



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Romania

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

ROMANIA

Name(s) of the responsible BFUG member(s)

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Contributors to the report

Government representatives = Ministry of Education, Research, Youth and Sports (MERYYS) plus institutions under MERYYS' coordination

Contributors to the report

Employer representatives = NGOs

Contributors to the report

Student representatives = National Student Associations

Contributors to the report

Academic and other staff representatives = Various Universities Structures (e.g. Departments of Education, Departments of Social Sciences)

Contributors to the report

Other (please specify) = -

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

- Through the number of seats allocated from the state budget to the HE institutions in different parts of the country.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

56 accredited public HE institutions, 35 accredited private HE institutions, 21 provisionally approved private HE institutions.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 59

240 ECTS = 39

Other number of ECTS = 2

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 60

240 ECTS = 33

Other number of ECTS = 7

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Medicine, Architecture, Veterinary Medicine, Dentistry

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

Medicine, Architecture, Veterinary Medicine - 360 ECTS in 6 years; Dentistry - 300 ECTS in 5 years.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

7%

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 3

90 ECTS = 8

120 ECTS = 89

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 10

120 ECTS = 85

Other = 5

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

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

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

100%

6.1.1. Please provide a source for this information.

Law 288/2004, Law 1/2011, Governmental Decision 404/2006

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>50-75 %

The estimated average for overall percentage of students from first cycle that continue with second cycle is approximately 73,31%. At the fields of studies level, the values vary from 10,23% (Health field – first cycle studies) to 19,08% (Sciences – physics, chemistry and biology field)

6.2.1. Please provide the source for this information.

The source of the information is the annual state universities reports for the core funding process.

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

e.g. MBA

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

100 %

6.4.1. Please provide a source for this information.

Law 1/2011 Law of National Education

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

The estimated average for overall percentage of students from second cycle that continue with third cycle is approximately 7,65%. At the fields of studies level, the values vary from 2,14% (Economic field) to 55,9% (Health field).

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

Yes, for some graduates

6.6.1. Under which criteria is this possible?

For programs that provide merged cycles of study I and II (have a total of 300 ECTS)

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

7.2.1. Please specify how it is regulated.

In the Law no. 1 / 2011, the long-term university studies (existing before the implementation of the Bologna cycles) are equivalent to master studies (second cycle Bologna). Short university graduates can continue their studies in Bologna model.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

Only university graduates of longer duration (existing before the implementation of the Bologna cycles), equalized by Law no. 1 / 2011 to study Masters (second cycle Bologna).

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Scientific doctoral programs and professional doctoral programs (HG 567/2005)

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

Yes

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

Upcoming methodology and steering documents are in working process

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

On average 3 years according to Governmental Decision 567/2005

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

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

Yes

Upcoming methodology and steering documents are in working process

8.5. Are ECTS credits used in doctoral programmes?

Yes

60 ECTS are compulsory for each doctoral program

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.**9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES****9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.**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

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

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.**10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES****10.1. Does national higher education legislation mention joint degrees?**

Yes

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

Government Decision nr. 1424/2006 - methodology framework for approving the organization of integrated study programs offered by two or more universities, leading to joint degrees

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees

- No answer
 Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
 Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10

- 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

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

Yes

10.5.1. Please explain briefly.

The joint programs developed by the universities are mainly the ERASMUS mobility programs and Doctoral joint degree programs. The fields of study covered by those programs refer to engineering, law, social sciences, sciences (physics, chemistry and geography), psychology, philosophy etc. The information provided is obtained from the annual reports of the State universities for the distribution of the core funding and it refers to the academic year 2009-2010.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Regarding the answer to the Question 10.3, we make the following completion: The estimation of the percentage of institutions that awards joint degree is calculated based on the information from the annual reports of the State universities for the academic year 2009-2010, regarding the institutions that participate to joint degree Doctoral programs. The estimation of the percentage of institutions that develop joint programs is calculated based on the information from the annual reports of the State universities for the academic year 2009-2010, regarding the institutions that participate or organize joint programs (including the ERASMUS programs). Regarding the answer to the Question 10.4, we make the following notes: The estimation of the percentage of students graduating with a joint degree is calculated based on the number of students participating to a joint degree Doctoral programs (the annual reports of the State universities for the academic year 2009-2010) and the graduates of Doctoral studies program (the annual reports of the State universities for the academic year 2010-2011). The estimation of the percentage of students graduating from a joint program is calculated based on the number of students participating to joint programs (the annual reports of the State universities for the academic year 2009-2010) and the graduates of the academic year 2009-2010 (the annual reports of the State universities for the academic year 2010-2011).

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

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

- Upcoming methodology and definition is in working process

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|-------------------------|------------------------------------|-------------------------|-------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

- Upcoming methodology and steering documents are in working process

2. Please provide a reference for your steering documents covering student-centred learning.

National Educational Law 1/2011 - ART. 118, point/letter 1): the principle of student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

Upcoming methodology and steering documents are in working process

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

YES, in the Ministerial Order nr. 4430/2009 Definition is: Learning outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

4.2. 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.)

In the majority (>50-<100 %) of programmes

4.3. 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.)

4.3.1. Does your country provide specific support measures on the national level?

Yes, due to the actions and measures of the Sectoral Operational Programme for the Human Resources Development – ESF for 2007-2013.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

E.g. Departemens of teacher training and human resources

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

Yes

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

The National Quality Assurance Agency for HE reviewed the assessment methodology for study programmes in order to include appropriate instruments (grides for the description of qualifications using the learning outcomes).

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

The implementation of the NQF for HE was done based on a ESF strategic project in the last two years. It was a soft and voluntary process, in order to give time to the academic staff to accept the shift to learning outcomes and to apply the new methodology.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

No

5.4.3. What is the number of hours per credit?

27

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

The number of hours for student workload is according to the type of HE program

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

According to the Law no. 288/2004, all higher education institutions issue the Diploma Supplement for their graduates from bachelor and master programs.

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

The Diploma Supplement is issued in Romanian language and in other widespread language, usually in English, but could be also in French or German.

6.5. Is the Diploma Supplement issued

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

In Romania, the Diploma Supplement is a compulsory document for all diplomas of bachelor and master programs, and for diplomas of professions regulated by European norms, regulations or good practices – where bachelor and master programs can be provided as part of a 5 to 6 year full-time programme of study, those diplomas are recognised as master's degree certificates (as in the following fields of study: Medicine, Dentistry, Pharmacy, Veterinary Medicine, Architecture). Minister Order no 5289/September 9, 2008 on the Bachelor diploma and diploma supplement, issued by the Ministry of Education and Research, published by the Official Gazette, Part I, no 655 of 17.09.2008. Minister Order no 4151/15 June 2010 on the Master diploma and the Diploma Supplement, issued by the Ministry of Education and Research, published by the Official Gazette, Part I, no 445/01.06.2010.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

The 10 steps have been taken since 2006. The first draft of the Self certification Report was drafted in the spring 2011, official launched during a international conference on 14-15 of April 2011. The final draft will be ready in September 2011.

7.2.1 Please provide the date when the step was completed.

30.11.1999

7.2.2. Please provide a reference for the decision to start developing a NQF.

www.acpart.ro; www.acpart.ro/docis; www.rncis.ro

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

The Steering Committee is analysing the first draft of the Self certification report till 15 of May 2011. After that moment the report will be published on the sites marked below.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

www.acpart.ro; www.acpart.ro/docis; www.rncis.ro

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

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

Applicant's right to fair assessment of qualification

Applicant's right to fair assessment of qualification is based on the conformity with the national and European legislation taking into consideration the best practice in the recognition procedures.

8.2.1. Please provide a reference to the relevant legislation.

The recognition conditions are stated in the law implementing the Lisbon Convention no. 172/1998. Also there are some references in the Law of national education no. 1/2011

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

Based on the law implementing the Lisbon Convention, the National Centre ENIC/NARIC has adopted the methodology on the recognition of diplomas through a Ministry Order.

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

The Higher Education institutions are competent only to recognise the study periods at central level.

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

8.5.1. Please explain.

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

In this moment the HEI have their own procedures for recognition of study periods abroad, and in the new law of national education no. 1/2011 is stated that a unified procedure shall be adopted in a Ministry order and implemented by all HEIs.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

The academic and professional recognition is done by the Ministry of Education through the ENIC/NARIC centre for non-regulated professions. The competent authorities for the regulated professions take the decision of recognition for EU citizens.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The Romanian Agency for Quality Assurance was created by Government Ordinance 75/2005, approved with modifications by Law 87/2006, as independent public institution, with its own income and expenditure budget.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

Yes

1.4.1. Please specify the normal impact of an external review.

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.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

The evaluation results are published on the ARACIS website, as well as printed as institutional evaluation reports. At the same time, the Agency sends out yearly reports on its own activity, in a very transparent manner. The agency organizes and its representatives attend public events (conferences, workshops, training sessions for evaluators – teaching staff, students, international evaluators) organized in Romania on QA in higher education. Also, its representatives attend most of the international relevant conferences and seminars on QA, where they present the agency's good practice drawn from the evaluation process. The public relation function is assured by one staff member active in communicating with mass media.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

See above.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

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

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Quality Assurance Register (EQAR)

The QA agencies within EQAR are not members of the EQAR, they are only listed in the EQAR, as this is only a tool designed to provide information on QA agencies that comply substantially the ESG

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes, the agency became full member of ENQA and shortly after, within the legal timeline, was listed into the EQAR

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student involvement in governance structures of national quality assurance agencies | agencies - By decision of the ARACIS Council, the students are represented within the Council. Although they do not have voting rights, their opinions are taken into consideration. A legislative initiative aiming at modifying the relevant legislation in QA in Romania is to be finalized, allowing students to have two representatives into the Council |
| <input checked="" type="checkbox"/> As full members in external review teams | The ARACIS Methodology set by Government Decree, sets this principle |
| <input type="checkbox"/> As observers in external review teams | |
| <input checked="" type="checkbox"/> In the preparation of self evaluation reports | The ARACIS Methodology set by Government Decree, sets this principle |
| <input type="checkbox"/> In the decision making process for external reviews | |
| <input type="checkbox"/> In follow-up procedures | |
| <input type="checkbox"/> Other, please specify | |

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

The agency has a standing committee for the employers and uses external experts from the employers.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

Government Ordinance 75/2005, approved with modifications by Law 87/2006 - http://www.aracis.ro/uploads/media/Law_87_2006.pdf

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

Yes

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

More than 75%

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

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

Quality Assurance Departments (or Committees) at university level.

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

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

www.aracis.ro

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

For universities, Internal QA procedures were, at the beginning (2006-2007) quite slow becoming common practice in universities. In the last period, the results of the activity of the agency tend to have a more and more significant impact on the internal QA processes. For the agency itself, internal QA is an utmost priority. Recently, an improved internal QA procedure for ARACIS was approved by the Council and will become gradually fully operational.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

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. (National Law of Education nr 1/2011- art 328 (1), (2), (3)).

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Postgraduate training programs and professional development

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

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

According to the Law no. 1 / 2011, postgraduate studies have been replaced with a new form of postgraduate training programs and professional development. According to the Order of Minister no. 3753/2011, the methodology for organizing and conducting these programs of study is in progress and will be completed by October 2011.

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications

Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Up to now 0%

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Law of Education No.1/2011 Art. 12 (2) The State grants social scholarships to school children and university students from disadvantaged families, as well as to those institutionalized, in compliance with the law. Art. 204 (1) Students coming from low income families benefit from a system of banking study loans, guaranteed by the state, under the conditions of the laws in force, through the Agency for Loans and Scholarship Grants. Loans may cover study taxes and the cost of life during the period of study. Art. 205 (2) [] orphan students or those coming from foster care benefit from free fare on the means of transport set by order of the Minister of Education, Research, Youth, and Sports. (6) Candidates coming from environments with high socioeconomic risk or socially marginalized Roma people, high school graduates in the rural environment or cities with less than 10,000 inhabitants may benefit from a number of guaranteed budgeted places, in compliance with the law.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Government Decision 769/2005 on granting scholarships to students living in rural areas, Government Decision 430/2001 regarding the approval of the Romanian Government to improve the situation of Roma people, Government Decision 859/1995 for Social scholarships (criteria are made by each university based on guaranteed autonomy), Government Decision 1467/2008 for compensatory financial support for families involved in Petritu Casualties.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Ethnic groups are identified based on self declaration; disadvantaged groups from rural areas are identified through surveys with socio-economical focus and foster care pupils provide a registration proof from their institution.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

Scholarships dedicated for students coming from rural areas and Roma minorities Financial aid is also offered for those coming from low socio-economic groups, those in foster care and Romanian ethnics from abroad belonging to ethnic minorities. They have accommodation subsidize as well.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

National targets are translated in terms of a financial aid with a quota defined for: Roma people, Romanian ethnics from abroad, orphan students or those coming from foster care.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

There is a government fund which varies yearly according to the HEI requests and the decisions made by the National Council for Financing Higher Education. The new Law of Education (Art. 223) includes fund for student inclusion . (1) Public higher educational institutions operate as institutions financed with funds from the state budget, extra-budgetary incomes and other sources, in compliance with the law. (2) The incomes of such institutions are made of amounts allocated from the budget of the Ministry of Education, Research, Youth, and Sports, on a contractual basis, for the basing financing, complementary financing and supplementary financing, achieving investment objectives, funds allocated on a competitive basis for institutional development, for funds allocated on a competitive basis for inclusion, student scholarships and social protection, as well as from own incomes, interests, donations, sponsorship, and fees charged in compliance with the law, from Romanian or foreign natural persons and legal entities, as well as from other sources. Such incomes are used by higher educational institutions, under the terms of university autonomy, in order to achieve their objectives within the state policy on academic education and research.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

Within HEI reporting process, reports are given twice a year by universities for all groups previously specified.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

The Ministry of education asks for reports on October 1st and January 1st.

4.8.1. What data is collected?

See answer at question 4.2 (Part 2.1)

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as underrepresented) by subject?

Yes

Upcoming methodology

4.10. When are data generally collected?

During studies

4.10.1. Where an approach different from the general approach is used for any group, please specify.

See answer at question 4.2 (Part 2.1)

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Data are collected by National Council for HE Financing (CNFIS) and some data are published on web www.cnfis.ro.

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Governmental Decision 769/2005 on granting scholarships to students living in rural areas. Romanian Ministry of Education, Research, Youth and Sports offers a number of scholarships to students residing in rural areas who attend the full time programs of accredited institutions of higher education and undertakes that after graduation from university will practice in education rural area in that specialty were was prepared for a period at least equal to the period for which they received the scholarship. Governmental Decision 430/2001 regarding the approval of the Romanian Government to improve the situation of Roma people with the desire to improve the situation of national minorities in accordance with the Constitution of Romania, as demonstrated by the voluntary membership at the Council of Europe international instruments such as: Framework Convention for the Protection of National Minorities, ECRI resolution no. 3, 1203 Recommendation of the Council of Europe Parliamentary Assembly.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Partnerships with NGOs and National Institute of Statistics

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Not applicable

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

Upcoming methodology

5.5. How is this data used in higher education policy?

See answer at question 5.4.1 (Part 2.1)

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

For Romania, the background analysis conducted at national level, involving representatives of Romanian Ministry of Education was established as a feasible a value of min. 26.7% for the indicator "graduates of a form of tertiary education" by 2020. This policy is also according to one of the five main objectives in Europa Strategy 2020.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

Upcoming methodology

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

In Romania, the new National Education Law creates a favourable environment for increased funding for education providing compulsory allocation from the state budget of 6% of GDP for education, in addition to educational institutions' own revenues. There are also several ongoing strategic projects that will eventually increase the student completion rates. One of them is Quality and Leadership in Romanian higher education - which seeks to define the vision 2025. Another one is the Romanian Higher Education Improvement Project on University Management. In Romania, the implementation of the Bologna system, and creation and implementation of the National Qualifications Register, facilitating the recognition of periods of study completed at other universities, applying Gravier regarding the access of EU students in Romanian universities, actions completed or underway, all will facilitate and increase student mobility, that will eventually improve also the student completion rate.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on [academic guidance services](#), career guidance services and psychological counselling services.

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

- Academic guidance services
- Career guidance services

- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

Student camps

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Own HE funds and funds from the state budget

8.4. What are the main tasks of the services?

Student camps, counselling, career and psychological counselling, academic guidance

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

National Law of Education nr 1/2011, art. 139- Forms of organization of programs of study are: a) full time, characterized by learning activities and / or research activities scheduled throughout the day, specific to each university cycle, distributed weekly and daily during the semester and assuming direct meeting in the campus of students with teaching and research staff; b) without frequency, mainly characterized by the dedicated work of synthesis and preparation courses, application, compactly and regularly scheduled, direct meeting involving the campus of students with teaching staff, supplemented by other means of specific training distance education; c) distance learning, characterized by the use of electronic resources, information and specific communication, self-directed learning activities and self-tutoring specific activities.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

By providing financial support/scholarships

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

Upcoming methodology and steering documents are in working process

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = N/A

Route 2: = N/A

Route 3: = N/A

Route 4: = N/A

Route 5: = N/A

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Upcoming methodology and steering documents are in working process

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

N/A yet. Upcoming methodology and steering documents are in working process

16.1.2. How do you define it?

N/A

16.1.3. What are the reasons for offering a different student status?

N/A

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

N/A

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

Upcoming methodology and steering documents are in working process

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

Upcoming methodology and steering documents are in working process

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

Upcoming methodology and steering documents are in working process

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: N/A yet. Upcoming methodology and steering documents for this issue are in working process

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)
- Other: N/A yet. Upcoming methodology and steering documents for this issue are in working process

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

Upcoming methodology

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Upcoming methodology and steering documents are in working process

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

Now

2. 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

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Romanian currency "Lei" for Romanian students/ EUR for foreign students

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

Need

Merit

Part-time/Full-time/Distance learning

Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = According to each HE institution policy

Maximum amount = According to each HE institution policy

Most common amount = Approximately 1000 EUR/ year for non budgeted places given by Ministry of Education. For budgeted places there are no fees at all (according the National Educational Law no 1/2011)

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

According to each HE institution policy

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Not applicable

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = According to each HE institution policy

Maximum amount = According to each HE institution policy

Most common amount = Approximately 2000 EUR/ year for non budgeted places given by Ministry of Education. For budgeted places there are no fees at all (according the National Educational Law no 1/2011)

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

According to each HE institution policy

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

According to each HE institution policy

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Not applicable

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

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = According to each HEI policy

Maximum amount = According to each HEI policy

Most common amount = According to each HEI policy

8.2. According to your country's steering documents, students from which countries are considered international students?

UE/EEA Law of Education No.1/2011 Art. 142 (4) Any candidate from the member states of the European Union, from the European Economic Space and from the Swiss Confederation may take the admission exam for a public, private or confessional higher education for each educational cycle and program, in the same conditions provided by law for the Romanian citizens, as well as the tuition is concerned, too.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

The methodology for implementation of the Law 1/2011 is in working process

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The methodology for implementation of the Law 1/2011 is in working process

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

Law of Education No.1 /2011 Art. 222 (1) The public high education system is free, for the amount of students approved by the government, and charged, in the limits of the Law.

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

25

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 300 EUR/ year

Maximum = 1000 EUR/ year

Most common = -

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

-

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

25

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

300 EUR/ year, 1000 EUR/ year

13.5. What percentage of all students receives a grant and/or scholarship?

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 300 EUR/year

Most common first cycle = 300 EUR/year

Maximum first cycle = 1000 EUR/year

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = not applicable

Most common second cycle = not applicable

Maximum second cycle = not applicable

14.3. If different types of loans exist in your country, please provide the details here.

-

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

No

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction
- Other: in progress

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

Tax relief

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

-

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

Full time students receive accommodation support given by State based on Governmental Decision no. 73/2004 and Law 527/2004. Full time students also receive 50% reduction for public transportation.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student
- Other: all full time students

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

-

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

Full time students receive 50% reduction for public transportation.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

Doctoral students may or may not have an employment contract with the HEI. However all doctoral students are asked to have a study contract signed by the PHD adviser, the HEI as well as by the doctoral candidate/student.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

budget, strategic projects POSDRU, student' own resources, university resources

30. Please explain any differences in the fees they 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.

For non budgeted students, fees are established by each HEI, based on the university autonomy (the range is between 1000 and 3000 EUR/ year). Grants for doctoral students selected in POSDRU projects are aprox. 5000EUR/year.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

For all doctoral students is compulsory to have a study contract signed by the PHD adviser, the HEI representative, as well as by the doctoral candidate/student. Doctoral students may also have an employment contract with the HEI.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

See answer 30 (Part 2.2)

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

-

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Camelia Mircea-Sturza, European Affairs Unit, Ministry of Education, Research, Youth and Sports

Tudor Stanciu, Higher Education Department, Ministry of Education, Research, Youth and Sports

B.1.b Stakeholder representatives

B.1.c Other contributors

Monica Calota, Director, National Agency for Community Programs in the field of Education and Training

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Romania's strategy to foster mobility is concretised in several national policies, regulated by a whole range of legal acts. It refers to specific government scholarship schemes for foreign students and foreign students having Romanian nationality from abroad wishing to study in Romania, or for Romanian students wishing to study abroad. There is not a single strategy paper but a series of initiatives focused on financial incentives/ scholarships to foster mobility.

The legal framework regulating mobility scholarship schemes:

- Government's Decision 288/1993 on foreign students in Romania
- Yearly government's decision on the university schooling number in state higher education to be financed from the state budget
- Government's Decision 689/1994 regarding a scholarships scheme for studies, doctorate and specialization and other forms of support for students having Romanian nationality from neighbouring countries or for Romanian diaspora abroad
- Decision 697/1996 on a scholarships scheme for study periods abroad for Romanian undergraduate and graduate students
- Decision 1070/2001 on additional governmental support for Romanian students abroad on the basis of a bilateral or unilateral governmental agreement
- Decision 101/2002 regarding "Vasile Parvan" scholarships scheme for graduate research periods at Accademia di Romania in Rome and "Nicolae Iorga" scholarships scheme for graduate research periods at Instituto Romeno di Cultura e Ricerca Umanistica in Venice
- Decision 1212/2008 regarding "Titu Maiorescu" scholarships scheme for research or graduate study periods abroad in EU policies area
- Law 15/2004 on special scholarships scheme "Romanian Government"

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:yes

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	3500 foreign students per year supporting their own costs 60 scholarships for foreign students 5000 scholarships per year for students having Romanian nationality from neighbouring countries or for Romanian diaspora abroad	increase of 5% per year (Erasmus mobility) 1700 months-scholarships 70 scholarships for doctoral students from francophone countries	390 scholarships for foreign students on a bilateral basis
Outbound	600 months-scholarships per year	increase of 5% per year (Erasmus mobility)	
No target			

C.2.a Please provide a reference for the target.

See the legal framework described at C.1.a

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

Some of the scholarships schemes refer to all cycles, but some are dedicated for research or study within master or doctoral programs.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

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

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	yes	yes	yes	yes
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East	yes			
Africa	yes			
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

In terms of incoming students, some priority areas would be, depending on the external relations agenda, the neighbouring countries, EHEA members, francophone countries

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The monitoring system is unfortunately in its incipient phase. However a system is currently put in place becoming effective in the coming year.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Some of the Romanian higher education institutions have strategic development plans to increase their visibility in terms of study opportunities for foreign students, developing study programs in foreign languages, establishing joint programs or partnerships with economic agents in order to increase the financial support for student mobility etc.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	EU students	EU students
Grants/scholarships are restricted to specific programmes (if so, please specify)	no	no
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	yes	yes
Loans for outgoing students	commercial banks are offering loans for studies abroad	commercial banks are offering loans for studies abroad
Grants/scholarships for outgoing students	yes	yes
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

All Romanian universities have a special service for international students. Receiving institutions can offer accommodation to foreign students under the same conditions as for Romanian students or have special accommodation facilities for foreign students paying tuition fees.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

ESN study

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		1
Recognition		2
Language	2	
Curriculum/Study organisation		
Legal issues	3	
Motivating and informing students	1	3
Other, please specify:	immigration restrictions (included in legal issues)	

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Recognition seems to be an obstacle more in technical/engineering fields

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	1	1
Incompatibility of pension and/or social security systems		
Legal issues	2 (employment arrangements, double taxing issue etc)	
Other, please specify:	lack of information	lack or motivation of the academic staff 2

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	yes	yes	yes
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

National Institute of Statistics (for incoming), OECD data basis (for outgoing), Eurostat

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

universities should receive the same number of students in mobility as the number of students studying abroad under a whole range of programs. The schemes for studying

abroad are much more diverse and have very different sources of funding than those for stimulating incoming students.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

USA, Canada, Western Europe (more outgoing students than incoming)

Eastern European countries and neighbouring countries (more incoming than outgoing)

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

ERRATA ANNEX to the National Report of Romania

At Part 2.1. BFUG Data Collection on policies to widen participation and increase flexibility

16. PART-TIME STUDY

- Question 16.1.1 - the correct answer is: *“Low frequency, distance learning.”*

- Question 16.1.2 – the correct answer is: *“Forms of organizing education programs are (Law 1/2011, art. 139, a, b, c): **low frequency studies**, characterized by activities mainly dedicated to the synthesis courses and preparation of applied courses, scheduled on compact and regularly basis, assuming direct meeting in the university, students with professors, supplemented by other means of specific distance learning training; **distance learning studies**, characterized by the use of electronic, computer based, and specific communication resources completed by self-learning and self-assessment activities and other specific activities.”*

- Question 16.1.3 - the correct answer is: *“Low frequency studies and distance learning studies intend to promote flexible learning and alternative access routes. Low frequency studies and distance learning studies are taken usually by those who have a job and work and intend to complete their university studies at university entry level (bachelor) or master degree level.”*

- Question 16.1.4 – the correct answer is: *“The total length of study period is usually longer for distance learning studies.”*

- Question 16.1.5 – the correct answer is: *“Low frequency studies (see definition above)”*.