



Decision of the Accreditation Commission of AQAS

on the Bachelor programme:

“Biology and Chemistry” (B.Sc., as part of the Education and teacher formation)

offered by the Tiraspol State University/Moldova



AQAS

Agentur für Qualitätssicherung durch
Akkreditierung von
Studiengängen

Based on the report of the expert panel and the discussion of the Accreditation Commission in its 60th meeting on 30th of November/1st of December 2015, the Accreditation Commission decides:

1. The Bachelors-level programme **“Biology and Chemistry” (Bachelor of Science)** offered by the **Tiraspol State University** is accredited according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
2. The study programme fully complies with the requirements defined by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.
3. The accreditation is given for the period of **five years** and is valid until **30th of September 2021**.

The following **recommendations** are given for further improvement of the programme:

1. The equipment in the laboratories should be renewed and more chemicals should be provided, especially in Chemistry.
2. The university should strengthen their efforts towards international mobility.
3. More courses in English language should be included in the programmes.
4. The access to international research literature should be further improved.

With regard to the reasons for this decision, the Accreditation Commission refers to the attached assessment report.

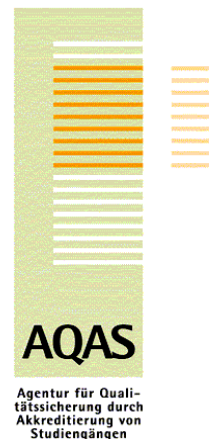


Experts' Report

on the Bachelor programme:

“Biology and Chemistry” (B.Sc., as part of the Education and teacher formation)

offered by the Tiraspol State University/Moldova



Visit to the University: 8th and 9th of October 2015

Panel of Experts:

Prof. Dr. Robert Hänsch	University Braunschweig (Germany), Institute for Plant-Biology
Jorge Moreno	Student at the University Mainz (Germany) (student representative)
Prof. Dr. Aurel Pui	University Iasi (Rumania), Dean of the Faculty for Chemistry
Sorin Vucea	SORGEN SYSTEMS SRL, Bucharest (Rumania) (representative from the professional field)
Prof. Dr. Thomas Waitz	University Göttingen (Germany), Institute for Inorganic Chemistry, Didactics of Chemistry
Coordinator: Ronny Heintze / Dr. Katarina Löbel	AQAS e. V., Cologne, Germany

1. Introduction

This report results from the external review of the Bachelor program in “Biology and Chemistry” offered by the Tiraspol State University in Chisinau, Moldova. The review is based on the criteria that were developed jointly as part of a TEMPUS project under participation of the Ministry of Education of the Republic of Moldova. They are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) that were developed by the European Association for Quality Assurance in Higher Education (ENQA) and presented to the Bologna Follow-Up group in 2005.

The University produced a Self Evaluation Report (SER). The accreditation procedure was officially initialized by a decision of the AQAS Accreditation Commission on 18./19.05.2015. The Accreditation Commission nominated the before mentioned expert panel and the University did not raise any concerns against the composition of the panel.

After a review of the Self Evaluation Report, on the 8th and 9th of October 2015 a site visit to the University took place. On site, the experts interviewed different stakeholders and consulted additional documentation and student work. The visit concluded with the presentation of the preliminary findings by the group of experts to the University representatives.

2. General Information

The Tiraspol State University (TSU) was the first higher education institution in the Republic of Moldova with a focus on the training of qualified teachers. In accordance with the TSU strategy, the study programmes in the field of Sciences of Education dominate among the offered study programmes.

The TSU is divided into five faculties (Physics, Mathematics and IT; Biology and Chemistry; Geography; Philology; and Pedagogy). The number of teaching staff members of the TSU consists of 180 persons. About 4,800 students study at the university.

The study programme “Biology and Chemistry” is located at the Faculty of Biology and Chemistry which is subdivided into three departments: Plant Biology, Animal Biology, and Chemistry.

3. Profile / Outcomes of the Programme

The study programme “Biology and Chemistry” aims at training teachers in the domain of Biology and Chemistry: as a double speciality in the full time programme (“Biology and Chemistry”) and as a mono speciality in the part time programme (“Biology” or “Chemistry”). The TSU ensures according to their statement the continuity of the programme with master and doctorate degree. At the end of the study programme, the graduates obtain the qualification Licentiate in Education Sciences, specialty Biology and/or Chemistry. The grade is equivalent to Bachelor of Science. According to the SER, the study programme was based on the objectives and requirements of the professional standard for the speciality “Biology” and specialisation “Biology and Chemistry”. The university defines some general qualification objectives on the knowledge level and on the level of application.

Students should acquire knowledge in the domains of Biology and Chemistry and their interdisciplinary integration and about the phenomena’s interaction in nature. Students are furthermore supposed to learn to analyse the mechanisms of biological processes such as chemical organization of living organisms, metabolism of organic compounds at different levels of organization of living matter, chemical phenomena of life, circuit of the chemical elements in the nature, modelling

of biological phenomena, and structure of energy pyramid of natural and artificial ecosystems. On the level of application, the university defines the following goals:

- to apply the methods of biodiversity conservation, introduction and acclimatization of new species, protection of rare species,
- to demonstrate the systemic character of nature, living organisms, starting with the populations and ending with the biosphere,
- to differentiate the role of introducing and acclimatizing new species for the development of national economy,
- to carry out a scientific analysis of significant biological, chemical and socio-economic problems,
- to solve problems in different disciplines of Chemistry, to be able to make chemical experiments,
- to analyse their progress and to draw appropriate conclusions,
- to recognize the classes of chemical compounds by their properties,
- to be able to prepare and apply them in practice,
- to be able to apply effective methods of synthesis and processing the required chemical compounds, and
- to be able to motivate and guide, stimulate and evaluate their colleagues or pupils' research.

Experts' Evaluation

The intended learning outcomes of the programme exist and are transparently published in the Diploma Supplement. The experts could clearly comprehend the profile of the study programme in the full time and in the part time programmes, target group, objectives, and curricular structure. TSU focusses strongly on the field of teacher education particularly at middle schools and high schools. The university has a long tradition and wide experiences in the field of teacher education. From the experts' perspective, the aims of the programme thus fully comply with the profile of the institution. The programme is also consistent with the profile of the department in respect to teaching and research. The university explained during the site visit the reasoning behind the decision to offer the double speciality in the full time programme. TSU trains teachers not only for city centres but also for the countryside. The challenges there are special because the schools are small and there cannot be experts for every single specialty. A combination of two subjects in one programme is therefore needed and TSU meets perfectly well the need of the rural school.

The design of the programme evidently supports the achievement of the intended learning outcomes both with respect to the substantial level of biology and chemistry and to the didactic competencies. The programme thus reflects both the academic and the labour market requirements in an appropriate manner. The experts confirm that the academic level of the content corresponds to its full extent with the requirements of the bachelor level of the European and/or National Qualifications Framework. TSU also offers to continue a Master programme (M.Ed.) which almost 70% of the Bachelor graduates accept. With the new code of education, a Master degree will be necessary to teach in the middle school or high school from 2018 on. TSU is already prepared for this.

The entrance requirements, transition possibilities and selection processes are clearly defined in the documents and known by the students. The entrance requirements and selection processes are also adequate for the programme.

4. Curriculum

The study programme “Biology and Chemistry” has in the full time programme a duration of eight semesters comprising 240 credit points (CP) and in the part time programme eight semesters comprising 180 CP.

The curriculum of the programme is composed of discipline related modules, pedagogical and psycho-pedagogical modules as well as optional modules. The discipline related modules are Invertebrate Zoology, Vertebrate Zoology, Plant Morphology, Plant Systematics, Inorganic Chemistry, Organic Chemistry, Cytology, Histoembryology, Analytical Chemistry, Didactics of Biology, Microbiology, Biogeography, General Physiology, Ecology, Genetics, and Physicochemical Methods of Analysis. The general humanistic disciplines modules include Informational Cultures, Modern Languages, Mathematics in Biology, Physical Education, Philosophical Sciences, Culturology, European Economic Integration, Communication Basics, and Professional Ethics.

The programme envisages courses with different forms of didactic activity such as lectures, seminars, practical works, laboratory works, and practical training. In the second year of study, the initiation practice at the specialization is planned. In the third and fourth year, the students have to attend the pedagogical practice I and II. At the end of the study period, the licence practice based on research, documentation and writing of the Licence thesis is scheduled.

The forms of assessments are according to the university chosen to properly assess theoretical knowledge and practical skills. The form of assessment can be a written or oral exam such as projects, papers, independent works, essays, case studies, tests programmes for formative and summative goals, portfolios, etc., as well as a colloquium and a licence thesis.

Experts' Evaluation

The curriculum is well structured and for teacher education, the subject part and the didactic part cover the needed competencies in all domains. This way, the curriculum allows the achievement of all intended learning outcomes of the study programme. From the experts' view, the balance between the basic sciences and the pedagogical part is properly equilibrated.

The experts are impressed by the high level of research that is carried out at TSU and reflected in international peer reviewed journals. Regarding the subject-specific content, research is carried out in both subjects, e.g. in botany, plant physiology, and organic chemistry. As an example, TSU explained a current research project on air pollution and how this impacts plants, in which TSU collaborates with research institutes and the Botanical Garden. In this project bachelor students are included so that they can train their research competencies and they can also write their licence thesis in this research context. The faculty has also established cooperation with the Academy of Science.

TSU also carries out research projects in didactics and in educational science. The university illustrated during the site visit how students do research during their practical stage, e.g. how students learned to teach pupils how to systematise plants in a certain area. Besides, TSU highlighted research projects in didactics of chemistry where students are involved. These projects are strongly focussed on laboratory work with pupils. Currently, the faculty has a project concerning the protection of the environment. In this project, the disciplines of biology and chemistry are linked and a problem-oriented perspective is trained. The faculty described that they organise an annual methodological seminar in April. School teachers come and present reports and discuss problems they face in their practice so that the students come in contact with real live challenges.

The programme foresees compulsory laboratory work to train the students' practical skills. The experts recognised that some laboratories are better equipped than others which are rather poorly equipped. The equipment in the laboratories should be renewed and more chemicals should be

provided, especially in Chemistry (**Finding 1**). The experts recognised a slight imbalance between the two subjects towards Biology. Nevertheless, TSU provides laboratories for each domain in Biology and Chemistry and assures that all students can carry out lab work for the License thesis. So it is basically sufficient to assure the programme. In addition, the students can use devices at TSU's partners' institutions. For example, there is only one X-Ray-apparatus in Moldova for the characterisation of chemical compounds. TSU is allowed to use it. Also, group work helps to deal with the limited resources.

The obligatory practical stages during the studies are well prepared and organised. All students sign a contract for the internship which comes from the faculty. There it is agreed between the students and the schools that the students are involved in the teaching processes. At the end of the practical stages, TSU organises a conference where the students share their experiences and give feedback on the internships to the faculty. This allows the faculty to make changes if necessary.

The teaching, learning and assessment methods support the exchange between theory and practical application as well as between research and teaching. The faculty could illustrate in many ways that students are involved in research activities but also how they learn to use new teaching/learning methods such as brainstorming, stimulate pupils to take active part in class, and different didactical games. The students also acknowledge the training on how to use ICT in class (films, ppt, and computer work).

Summarising, the students feel well prepared for becoming teachers through different elements in the curriculum: the psycho-pedagogical modules, the seminars on the basics of communication, the practical pedagogical stages that are obligatory in the study programme and many practical elements in the labs. The experts share this impression and they can confirm that the curriculum contributes to the employability of the students and their personal development. Besides the subject-related, the methodical, practical and didactical components, the programme also enables students to reflect social, scientific and ethical aspects in their decisions. The important topic of inclusion plays a role in the curriculum. The programme contains compulsory courses on inclusion so that students are trained to deal with different pupils. During the site visit, the experts could experience didactical methods e.g. on how to work with pupils with dyslexia.

All elements of the curriculum are described in detail in a document (handbook, manual). The learning outcomes of the individual elements contribute to the overall learning outcomes of the programme:

- For every curricular element there is a complete description.
- The handbook is publicly available to the students as a central means of information.
- There is a transparent description of possible pathways through the programme for full time and for part time studies.

The study programme uses a credit point system to describe the student workload. The student workload is calculated for all elements of the programme including the obligatory practical stages. The calculation of the workload is from the experts' perspective transparent. According to the study plan, for each module of full time studies are calculated hours for contact and for individual work in the relation 1:1. For part time studies, the relation is 1:3. Procedures to monitor the student workload and, if necessary, to adapt the curriculum and/or the credits are in place. The students confirmed during the site visit that especially in the consultation hours, the teachers ask for the workload of the students.

The programme's structure basically allows for international mobility of students. The programme uses defined instruments/structure to promote international mobility (e.g. ECTS, diploma supplements, transcripts of records, learning agreements, etc.). TSU attempts to encourage students to

mobility through different conferences and students can also benefit from ERASMUS. The university has evaluated the main impediments for mobility which are the lack of language skills and the fees in other countries. In addition, most students of TSU come from rural areas and feel inhibited to go abroad. The students from the bachelor programme, on the other hand, wish more offers to go abroad. However, the experts highly appreciate the first attempts in facilitating mobility and they encourage TSU to strengthen their efforts towards mobility (**Finding 2**). Additionally, the experts recommend offering more courses in English language to the students (**Finding 3**).

5. Student Support

The coordination of the teaching activities is conducted by the specialty departments. The head of the department is the executive leader of the department. Each department elaborates its own staff distribution lists, it ensures the progress of all the didactic activities, and it is responsible for the proper implementation of the courses within the programme.

Within the Faculty, the persons responsible for student's consulting and advising are the dean, the vice-dean, the heads of departments, and the academic group supervisors. The Centre for Career Counselling and Orientation of the TSU coordinates the counselling activities within faculties. These include advertising educational offers and distribution of information on the TSU website regarding student life, study areas and specializations, admission, promotion and study finalization rules. Furthermore, counselling is offered for choosing an educational track, in finding employment opportunities, in organizing student meetings, in choosing study packages, optional courses, licentiate theses topics as well as counselling in social, cultural problems, etc.

The admission to the study programme "Biology and Chemistry" is conducted by the Admission Commission of the TSU, which consists of the Rector, the secretary of the Admission Commission and the deans of faculties. The admission to the study programme under review is done in decreasing order of the contest average grades.

Each academic year, two exam sessions are organized, one session for each semester. The sessions timing and duration are determined annually in the training process chart. The respective form of assessment, criteria for giving marks, credits, necessary bibliography etc. are set by the teacher in the syllabus of the subject and communicated to students at the beginning of the semester. The Faculty Council may decide the organization of a special exam session for the students who are in one of the following exceptional circumstances: mobility study program, temporary disability, illness, pregnancy, special family events, and other situations covered by legislation.

The students' work is quantified through credit points (CP); a CP is equivalent to 30 hours, of which half is given to the direct contact and the other half to the students' individual work. The total volume of the programme is 240 CP, 60 CP each year for the full-time programme. The part-time programme has a volume of 180 CP. The recognition of the academic results and qualifications obtained in other higher education institutions is according to the SER done in accordance with the national normative acts in force. The faculty dean is in charge of the process of recognition and validation of the equivalence of courses completed at other institutions.

The university defines the practical stages, which may take place abroad, as element for internationalization. The departments maintain according to their own description collaboration relationships with a number of scientific and academic centres and botanical gardens from abroad, mainly in Romania, Russia and Italy.

Experts' Evaluation

The assessment regulations are defined and published. They are available to the students. The regulations also cover compensations for disadvantages, illness, absence or other mitigating cir-

cumstances. The students confirmed that in cases of e.g. long absences due to illness, the teachers found individual solutions. There are also regulations for the recognition of credits gained at other higher education institutions and outside of the higher education system.

The assessments reflect the knowledge, skills and competences taught in the programme. Different types of assessments are foreseen such as projects, papers, independent work, essays, case studies, tests programmes for formative and summative goals, portfolios, etc., as well as a colloquium and a licence thesis. Thus it is ensured that assessments contribute to measuring the achievement of the intended learning outcomes and other programme objectives. The final thesis proves that the intended level of qualification is achieved through the programme. The lecturers described that they try to connect the assessments to each other in one discipline. This way, it is easier to avoid subjective marks depending on the lecturer.

The responsibilities and structures with regard to the organisation of the exams are clearly defined. The organization of the exams is appropriate with regard to timing. Examination dates are published to the students with appropriate timing. The students confirmed that the way the assessments are organised is clear to them. The distribution of grades in the grading spectrum is documented and assessed.

The institution provides up to date information on its programme. The students feel well informed. They mentioned that they have a supervisor teacher for each group who guides the students and gives all information about the organisation and administration as well as about the structure of the programme. There are specific advisory services on the programme / substance level. Teaching staff is available to students. If they need e.g. more information on a topic, they address it to their teachers, either during class or via email. Each group has an own group email account and the students use it to communicate with the teachers and with each other. The experts have a very positive impression about the communication culture at the faculty which is open and friendly.

For the practical elements, the students feel well supported in finding practical placements and during the practical stage. During the internship, a teacher from the university visits the students in school to observe and give feedback. This is highly appreciated by the students.

Summarising, the programme including the internships is feasible since it is implemented in a way that allows students to complete their studies in the advertised regular course duration.

6. Employability

The study programme “Biology and Chemistry” aims according to the university at training Biology and Chemistry school teachers as well as specialists that can work in pre-university and university educational systems, scientific laboratories of specialized enterprises and in the field of Ecology, Sanology and environmental protection. The graduates are supposed to continue their studies in Masters’ programmes in the domain of pedagogical and real sciences. The domains of activity in which the graduates can be employed are defined as:

- middle schools, high schools, colleges and universities,
- food industry enterprises, wine, tobacco or oilseeds processing enterprises, medicine etc.,
- ecological services of environmental protection and biodiversity conservation,
- scientific institutions of the Academy of Sciences of Moldova with Biology, Chemistry, Ecology, and Physics profiles.

For the efficiency of the practical stages, the faculty describes their cooperation with educational institutions as for example with secondary schools, high schools, and colleges, as well as with

industrial enterprises in the field. Partnering with the community as e.g. with schools, Apa-Canal, Botanical Gardens, or Centres for Public Health, are supposed to create opportunities to strengthen the professional competence of the students.

Experts' Evaluation

From the point of view of the experts, there is a clear and comprehensible description of potential fields of employment of graduates. A diploma supplement is handed to the students upon completion of the programme reflecting the qualifications achieved through it. The faculty had during the site visit available valid data on the success of the graduates and where they work after graduation. 80 % of all graduates are employed in middle and high schools and 20 % work in research, in the private sector (industry: e.g. quality assurance for products or in agriculture) and at non-governmental institutions. All graduates from the full time programme have their jobs secured at the end studying cycle and 70 % from the part-time students have already a job during their studies. The university collects this data on a regular basis. The faculty in particular organises seminars with the graduates each year. Graduates present a report on their activities and give a feedback on the level of their competencies.

7. Resources

According to the admission plan, 110 students are trained in full-time groups within the study programme "Biology and Chemistry" and 550 at part-time studying.

Biology and Chemistry specialty training is done within the three profile departments. The curriculum in Biology and Chemistry is realized by 35 teachers. In addition, the specialist's formation in teacher education is provided by further general and special departments of the TSU, namely the Department of General Psychology and Pedagogy, the Department of Foreign Languages, the Department of Social Sciences, the Department of Information Science and Technologies, and the Department of Mathematical Analysis and Differential Equations. In the SER, the university describes the positions and the corresponding qualification of the staff as well as several measures available to teachers in order to enable them to improve their didactic qualities.

The university presents in the SER the material resources for the study programme which include several teaching rooms, a scientific library with reading rooms, computers and equipped laboratories such as a laboratory of Plant Systematics and Biogeography, of Plant Morphology and Anatomy, of Agrobiology and Plant Physiology, of Genetics and Didactics of Biology, of Physiology, of Anatomy and Histoembryology, of Vertebrate Zoology and Ecology, of Invertebrate Zoology, of Organic Chemistry, of Analytical Chemistry, of Chemistry-Physics, and of Inorganic Chemistry.

Furthermore, the TSU has a student dormitory, two sports halls, a sports football stadium, a medical office, an ethno-folk ensemble equipped with musical instruments, various artistic clubs and other clubs.

Experts' Evaluation

The experts had several discussions with highly motivated teachers from the faculty of Biology and Chemistry at the TSU. The 35 teachers involved in the programme seem to be sufficient. All staff involved in the teaching of the programme are documented including their academic and other relevant qualification as well as research activities and quantitative involvement (teaching hours) in the programme. It is ensured that the teaching capacity is available for the period of accreditation. If positions expire during the period of accreditation, the position will be refilled. The workload of the individual staff members is quite high but there is a positive development in the last years. So, the staff members have time to do research, write articles, publish books and do also sabbaticals. The experts had the opportunity to have insight into all CVs and into some of the research papers pub-

lished by the faculty's staff. On this basis, the experts are convinced that the staff is competent to deliver all necessary competences to the students. Furthermore, the experts highly appreciate the involvement and devotion of the teaching staff.

In both fields biology and chemistry, there are habilitated Doctors which have the right to train doctoral students. Research is done in institutional projects. In the discussion with the staff, there were several examples given of successful research activities, e.g. field studies using *Trifolium* or pollen grains in a different way to investigate air pollution in Moldova.

Some of the teachers are scientists working in part time positions at the TSU. Their scientific carrier started as a student at the TSU followed by a PhD and working now at the Academy of Sciences, Botanical Garden, Institute for Genetics etc. There are several examples of successful staff members that come from the TSU, go abroad and then return to work at TSU. This way, a direct connection to State-of-the-Art science is guaranteed and the knowledge can influence the teacher education very positively. Moreover, many teachers work with their students and participate in research conferences that are open for students, e.g. students participated in the conference at the 85th anniversary of the University. The students are also involved in research projects.

The old system of education was very much focussed on frontally teaching the students. Now it has been changed towards the study of more and diverse research literature. Staff members are offered methodology seminars for education, seminars on didactics, and seminars on how to use technology like Moodle. These seminars are for all teachers, younger and older ones. The teachers also participate at scientific conferences. So the TSU try to convince the students to continue at the university and to make their PhD.

During the site visit, the experts had the opportunity to visit the facilities and premises at TSU. They can confirm that material resources such as finance, computer workplaces, and laboratories are available for carrying out the study programme and for the achievement of the intended learning outcomes. Still, the equipment in the laboratories should be renewed and more chemicals should be provided, especially in Chemistry (**Finding 1**). The experts recognised a slight imbalance between the two subjects towards Biology.

The students have access to literature, journals and information sources which enables the achievement of the intended learning outcomes. The experts wish to make some comments on that: TSU lost most of their stock of literature when they had to leave Tiraspol due to the war. This is still noticeable. However, the university tries its best to re-establish more access to research literature. Apart from the local library and the electronic access to some international journals, the students are allowed to use the library of the Academy of Science and the national library. In addition, TSU cooperates with some other university libraries to expand the access to research literature. The experts acknowledge the efforts made by the university and recommend that the access to international research literature should be further improved (**Finding 4**).

8. Quality Assurance

The TSU approved in 2009 a regulation regarding their Quality Management System (QMS). Based on this regulation, the TSU has implemented and developed a Quality Management System in order to ensure and improve the educational performance and the successful implementation of the quality assurance strategy. The system includes the different levels of university, faculty and department level structures.

One part of the quality of the education process is the annual assessment of the curriculum quality, the analysis of general objectives transposition in reference objectives, the rationality of time allocation for objectives fulfilment, the reflection of the teacher's research in curriculum content,

the stipulation of tasks, modalities of carrying out the student's individual work and active learning-teaching strategies. The assessment of education quality is supposed to also include the disciplines supply with curricular support, teaching and laboratory materials appropriate for the achievement of the planned generic and specific skills. Furthermore the quality management of the education process includes the analysis of the strategic and operational plans of the faculty, departments and of their documents, the analysis of the rational organization of teachers and students' time, the analysis of their individual work and their self-development skills required to the students' instruction, and the analysis of students' involvement in teaching activities.

According to the regulations concerning the Quality Management System of the TSU, a Quality Assurance Commission (QAC) functions at faculty level which, among other tasks, conducts surveys regarding the students' inclusion in the labour market and the level of satisfying students' professional interests, and which examines these data, which will form the basis of the department and faculty management analysis. The results of these analyses are recorded and maintained through official analysis reports of the process of the educational plans improvement.

The TSU states in the SER, that the study programme "Biology and Chemistry" is in addition periodically revised on the basis of peer analysis together with students, graduates and employers' representatives. The faculty also monitors, as far as possible, the quality of the educational services and professional growth trajectory of the former students.

Experts' Evaluation

The university described the different instruments and processes for quality assurance on the university, the faculty and the course level which are applied also to the study programme "Biology and Chemistry". The experts opine that the applied measurements in quality management and quality assurance are on a high level. Also the quality of the statistical data on student progression and success rates, the profile of the student population, the employability of graduates as well as the institution's own key performance indicators as a valid basis for monitoring and improvement is given from the perspective of the experts.

The faculty explained and illustrated that for each course questionnaires are used including a monitoring of the student workload. In addition, all lecturers ask for feedback from the students during the seminars. This process is decided by the faculty and supervised by the Quality Council. This work is done twice a year. However, the questionnaires are not automatically transmitted to the students at the end of every module, since it depends on the decision of the teachers for each module. It was remarked by the students that in the first and second year this is done by all teaching staff, but in higher semesters it depends on the teacher. The group of experts wishes to encourage the university to include all modules in the evaluation. This will assure a proper and wide enough spectrum of indicators to furtherly improve the Bachelor programme. TSU also carries out a survey on the overall teaching quality at the end of the programme. Besides this, the faculty gets feedback from school teachers during the annual conferences. Teachers from schools come to us and give feedback on what to change in the programmes, e.g. when school manuals change.

In the faculty, three students are involved as representatives: one member of the senate, one of the trade unions, and one member of the faculty council. These students also work in the quality council of the faculty. The students are elected by the group and they have the right to vote.

During the site visit, the experts gained insight into the questionnaires, the results from the evaluations and into the practice of continuous enhancement of quality. The results from the statistical data and the evaluations are used to improve the programme. There is also a positive connection between students and teachers to solve problems. On this basis, the experts can confirm a vivid quality culture.

9. Recommendations of the panel of experts

The panel of experts recommends to accredit without conditions the Bachelor program “**Biology and Chemistry**” offered by **the Tiraspol State University in Chisinau, Republic of Moldova**.

Findings:

1. The equipment in the laboratories should be renewed and more chemicals should be provided, especially in Chemistry. The experts recognised a slight imbalance between the facilities in the two subjects towards Biology.
2. The university should strengthen their efforts towards international mobility.
3. More courses in English language should be included in the programmes.
4. The access to international research literature should be further improved.