



Quality standards for teaching, learning, research, practical and evaluation activities¹, in full-time education, by using specific synchronous electronic, information and communication resources

1. Legal framework	1
2. General aspects regarding the organisation of full-time study programmes in blended mode	2
3. Specific pedagogy aspects regarding the organisation of full-time study programmes in blended mode	4
4. Information and communications technologies	5
5. Maximum share of learning, teaching, research and practical activities in synchronous online format in full-time education	5
6. Maximum share of learning, teaching, research and practical activities in synchronous online format in full-time education, per higher education study domains	6
HIGHER EDUCATION STUDY DOMAIN	7

1. Legal framework

Study programmes organised in full-time mode, according to the provisions of the National Education Law no. 1/2011², as further amended and supplemented, is “characterised by education and/or research activities scheduled throughout one entire day, specific to each cycle of higher education studies, distributed approximately homogeneously, every week/day during the semester, and which entails students meeting with teaching and research staff within the university space. Some teaching and/or research activities organised as full-time education may be conducted by using specific synchronous electronic, information and communications resources, provided for in the quality standards developed and approved by ARACIS”.

¹ These include class activities (learning – teaching), namely seminars, laboratory works, project works, practical activities and research, and they can include artistic creation or sports activities, depending on the higher education study domain

² Art. 139 was modified by EMERGENCY ORDINANCE no. 69 of 26 May 2022 amending and supplementing the National Education Law no. 1/2011 and extending certain time limits.



The same regulation provides as follows in art. 139 para. (2) - (4):

“(2) In the case of full-time, part-time and distance learning bachelor and master’s study programmes, continuous evaluation and summative evaluation activities in the form of exams shall be conducted as direct meetings of the students and the teaching and research staff at the university.

(3) ARACIS shall develop quality standards on the carrying out of teaching, learning, research, practical training, and evaluation activities, separately for the different forms of organisation of the study programmes, as provided for in para. (1), and in line with the study domains and the education cycles set forth in art. 137 para. (4).

(4) Based on applying quality standards, higher education institutions have the right to organise study programmes according to the terms set forth in para. (1), and ARACIS shall check compliance with such standards through external quality evaluation procedures conducted as per art. 31 para. (2) and (3), and art. 33 para. (3) of Government Emergency Ordinance no. [75/2005](#), approved with amendments by Law no. [87/2006](#), as further amended and supplemented.”

In addition, the amendment of Law 1/2011 according to GEO no. 69/2022 provides the definition for online synchronous classes, as follows: *“classes where students and professors attend simultaneously, but from separate locations, generally other than the university campus.”*

2. General aspects regarding the organisation of full-time study programmes in blended mode

Within the presented context, in line with the new definition, the full-time form of study programmes allows teaching and/or research activities to take place in a combined and successive manner, both at the university and by using specific information resources and technologies for synchronous online education, outside universities; this manner of organising the delivery of education is called blended form.

Thus, blended delivery of education ensures the performance of teaching, learning and research activities *“face to face”*, both within the university and outside the university space, online, by using information and communications resources and means.

The design, development, and implementation of activities seek to comply with the principles of student-centred learning and teaching and development of innovative learning resources, methods and environments, by making use of tools based on information technologies.

Students are provided with learning resources in digital interactive format, available on a secure information platform, and with additional assistance from the teaching staff, outside the university; these elements significantly contribute to facilitating the students’ academic path and increasing participation in tertiary education.

To capitalise on the opportunities provided by information resources and platforms, clear, detailed, step-by-step, easily accessible instructions are presented to students in the form of a guide.



The timetable of the learning, teaching, practical and research activities and of evaluation activities must also be available on the information platform used by the education institution, drafted in a way that allows synchronous “*face to face*” activities to be performed both at the university and online, outside the university space, for instance allowing for time to travel between the locations where such activities take place or are accessed from. The timetable specifies the scheduling of the activities that take place in person and online, respectively.

In addition, higher education institutions and education providers have the following obligations:

- to make sure that all students have access to the necessary technical and information means to access the information platforms and digital resources free of charge, in an adequate manner, and can adequately conduct all learning, teaching, research or practical activities included in the curriculum plan.
- to provide students with counselling, courses or seminars intended to support and train them to develop self-regulated learning abilities;
- to provide students with technical support through specialised personnel, helpdesk assistance, etc.
- to develop and apply procedures and develop support materials specific to online teaching and research activities, also addressing topics concerning conduct or harassment in the online space, plagiarism, data production, intellectual property rights.

In order to increase participation of students in learning, teaching, practical and research activities, institutions, based on the principle of academic autonomy, can provide online access to activities conducted *face to face* at the university.

The teaching staff that conduct online activities shall attend continuous training programmes focused on developing their digital skills and covering innovative technology-assisted pedagogic approaches, organised by or with the support of the university.

Higher education institutions and education providers who decide to conduct learning, teaching, research and practical activities in blended mode shall develop a specific methodology, which shall include the elements defining and regulating this manner of organising the activities. Such methodology shall be approved by the university senate and posted on the institution’s website and on the information platforms used.



3. Specific pedagogy aspects regarding the organisation of full-time study programmes in blended mode

Both the teachers and the students shall keep their video cameras on for the entire duration of the online educational activities in order to facilitate communication. Students are guided and requested to actively involve in learning, teaching and research activities, especially those conducted online, as their activity is considered and assessed in the continuous evaluation.

Within the context of online education, the students self-regulated learning abilities³ are particularly important for assimilating the intended learning outcomes.

Learning resources are diverse, accessible, enriched in terms of approaching the contents, as well as in terms of the presentation, and they are available to students on the information platforms at any time. Such resources can be: pre-recorded video courses; digital course notes; audio/video files; digitally accessible bibliography; specific databases; internet resources; simulations; open educational resources (OER), etc.

Delivery of courses and lectures must be interactive, contents must be presented in a logic, intuitive manner, organised per sequential study units, easily manageable by the students, with clear learning outcomes and instructions regarding what is expected to be completed, by when, how, and in what order. Browsing the content of the study materials must be logical and intuitive.

Tasks shall be formulated clearly; it is recommended to have tasks included in the course structure, explicitly or through links, or manage them in such a way that students can easily identify what they need to do and within what time limits. Information systems for continuous monitoring and grading of the students' activity shall be used, so that every student can be informed on the results of the evaluations.

The use of advanced digital presentation tools (which require the students' involvement) and software tools that ensure easy, customised communication between teachers and students is recommended. Study materials may include resources available on the internet (video clips, recorded courses, interactive tasks, links to other digital resources, etc.), aiming to engage students to actively participate in the various types of learning activities.

Continuous evaluation exams and study completion exams shall take place exclusively in the space of the university; however, technology-assisted evaluation methods may be used.

³ [Self-regulated learning](#) means the students' capacity to exercise active metacognitive, motivational and behavioural control over their own learning.



4. Information and communications technologies

Information and communications technologies that can provide support in blended educational activities include components such as:

- Information devices (computers, tablets, video conference equipment and tools, multimedia equipment);
- Access to broadband internet;
- Specific digital resources (virtual library, including access to databases available on computers outside the campus, radio/TV channel, cloud, dedicated website, open educational resources);
- Information platforms configured according to the specificities of the study programme, accessible from various devices and with various operating systems;
- Applications for communication on various devices, specific to the activities included in the study programmes or allowing management of such study programmes.

Higher education institutions shall develop and provide students with guides for using the information and communication technologies used. Furthermore, access to information platforms and communication with students and doctoral students shall be secured, via institutional e-mail addresses.

It is recommended that the educational platform of the university act as a “single access point” for all the applications and educational resources used, and for the management of the students’ academic activity.

5. Maximum share of learning, teaching, research and practical activities in synchronous online format in full-time education

The share of learning, teaching, research and practical activities shall be established by taking into account the type of activity, the higher education study domain, and the higher education cycle.

The table below give the maximum values for the share of synchronous online activities, differentiated per type of activity and higher education cycle:

Activity	Bachelor	Master	Doctoral
Learning and teaching	50%	60%	65%
Practical and research activities	25%	35%	35%



These values are established according to the total number of hours included in the curriculum for the teaching-learning, practical, and research activities, respectively; however, it is recommended to keep the same share for each subject matter.

In well-justified situations, such as when the activities pertaining to a subject matter are conducted by teachers from higher education institutions abroad, such activities may be conducted exclusively online.

Practical activities such as laboratory work or similar activities shall usually be conducted *face to face* at the university. By exception, practical activities for which an online format or the use of specific computer programmes bring about an improvement of teaching and learning may be conducted online.

The annex indicates the maximum shares of activities to be conducted in synchronous online format, broken down per bachelor, master, and doctoral studies.

The teaching staff shall propose the adequate modality of conducting academic activities, following an analysis based on criteria such as: the specific learning needs of the students and the optimal manner of achieving them; intended learning outcomes; contents to be taught and the extent to which such content may be addressed online; the advantages of using technology in improving the quality of learning, teaching or research processes and the availability of these for all students.

Therefore, when higher education institutions or education providers adopt a blended working mode, they shall decide on the manner of conducting the activities and the limits for the teaching-learning, research and practical activities for each subject matter included in the curriculum, training activities based on advanced higher education studies or, as applicable, for research activities, for the higher education study programmes they offer, seeking to implement high quality education and comply with the maximum limits established in these quality standards and with the specific provisions.

The curriculum and syllabi specify the number of hours of online activities and shall be communicated to the students at the beginning of the academic year by publishing them, including on the information platform used. The syllabi shall also mention the activities that will be conducted online.

6. Maximum share of learning, teaching, research and practical activities in synchronous online format in full-time education, per higher education study domains

According to the model presented below, the shares are presented per higher education study domains and education cycles, in the annex to these standards.



HIGHER EDUCATION DOMAIN... ⁴

Type of activity	Maximum share of hours of synchronous online activities in the total hours specified in the curriculum			Specific requirements of the study domain related to synchronous online activities (study resources, information technologies, services for students) ⁵
	Bachelor	Master	Doctoral	
Teaching-learning activities				
Practical and research activities				

The quality standards for teaching, learning, research, practical and evaluation activities in full-time education by using specific synchronous electronic, information and communications resources were approved in the Extraordinary Meeting of the ARACIS Council on 5 August 2022 by Decision 85/H/05.08.2022.

⁴ Separate lines shall be included if the bachelor study domain is different from the master/doctoral study domain.

⁵ Specify other requirements than those described in this document.