not yet functional. According to the law „Students benefit from merit or performance scholarships, for stimulating excellence, as well as social scholarships, for the financial support of students with low incomes.”

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

There are several programmes managed or initiated by the Government/Ministry of Education as Erasmus or CEEPUS which offer scholarships for students. There are also different bilateral arrangements between Romania and other countries that include scholarships for Romanian students studying in that country.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

- First cycle Yes No No answer
 Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 41.81% (in 2011)
 % of students receiving grants:Second cycle not available

IV.14. Can students use grants/scholarships for studying abroad?

No portable grants

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Please choose.. ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

- Citizenship:Grant 1 ▼
- Citizenship:Grant 2 ▼
- Citizenship:Grant 3 ▼
- Citizenship:Grant 4 ▼
- Residency:Grant 1 ▼
- Residency:Grant 2 ▼
- Residency:Grant 3 ▼
- Residency:Grant 4 ▼
- Recognised HEIs/programmes only:Grant 1 ▼
- Recognised HEIs/programmes only:Grant 2 ▼
- Recognised HEIs/programmes only:Grant 3 ▼
- Recognised HEIs/programmes only:Grant 4 ▼
- Course load (e.g. full-time):Grant 1 ▼
- Course load (e.g. full-time):Grant 2 ▼
- Course load (e.g. full-time):Grant 3 ▼
- Course load (e.g. full-time):Grant 4 ▼
- Only certain countries:Grant 1 ▼
- Only certain countries:Grant 2 ▼
- Only certain countries:Grant 3 ▼
- Only certain countries:Grant 4 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▼
- Equivalency condition:Grant 1 ▼
- Equivalency condition:Grant 2 ▼
- Equivalency condition:Grant 3 ▼
- Equivalency condition:Grant 4 ▼
- Programme not available in the national system:Grant 1 ▼
- Programme not available in the national system:Grant 2 ▼
- Programme not available in the national system:Grant 3 ▼
- Programme not available in the national system:Grant 4 ▼
- Other:Grant 1 ▼
- Other:Grant 2 ▼
- Other:Grant 3 ▼
- Other:Grant 4 ▼

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▼

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▼

Citizenship:Loan 2 ▼

Citizenship:Loan 3 ▼

Citizenship:Loan 4 ▼

Residency:Loan 1 ▼

Residency:Loan 2 ▼

Residency:Loan 3 ▼

Residency:Loan 4 ▼

Recognised HEIs/programmes only:Loan 1 ▼

Recognised HEIs/programmes only:Loan 2 ▼

Recognised HEIs/programmes only:Loan 3 ▼

Recognised HEIs/programmes only:Loan 4 ▼

Course load (e.g. full-time):Loan 1 ▼

Course load (e.g. full-time):Loan 2 ▼

Course load (e.g. full-time):Loan 3 ▼

Course load (e.g. full-time):Loan 4 ▼

Only certain countries:Loan 1 ▼

Only certain countries:Loan 2 ▼

Only certain countries:Loan 3 ▼

Only certain countries:Loan 4 ▼

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▼

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▼

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▼

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▼

Equivalency condition:Loan 1 ▼

Equivalency condition:Loan 2 ▼

Equivalency condition:Loan 3 ▼

Equivalency condition:Loan 4 ▼

Programme not available in the national system:Loan 1 ▼

Programme not available in the national system:Loan 2 ▼

Programme not available in the national system:Loan 3 ▼

Programme not available in the national system:Loan 4 ▼

Other:Loan 1 ▼

Other:Loan 2 ▼

Other:Loan 3 ▼

Other:Loan 4 ▼

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

The Education Law includes provisions for portable grants and loans, but the subsequent methodologies and steering documents are in working process.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

No loans available.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Yes ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

The Education Law no. 1/2011 includes provisions for portable grants and loans, but the subsequent methodologies and steering documents are in working process. The Agency for Credits and Scholarships (<http://www.roburse.ro/>) manages scholarships awarded through various programmes and bilateral agreements. <http://www.roburse.ro/burse.php>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Public funding of studies as a main source. There are also PHD students paying tuition fees. A part of PhD candidates have benefited from European funded projects that covered their tuition fees and provided them with a scholarship under the form of grants/scholarships.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

The fees are usually higher than for BA and MA students. There are no scholarships as received by BA and MA students (merit based or for social needs). They receive other type of scholarship financed either by the Government, or through European funds.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Romania's Governing Programme 2013-2016, chapter 'Adapting educational programmes to the needs of the labor market (doc in Romanian): <http://administratresite.edu.ro/index.php/articles/18774>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Law 76/16.01.2012 Art. 80(2) states that employers, which hire graduates with special needs with an unlimited time contract, receive financial incentives for 18 months. If the employees employ these employees for more than 3 years, they receive further financial incentives for 2 additional years.

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

National Law of Education Art. 218(1) The responsibilities of the National Council of Higher Education Statistics and Forecast are the development and continuous updating of higher education indicators for monitoring and forecasting its evolution in relation to labor market dynamics. This council publishes the annual data corresponding to these indicators.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Ministry of National Education considers the data for an overview of the connections between university programmes and the labour market, aimed at informing its general framework policies and recommendations according to Romania's commitments to the EU commission and EHEA.

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|--|---|--|--|--------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved
answer | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No |
| Teaching | <input type="radio"/> Employers have to be involved
answer | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved
answer | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved
answer | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No |

V.3.2. Please provide the details and the source of evidence here.

The Romanian Agency of Quality Assurance in Higher Education methodology for external evaluations, standards and performance indicators, IP.B.1.2.3. Relevance of study programmes - REF 1: Study programmes are periodically revised on the basis of peer reviews together with students, graduates and representatives of employers.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes ▾

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Public funding is used to co-finance structural funds projects. Several projects focused on the link between university and business. Examples in this sense are: <http://www.absolvent->

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes ▼

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Some Master programmes in specific fields have been developed in close cooperation with large scale employers. One such example is <http://www.renault-technologie-roumanie.com/descoperari/comunicate-de-presa/controlul-zgomotului-si-vibratiilor-un-nou-program-de-master-sustinut-de-grupul-renault-romania/>

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

National Law of Education no. 1/2011. The Romanian external QA methodology includes indicators that look at internship and practical training for all study programmes (e.g. IP B2.1.4): http://www.aracis.ro/fileadmin/ARACIS/Proceduri/Metodologic_de_evaluare_externa.pdf

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

National Law of Education Art. 150(4) During the bachelor's degree education, practical training is mandatory. Universities have the obligation to provide at least 30% of the required practice places, out of which at least 50% outside universities.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in all higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

National Law of Education Art. 150(4) "During the bachelor's degree education, practical training is mandatory. Universities have the obligation to provide at least 30% of the required practice places, out of which at least 50% outside universities". The costs of practical training can be covered through the funding allotted from the state budget to universities for each degree programme, depending on the no. of students.

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes ▼

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

Some higher education institutions use questionnaires a year after students graduate to evaluate the employability performance of their programmes.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes ▼

V.6.1. Are there tracer studies conducted on national level?

Yes ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

“University Graduates and Labor Market” was a project implemented between 2009 and 2012 by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and the National Council for Higher Education Funding in partnership with The International Centre for Higher Education Research (INCHER) Kassel, according to 60/2.1/S/41750 POSDRU financing agreement. The study consisted in two phases, in which the research was conducted with the help of a questionnaire that tracked the graduate's educational and professional background.

The first phase (November 2010 – March 2011) addressed graduates that finished their studies in 2005 and 2009;

The second phase (2 April – 30 April 2012) addressed graduates that finished their studies in 2006 and 2010.

In the first phase: 55 public and private universities participated;

39293 respondents;

In the second phase: 42 public and private universities participated;

9294 respondents;

The data is organised in a series of analysis categories such as socio-biographic characteristics of the graduates, studies and course of studies, competences at the time of graduation and professional requirements, central aspects of job search, employment situation, indicators for professional success. The break variables are the following: domain of study, region of high school, type of high school and gender.

<http://www.absolvent-univ.ro/UserFiles/File/rezultate/results%202005-2009.pdf>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▾

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Lifelong learning represents all learning activities undertaken during the life of every person in formal, non-formal and informal training or skills development for a multiple perspective: personal, civic, social or occupational. Lifelong learning includes early education, school education, higher education, continuing education and training of adults. (Law of National Education no. 1/2011- art 328 (1), (2), (3)).

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

1. Ministry of Education Order 3163/2012 which issued the Methodology for organizing and conducting lifelong learning programmes:
 - Article 3(1): According to the law, higher education institutions can organize lifelong learning programmes in the scientific fields in which they already have accredited programmes at least at the bachelor level;
 - Article 3(3): Lifelong learning programmes can only function in the languages, degree levels and scientific fields in which higher education institutions have accredited study programmes at the bachelor level.
2. Ministry of Education Order 4543/2004 which issued the Evaluation procedure for the certification of professional competences obtained through other means than formal ones.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input checked="" type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

Yes ▾

VI.3.2. Please specify which forms and provide % of HE institutions involved.

Post-doctoral programmes are considered in this category.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes ▼

VL4.1. Please explain these restrictions.

Ministry of Education Order 3163/2012 which issued the Methodology for organizing and conducting lifelong learning programmes:

- Article 3(1): According to the law, higher education institutions can organize lifelong learning programmes in the scientific fields in which they already have accredited programmes at least at the bachelor level;
- Article 3(3): Lifelong learning programmes can only function in the languages, degree levels and scientific fields in which higher education institutions have accredited study programmes at the bachelor level.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "10"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "80"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "10"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

Relevant statistical data are not currently available, but a majority of programmes are financed through student fees.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in IIE policy on promoting the flexible provision of IIE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

According to the National Law of Education:

Full-time, part-time, distance learning - organization forms of didactic processes involving:

a) compulsory attendance for full-time learning;

b) replacement of teaching hours with individual study activities and periodical, usually weekly meetings with pupils/students/course attendants in order to carry out the compulsory applicative activities

provided in the learning framework plans/learning plans, for part-time education;

c) replacement of teaching hours with individual study activities and periodical meetings, holding of seminars in a tutoring and compulsory system for all the didactic activities that develop practical competences and skills in a face to face system for distance learning.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

'Part-time' higher education programs consist of periodical, usually weekly meetings with students/course attendants in order to carry out the compulsory applicative activities provided in the learning framework plans/learning plans, for part-time education. (National Law of Education 1/2011).

National Law of Education, Art.119.(3) The higher education institutions have autonomy in deciding the quantum of the tuition taxes have the obligation to inform all the interested people on this subject, including on the university site.

Students are not eligible for the same amount of support (E.g. Students studying part-time do not receive tuition fee deductions).

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

Law of National Education, Art. 347 (3) The learning results and their associated transferable professional credits previously obtained in formal contexts or after the evaluation of the non-formal and the informal learning results are transferred and integrated in the professional training program the learning person attends. However, secondary legislation meant to implement this article is still in working process.

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

At present, in practice, HEIs don't recognize activities of non-formal and informal learning as there is not yet a nationally established methodology in this respect to support the articles stipulated in the Law of National Education, no. 1/2011.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Law of National Education, Art. 347 (3) The learning results and their associated transferable professional credits previously obtained in formal contexts or after the evaluation of the non-formal and the informal learning results are transferred and integrated in the professional training program the learning person attends.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

The methodology for the recognition of non-formal and informal learning credits has not yet been elaborated at the national level. Some higher education institutions have elaborated their own methodology for the recognition of non-formal and informal learning, however, as a rule, HEIs don't recognize non-formal and informal learning with a view to awarding credits .

Please also provide the full reference(s) to relevant document(s) here:

Law of National Education, Art. 147(1) The recognition of the studies in Romania or abroad is done based on a master methodology developed by the Ministry of Education, Research, Youth, and Sports and on specific methodologies approved by each higher education institution, approved by the university's Senate, based on European norms and on the European system for education credit accumulation and transfer, in compliance with the framework methodology.

Law of National Education, Art. 347 (3) The learning results and their associated transferable professional credits previously obtained in formal contexts or after the evaluation of the non-formal and the informal learning results are transferred and integrated in the professional training program the learning person attends.

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
 Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

students from EEA Member States and the Swiss Confederation as for domestic students; universities are required to state the conditions under which they can sign and implement international partnerships, participations to European and international organizations, conditions related to research programs agreements with other economic actors and the conditions determining the destination of private funds;

Higher education institutions can establish teaching programs in international and minority languages. Universities are encouraged to collaborate with foreign experts especially for doctoral supervision. Also, universities are encouraged to use both public and private funds to achieve their stated purposes. HEIs that are pursuing joint degrees with prestigious universities from abroad and programs undertaken in international languages are encouraged and supported financially;

Ministerial Ordinance no. 3359MD/11 March 2013 amending the Methodology for receiving EU third countries foreigners in public and private education accredited in Romania, approved in turn by the National Ministry of Education Ordinance no. 6.000/2012, candidates send files directly to the accredited HEIs of their choice;

Methodology for Distributing Public Funds for Basic and Supplementary Funding of Romanian Universities for Supporting Internationalization in Education - The funding methodology for universities encourages them to develop programs in foreign languages and joint doctoral programs by assigning an additional fund on these grounds;

According to the Statute of Teaching Staff - Full teaching in international languages or teaching activities in a foreign language (seminars, teaching, etc.) can be included in the teaching norm with a salary increase of 25%;

Romanian ethnics from neighbouring countries and those with permanent residence abroad are encouraged to study in Romania through specific measures – such as scholarships, Governmental agreements.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
 Specific Department in the Ministry responsible for Higher Education
 Agency for the internationalisation of higher education
 Stakeholder organisations
 Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

<http://www.politic-edu.ro/wp-content/uploads/2013/10/Internationalization-of-HE-in-Romania.pdf>

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

http://www.anpcdefp.ro/userfiles/Raport_2011.pdf

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility: Outgoing mobility

Credit mobility: Incoming mobility

Degree mobility: Outgoing
mobility

Degree mobility: Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

7.5.1. Please specify:

As stipulated by the National Education Law (Law 1/2011) specific financial incentives can be awarded to HEIs for activities such as foreign language provision or joint programmes.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes ▼

7.6.1. Please name and describe them:

Additional financing from the Ministry of Education budget.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

Yes ▼

7.7.1. Please explain this funding, and how it is allocated:

The funding methodology for universities encourages them to develop programs in foreign languages and joint doctoral programs by assigning an additional fund on these grounds ("at least 30% of the amount allocated to state universities nationwide as core funding". In addition, "at bachelor level, universities are encouraged to develop full study programs in foreign languages, studies partly conducted in international languages, programs in rare languages, studies conducted partly in rare languages and in Romanian, studies conducted in university external branches – outside the country. All of these studies receive extra points in the methodology for calculating the allocation of funds. According to the methodology, the MA programs and doctoral studies in science and advanced technology, international languages programs in joint degrees and doctoral programs are encouraged by means of preferential financing.

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

Yes, this is required by legislation

7.8.1. Please provide a reference:

National Education Law (article 130 and 232)

7.9. Do any higher education institutions have campuses abroad?

Yes ▼

7.9.1. How many campuses do your higher education institutions have abroad?

2.0000000000

7.9.2. In which countries do they have these campuses?

The Maritime University of Constanta has a branch campus in Aktau, Kazakhstan and Dunarea de Jos" University of Galati has a branch campus in the Republic of Moldova.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes ▼

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "0"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "0"

7.11. Does your country have main regions of operation for international student mobility?

Yes ▼

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes ▼

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East

- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes ▾

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

Kazakhstan and Republic of Moldova

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes ▾

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

Russia

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No ▾

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

As to the percentage of HEIs offering MOOCs and the number of MOOCs currently offered, it is impossible to provide information (no official data available)

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding

- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

Immigration restrictions.

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Especially the technical/engineering fields are affected by mobility obstacles. No data available on concrete measures.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

www.robursc.ro, www.studenterasmus.ro or <http://www.study-in-romania.ro/>

7.18.2. Is the website linked to Bologna website?

No

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

<http://www.studenterasmus.ro/>

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

Moreover, according to the National Education Law these programmes are supplementary financed by the public state budget. (Art. 287).

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Bilateral and/or multilateral ministerial dialogues with China, Republic of Moldova, Turkmenistan, Japan, etc. Other international events:
 - Bologna Researchers conference 2011
 - Diaspora in Scientific Research and Higher Education in Romania, September 2012
 - National Congress of Education

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

A reference for staff mobility is included in the annual Working plans of the National Agency for Community programmes (ANPCDEFP). An increase of 5% per year in the number of outgoing staff under Erasmus is foreseen.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer

- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Erasmus+, Tempus, CEEPUS, Fulbright, Phd Programmes financed by POSDRU (EU Funds), bilateral agreements managed by the Agency for Students Loans and Scholarships.

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

No targets set.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

5% increase

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer

- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Higher Education Institutions and ANPCDEFP (the National Agency for Community Programmes in Education and Training)
<http://www.anpcdefp.ro/>

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Some of the HIEs add an amount of money for the staff who are going on mobilities.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "5"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "6"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Information not available.

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: