



561884-EPP-1-2015-1-DK-EPPKA2-CBHE-JP

**Introducing Problem Based Learning in  
Moldova: Toward Enhancing Students'  
Competitiveness and Employability**

[www.pblmd.aau.dk](http://www.pblmd.aau.dk)

# **BSc in Public Administration Pilot Student-Centered Active-Learning Study Programme**

**Balti State University „Alec Russo”**

**Work Package 3**

**Prepared by:** Valentina Prițcan, associate professor, USARB (institutional coordinator)

Daniela Pojar, lecturer, USARB (team leader)

Ina Odinokaia, associate professor, USARB

Sergiu Boca, lecturer, USARB

Vladimir Rusu, lecturer, USARB

**Evaluated by:** Louise Faber, associate professor, AAU

Kate Goodwin, associate professor, UoG

*"This project has been funded with support from the European Commission. The European Commission funding support for this project does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"*

**Chisinau, 2017**

## Executive summary

This report is part of Work Package 3. The purpose of this report is to conduct an analysis of the possibility of implementing in the State University of Balti „Alecru Russo” some student-centered and active teaching method, in this case Problem Based Learning (PBL). In order to achieve the proposed goal, according to a methodology developed by the project coordinator, an analysis of the higher education system in the Republic of Moldova, at state and institutional level, was carried out within the USARB. The analysis was carried out in accordance with the methodology of the Work Package 2, where the analysis of the higher education systems in Denmark and the United Kingdom of Great Britain and Northern Ireland, at Aalborg (AAU) and Gloucestershire (UoG) universities respectively, was performed. Similarly, the same levels and criteria in Work Package 2 were respected.

Particularly, the study program „Public Administration” was analyzed at the USARB, trying to compare it according to certain indicators with the programmes seen (including at legal specialties) at Aalborg University and the University of Gloucestershire.

For this purpose, the cross-analysis of the indicators proposed for all three universities was carried out, emphasizing the similarities and differences. The differences are largely due to the degree of academic autonomy in the countries visited compared to the Republic of Moldova. At the same time, according to Report on University Autonomy in Europe: The Scorecard, the United Kingdom of Great Britain and Northern Ireland is ranked III with a score of 94% in terms of academic autonomy, and Denmark is ranked 18 , with a score of 56% in terms of academic autonomy.<sup>1</sup>

As a result of this analysis, we tried to elaborate a reconceptualized study plan for the specialty „Public Administration”, which will be implemented, starting with September 1, 2017 at USARB.

For its elaboration, the experience of the EU universities, visited during the development of the Work Packages 2 and 3, the current content of the study plan for the mentioned specialty, and the need to comply with the legal framework in force in the Republic of Moldova was taken into consideration. It was attempted to elaborate the Road Map necessary for the implementation of the respective study program, indicating the normative acts necessary to be adjusted to increase the degree of academic autonomy of the universities in the Republic of Moldova.

---

<sup>1</sup> [http://www.eua.be/Libraries/publications/University\\_Autonomy\\_in\\_Europe\\_II\\_-\\_The\\_Scorecard.pdf?sfvrsn=2](http://www.eua.be/Libraries/publications/University_Autonomy_in_Europe_II_-_The_Scorecard.pdf?sfvrsn=2), viewed on 30.01.2017

## TABLE OF CONTENTS

---

Introduction .....	4
1 Analysis of the bibliographic support.....	5
1.1. Introduction .....	5
2 Methodology.....	10
2.1 Methodological framework .....	10
2.2 Data collection.....	11
2.3 Data analysis .....	12
3 BSc in “Public Administration” at USARB .....	13
3.1 Introduction .....	13
3.2 System level .....	15
3.3 University management level.....	22
3.4 Faculty/department level .....	25
3.5 Study Board level .....	31
3.6 Integration of disadvantaged students .....	34
3.7 Physical environment .....	34
3.8 Study program level .....	37
3.9 Pedagogical training level .....	71
4 Cross-case analysis .....	74
4.1 Introduction .....	74
4.2 Cross-case analysis: criteria, properties and indicators .....	74
5 Pilot study programme in “Public Administration”, 1st cycle, Bachelor’s degree.....	79
6 Road Map .....	102
7 Concluding remarks.....	104
Bibliography.....	105

### List of tables

Table 1. Team responsible for the Study Programme.....	4
Table 2. Data reporting model.....	11
Table 3. Cross-analysis template.....	12
Table 4. Data reduction model.....	12

## INTRODUCTION

---

The knowledge-based society, the use of technology in education, the surplus and increased access to information, the dynamics of the labor market, the multitude of providers of educational services, lead to profound and multidimensional transformations at the level of the universities of the Republic of Moldova in order to increase their competitiveness on a national and why not international levels, which imposed a new way of thinking and conceiving the whole higher education system. In this respect, the higher education system must offer learning and training opportunities that are constantly adapted to the rapid changes in science, technology and the labor market. This presupposes the existence of a higher quality education that provides a curricular compatibility that offers the possibility of training competences in accordance with the requirements needed on the labor market, optimal study conditions, materials, equipment and student centered modern methods.

This report describes the current state-of-the-art situation in the Republic of Moldova and at the institutional level at USARB, from the perspective of the „Public Administration” study programme.

Also, an analysis of valuable bibliographic sources, books that provide a real methodological support for PBL pioneers, was carried out. Six books were studied by team members, the summary of which will be presented in the next chapter.

Particular attention was paid to the analysis of the legal framework governing the initiation and modification of study programmes, focusing in particular on the content of the study programme „Public Administration” provided at the Faculty of Law and Social Sciences of the USARB.

**Table 1. Team responsible for the Study Programme**

Nr.	Name, surname	Function	Place in the team
1.	Prițcan Valentina	Assoc.prof., PhD	Institutional coordinator
2.	Pojar Daniela	University lecturer	Team leader
3.	Odinokaia Ina	Assoc.prof., PhD	Team member
4.	Boca Sergiu	University lecturer	Team member
5.	Vladimir Rusu	University lecturer	Team member

# 1 ANALYSIS OF THE BIBLIOGRAPHIC SUPPORT

---

## 1.1. INTRODUCTION

In order to implement student-centered methods and, in particular, problem-based learning, the project team analyzed a series of scientific investigations that constitute the bibliographic support of the project. For this purpose the following bibliographic sources were examined:

**1. *New Approaches to Problem-Based Learning: Revitalising Your Practice in Higher Education/* edited by Terry Barrett and Sarah Moore.**

This book is a methodical guide for those who want to use the PBL method in teaching. The basics of PBL are to create real problems for students who will work in small teams. This book approaches PBL method via several perspectives as it sets the key dimensions of PBL. The authors present multiple ideas and strategies for integrating PBL into teaching and to have a research-based teaching. For PBL practitioners, this book opens up the possibility of revitalizing and strengthening active teaching and student-centered methods.

The book consists of 20 chapters, structured in three parts:

- *Stakeholders designing PBL initiatives* (chapters 1-8);
- *Students using PBL to enhance capabilities* (chapters 9-14);
- *Sustainability and building capacity in PBL initiatives* (chapters 15-20).

The authors of the book, Terry Barrett and Sarah Moore, review the various theories recently formulated by researchers in the field, making it easier for readers to get acquainted with the latest PBL related investigations. The book is structured in sixteen chapters, which analyze the PBL concept from the perspective of the six principles that govern the PBL method. These principles served as the impetus for the above-mentioned authors to start writing the book.

The book provides the answer to the following questions:

- What is the PBL value;
- What are the modern approaches of PBL;
- How will PBL influence the quality of the teaching process;
- How to revitalize the PBL method.

In the view of these authors, the governing principles of the PBL method are the following:

*I. Determination and formulation of the problem in PBL*

In the first chapters of the book, the authors offer a multitude of examples of possible problems that can be used in the PBL. Also, they present some methods that would facilitate the determination of the problem, including the role of technologies in this process. A separate chapter is dedicated to describing the way the academic staff collaborates with the labor market representatives in order to determine the problem.

*II. Monitoring the PBL activity in small groups*

As a rule, activities are conducted in groups of 5-8 people, under the guidance of a tutor, and the authors come up with recommendations to facilitate their work.

### *III. Evaluation in PBL*

The authors propose different evaluation methods to improve the learning process of students and to increase their performance.

### *IV. Curriculum development in PBL*

Developing the curriculum in PBL is a multidimensional managerial process, and the authors analyze and offer the ideas for drawing it. In order to make it comply to the needs of the labor market, universities need to answer the following questions: what are the knowledge necessary for a student? And what are the key competences and skills for a graduate?

### *V. Developing the necessary skills for employment*

The PBL method facilitates the development of such skills required by the employers, such as: communication skills, teamwork, critical thinking, creativity, problem solving, etc.

### *VI. PBL philosophy*

There are described the activities of all those involved in the PBL, starting with the group tutor and finishing with the students. The authors share their own experiences and ideas in this respect, which would allow to refocus the role of the teacher in PBL.

## **2. *The Power of Problem-Based Learning: A Practical “How to” for Teaching Undergraduate Courses in any Discipline*/edited by Barbara J.Duch, Susan E. Groh and Deborah E. Allen**

This book highlights the role of PBL as a major didactic process that focuses on real-world problems and that seeks to motivate students to identify, analyze, and apply different concepts, information. The same, emphasis is placed on group collaboration and effective communication within the group.

The University of Delaware is internationally recognized as a widespread use and development center for PBL. The authors describe the experience gained over twenty years of PBL use at the institution, sharing the knowledge acquired during this period. This book provides answers to the questions that a beginner formulates: How? Where do I start? How do I determine the problems? How do I organize students in groups? and so on.

From the very beginning, the authors make a brief historical incursion and describe how the PBL was implemented at the University of Delaware. The idea was launched in 1994, in Wingspread (USA), at a conference jointly organized by federal authorities, corporate representatives, representatives of higher education institutions. A list of the most important qualities required for a college or university graduate was formulated, such as:

- High level of communication skills, use of modern information technologies, which can be used when needed,
- Decision-making competences - ie effective identification of the problem, collection and analysis of information on this problem and identification of solutions,

- Competences to work within the global community by possessing diverse skills including adaptability, flexibility,
- Practical skills specific to his/her field of activity,
- Ability to use the above mentioned characteristics to solve concrete problems in complex real world conditions.

All these qualities set the need to change the traditional training style in favor of new methods, focused on the acquisition by students of skills to identify, analyze and solve concrete problems.

The authors also describe the path that needs to be taken from the development of PBL-based educational plans to their implementation, offering advice on how to obtain institutional support for implementation.

### **3. *Problem-Based Learning: Case Studies, Experience and Practice/* edited by Peter Schwartz, Stewart Mennin and Graham Webb**

This book addresses both those who are already using the PBL and the pioneers of this method. For PBL masters, the book is an important source of competence building and further training, and for the PBL pioneers, the work provides a series of instructions that facilitate understanding and enable the successful development of a new PBL teaching / learning strategy. The authors share their accumulated experience throughout their work, presenting concrete situations transposed from real life.

The authors compiled 22 case studies, written by 37 teachers from 6 countries, who specialize in various fields such as medicine, stomatology, biomedicine, natural sciences, architecture, engineering and optometry. The point of interference of these case studies is to present the challenges and difficulties they have encountered during the implementation of the PBL.

In this book the authors reiterate the foundation of the PBL method: students are responsible for their own knowledge, and this can only be done through the following learning steps:

- The problem is an unknown one;
- Group interaction and knowledge sharing;
- Formulating solutions to the problem;
- Identifying learning objectives to progress in solving the problem;
- Individual study between group meetings;
- Sharing the knowledge obtained individually with the group to which he/she belongs and their application in solving the problem;
- Repeating, as the case may be, the learning stages;
- Reflecting on what he/she learned.

The guiding idea of the book is that the assessment methods used in PBL must match the way students learn in PBL.

### **4. *Psychology for Psychologists: A Problem Based Approach to Undergraduate Psychology Teaching/* edited by Alexia Papageorgiou, Peter McCrorie, Stelios Georgiades and Maria Perdikogianni**

The authors of this book made a summary of the most important theories of PBL, namely: the origins of PBL, modern teaching methods, and their application in practice, methods of organizing

the classroom so that students can obtain problem-solving skills. In principle, this book refers to PBL in teaching psychology. The authors describe a curriculum with the application of PBL to the specialty of psychology, presenting case studies and problematic situations. Also, the book is a useful source of information on how to endow the classroom where training will be provided using the PBL method. The book also describes how psychology has become a subject taught in universities and the role it plays in the formation of future specialists in psychology. In this context, the authors come up with recommendations to change the teaching system to improve the training of future psychologists as professionals. In the opinion of the authors, PBL requires the analysis of a large amount of information independently and its application in practice. To facilitate learning, information technologies such as: MOODLE, Podcast, webinar, chat, forum, drop-box etc. will be used. The same, on-line, peer-to-peer evaluation is done.

#### **5. *Problem-based Learning Online/* edited by Maggi Savin-Baden and Kay Wilkie**

The book provides the solution necessary to use ICT in teaching-learning. Its purpose is to convince the specialists of different educational institutions to opt for modern training methods, to apply information technologies on a large scale and to develop the training system focused on problem solving in the specialization courses. The book is structured in four chapters. In the first chapter there are presented the main problems and challenges of the PBL training system. The second chapter presents a description of how a teacher who uses traditional teaching methods can become a teacher using modern methods. The authors describe the challenges and barriers that are in their way to reconvert. In the following chapters we find information on modern training technologies and the need to train pedagogical skills in young teachers.

#### **6. *Teaching for Quality Learning at University: What the Student Does, 4<sup>th</sup> edition/* edited by John Biggs and Catherine Tang**

In this book are presented the ideas of redimensioning the didactic process in terms of changing the emphasis: centered on the learner, emphasizing more the role of the student, and the teacher is a facilitator who must clearly define the learning outcomes that students should reach at the end of the subjects taught by teachers. In this context, the book is based on the concept of **constructive rally**, used in the implementation of learning based on results. The *constructive rally* identifies the learning outcomes to be achieved and helps teachers to develop teaching-learning activities that will help students achieve these results and be able to assess how well these outcomes have been achieved. Each chapter includes tasks that provide ideas and recommendations on how this concept could be implemented. The book offers a number of practical examples from the experience of several teachers in countries such as Australia, Hong Kong, Ireland, North America, etc. The authors assert that there are 3 levels of teaching. The first model is based on differences between students: good students and less good students. In this case, teachers assume the responsibility for teaching and what refers to students' learning and success. Failure is explained by the fact that certain students belong to a particular social environment, the pre-university institution graduated, etc. Teachers at second level rely on what teachers do. This model is equally based on sharing, but the sharing of concepts and understanding, not just information. The learning process is appreciated according to what the teacher does and not the type of student he/she interacts with. This method of teaching is centered on the teacher. The third level is based on what the student does and how he/she relates to the teaching process. This model of teaching is student-centered and



the purpose of teaching is to provide learning support. In order to achieve this goal, it is necessary to establish the following:

- What is needed to learn for students to achieve learning outcomes;
- How students understand the content taught and how it integrates in the desired outcomes;
- What kinds of learning-teaching activities are needed to reach the desired levels of understanding.

So, according to the latter model, the role of the teacher changes, he/she is no longer the decisive factor and the expert, and this can create psychological barriers for many teachers who are accustomed to the traditional teaching system.

In the case of PBL application, the relationship between student and teacher changes: the teacher is seen as a mentor, helping students to adapt as much as possible and „perceive” the problem.

As a conclusion, we can state that the briefly analyzed bibliographic sources present valuable methodological benchmarks for those who want to become practitioners of PBL. It is important to pay more attention to the quality of teaching by applying new methods, by focusing teaching on the learner. In this respect, university management is also interested in the use of modern teaching methods and technologies, stimulating them by establishing an adequate growth and motivation system.

## 2 METHODOLOGY

---

### 2.1 METHODOLOGICAL FRAMEWORK

In order to develop the report of Work Package 3, we will be guided by the methodology developed in the project and that served as a basis for conducting the comparative analysis of problem-based learning in the partner countries of the European Union: Denmark and the United Kingdom of Great Britain and Northern Ireland, presented in the Report on Work Package 2.

When developing the pilot study programme, we took into account the degree of use of the PBL method in the various universities we visited and the experience we studied, including the use of other active teaching methods. Each university has its own specificity and an individual approach per programme on the use of active teaching methods, especially of PBL. In the context of teaching legal subjects in study programmes subject to analysis for the specialty „Public Administration”, we found that PBL does not apply to the same extent as in other programmes. In the science of law, being a rigid and static one, students can not excel without theoretical knowledge.

In order to start this pilot study programme an updated version of the educational plan was developed in the specialty „Public Administration”, where, within the various subjects taught, the teachers will use active teaching methods, especially PBL. The desirability of reaching the 50 to 50 ratio between courses and the project is difficult to achieve within the „Public Administration” specialty because of the specifics of the subjects taught and the limitations imposed by the legal framework. In this context, we come to the conclusion that, in the process of implementing the study programme based entirely on PBL, the Framework Plan for Higher Education, approved by Order of the Minister of Education no. 1045 of 29.10.2015, may present some inconvenience from the following perspectives:

- while describing university autonomy as a fundamental principle in the exercise of academic freedom, the Framework Plan significantly reduces it by requiring universities, when developing educational plans, to include compulsorily subjects for the training of general abilities and skills (10%) and subjects of socio-humanistic orientation (10%). In this way, the proportion of fundamental and specialty subjects decreases proportionally, which contributes primarily to the training of professional skills of future specialists;
- taking into account that the duration of studies in „Public Administration” specialty is of three years, the compulsory inclusion of subjects that do not develop the concrete professional skills leads to the natural exclusion from the educational plan of some courses inherent in the formation of the future specialist;
- the experience of some prestigious universities in Romania (University of Bucharest, „Babeş-Bolyai” University of Cluj-Napoca, „Alexandru Ioan Cuza” University of Iaşi, etc.) is a telling example of true autonomy in the elaboration of the educational plans. Thus, the educational plans within these institutions contain exclusively fundamental and specialized subjects that contribute to the multilateral professional training of the student, leaving no room for certain general subjects, which would be attributed more to the high school cycle.

Based on the above and taking into account the legislative constraints that can not be removed without causing some long-term effects, in agreement with the decision makers of the USARB, it was decided to develop a realistic educational plan by the project team, which has chances of implementation and which is PBL oriented. For its success, it is necessary that all those who are teaching to realize that it is necessary to focus on students' thinking, their involvement in conducting projects, solving problems that are related to practical life (by finding new, original solutions to them), on scientific research and learning new research techniques, stimulating the student's thinking, imagination, creativity and originality, thus removing the lack of motivation and formalism of both sides of the didactic process. Some actions are outlined in the Roadmap.

## 2.2 DATA COLLECTION

To achieve the objectives of the study, an office research was initially carried out. Analyzing the bibliographic sources presented above on modern and innovative teaching methods centered on the student, the criteria (and subcriteria) used to describe the institutional framework of the respective study programme were identified.

At the primary stage, the institutional context of integrating a study programme within the USARB was described.

In the second stage, the data derived from normative acts regulating, directly or indirectly, the higher education system, the USARB Charter and other institutional acts of this kind were collected and analyzed.

A comparative analysis of the criteria was then carried out, highlighting common points and differences between the system in Denmark, the United Kingdom of Great Britain and Northern Ireland, and the Republic of Moldova.

**Table 2. Data reporting model**

Question / Problem	Source consulted	Findings	Reflections
L1: System level			
L2: University management level			
L3: Faculty/Department level			
L4: Study Board level			
L5: Integration of disadvantaged students			
L6: Infrastructure (Physical environment)			
L7: Study programme level			
L8: Pedagogical training level			

## 2.3 DATA ANALYSIS

**Table 3. Cross-analysis template**

Criteria, properties, indicators	USARB	AAU	UoG
L1 criterion etc.			

The table below summarizes more important criteria for the study performed, common models that emerged during the analysis, as well as variations.

**Table 4. Data reduction model**

	Common models	Peculiarities
L1: System level <div style="margin-left: 100px;">Criterion 1</div> <div style="margin-left: 100px;">Criterion 2</div> <div style="margin-left: 100px;">Criterion 3</div>		

## 3 BSC IN “PUBLIC ADMINISTRATION” AT USARB

---

### 3.1 INTRODUCTION

The traditions of the State University „Alec Russo” of Balti are related to the establishment in 1945 in Balti of a Teacher Institute (Decision of the Soviet of People’s Commissars of M.S.S.R. No. 532 of June 12, 1945). In 1953, by the Decision of the Council of Ministers of M.S.S.R. no. 846 of August 13, 1953, the Teacher Institute was reorganized into the State Pedagogical Institute of Balti.

In 1959, the Pedagogical Institute was named *Alec Russo*.

Based on the Government Decision of the Republic of Moldova no. 330 of May 21, 1992, the State Pedagogical Institute „Alec Russo” of Balti was reorganized into the STATE UNIVERSITY "ALECU RUSSO" OF BALTI.

The university comes from more distant relatives. In 1906, on September 10, there was an educational event for the education in Balti: the Gymnasium of Boys was inaugurated, and later on - the Gymnasium of Girls „E. I. Genschke”.

After the union of Bessarabia with Romania in 1918, the Gymnasium of Girls „E. I. Genschke” became the High School of Girls „Domnita Ileana”, which in 1937 moved to the current administrative building of the University of Balti. The Gymnasium of Boys passed through the same metamorphosis, being reorganized in the High School of Boys „Ion Creanga”, having its headquarters in the current block of study no. 6 (holied on October 31, 1943).

The Gymnasium of Girls „E. I. Genschke” and the High School of Girls „Domnita Ileana” remained in history, the last one ending its activity in 1944. The High School of Boys „Ion Creanga” had more luck, being re-established in 1995, functioning in its initial building.

Block of studies no. 2, the oldest of all the blocks (commissioned in 1896), hosted in turn the Financial Administration of the City, the Normal School, the Industrial Secondary School for Girls. The Normal School operated in the interwar period. In the post-war years, the Pedagogical School took its place until 1954, becoming the current Pedagogical College (since 1992).

All these schools have a direct connection with the University of Balti: they functioned on the current territory of the university campus (unique for the universities of the Republic of Moldova), all of them facilitating in a certain way the emergence of the only higher education institution in the northern part of the republic.

At present, the State University „Alec Russo” of Balti offers study programmes in a number of areas, specialties and specializations, for various cycles.

The State University „Alec Russo” of Balti assumes the mission of promoting social progress, generating and transferring knowledge and contributing to the development of the contemporary society. The State University „Alec Russo” of Balti contributes to the development of the intellectual capital, excellence in education, training and scientific research. The main values promoted by the University are: freedom of thought and expression, seeking and promoting truth,

integrity, equity, social responsibility, competence, honesty, courage. The mission of the University consists of the following components: education, professional training, scientific research, contribution to the development of contemporary society.

In the field of education, the State University „Alecu Russo” of Balti focuses on the following principles:

- the formation of multilateral personalities developed in the spirit of European values, endowed with critical thinking, active, responsible, with leadership abilities;
- professional training in various fields of competent and responsible specialists who understand the issues related to socio-cultural, economic and technical-scientific progress, able to integrate into the free labor market in a knowledge-based society.

The State University „Alecu Russo” of Balti, being a center for advanced education, professional training and research, assumes the following fundamental objectives:

- a) asserting the identity of national culture and participating in the process of European integration;
- b) developing the society in a state of law, free and democratic;
- c) promoting national education, science and culture;
- d) conducting a formative, creative and stimulating education in accordance with the requirements of contemporary society;
- e) promoting academic freedom in line with standards in the field;
- f) continuous improvement of the didactic-scientific process by promoting a dynamic and flexible education adapted to the requirements of the labor market under competitive conditions;
- g) improving the methodology of matching studies in accordance with the system of functioning of the learning process based on transferable credits ensuring academic mobility;
- h) training and professional development in various fields of highly qualified specialists with real chances of employment on the free labor market;
- i) implementation of university management based on modern quality requirements;
- j) involving the members of the academic community in the development of European and universal science and culture;
- k) ensuring the continuous training of teaching or research staff and setting criteria for didactic and scientific competence in their evaluation and promotion process;
- l) promoting scientific research, technological development, educational innovation programmes, and scientific, technical and cultural creation;
- m) developing partnerships in different fields, both at national and international level;
- n) integration of research centers into national and / or international networks and development of fundamental and applied research generating knowledge;
- o) capitalizing the knowledge and results of scientific research in order to develop the society;
- p) providing high-quality specific services and products to both the academic community and its beneficiaries;
- q) patrimony protection, modernization and development of the university's

infrastructure.

Being a modern institution, promoting the social progress, oriented towards the creation and transmission of knowledge values, the State University „Alecu Russo” of Balti is in a permanent search, analysis and reflection on the experience of the university and reference research centers in the country and abroad, in view of improving and diversifying the activities and services provided to the beneficiaries or the social partners.

Professional training is provided in 42 specialties (cycle I), 23 specialties (cycle II) and 8 specialties (cycle III).

In 2012, the university ranked 6849 in the top 20000 world's top universities, and in 2013 ranked 6165 (source: Ranking Web of World Universities).

### 3.2 SYSTEM LEVEL

**Preliminaries.** The educational system of the Republic of Moldova joined the Bologna Process in 2005, a year after which several reforms in the field of higher education were carried out. The main directions for implementing the reforms have traditionally focused on three priority areas:

- a) changing the structure of the university system, by organizing higher education in three cycles, introducing the Diploma Supplement and introducing the European Credit Transfer System;
- b) organizing the internal and external quality evaluation and monitoring system by creating a Quality Assurance Agency independent from the government, and quality management centers at each university;
- c) linking the university offer to the requirements of the market by tracking the graduates' path, creating links with employers, professionalising the education, etc.

**The structure of the education system.** The education shall be structured by levels and cycles, in accordance with the International Standard Classification of Education (ISCED-2011):

- a) Level 0 – early childhood education:
  - ante-preschool education;
  - preschool education;
- b) level 1 – primary education;
- c) level 2 – lower secondary education, cycle I: gymnasium education;
- d) level 3:
  - upper secondary education, cycle II: lyceum education
  - secondary technical and vocational education and training;
- e) level 4 – post-secondary technical and vocational education and training;
- f) level 5 – post-secondary non-tertiary technical and vocational education and training;
- g) level 6 – higher education, cycle I: bachelor's degree;
- h) level 7 – higher education, cycle II: master's degree;
- i) level 8 – higher education, cycle III: doctoral degree .

The educational process is carried out on the basis of the state educational standards, approved by the Ministry of Education, irrespective of the type of property and the legal form of organization of the educational institution.

The duration of the study year, internships, exam sessions and vacations shall be established for each level of education through the Framework-plan approved by the Ministry of Education.

The higher education in the Republic of Moldova shall be aimed at:

- a) creation, keeping and dissemination of knowledge at the highest level of excellence;
- b) training of highly qualified specialists competitive on the national and international labour market;
- c) creation of life-long training opportunities;
- d) keeping, development and promotion of the national cultural and historical values, in the context of cultural diversity.

**General structure of higher education in the Republic of Moldova.** The higher education shall be structured in three cycles:

- a) cycle I – Bachelor’s degree (ISCED level 6);
- b) cycle II – Master’s degree (ISCED level 7 );
- c) cycle III – doctoral degree (ISCED level 8 ).

The research, development and innovation activities shall be carried out within the doctoral and postdoctoral training.

**Organization of the higher education.** The professional training in the higher education institutions shall be carried out through the appropriate study programmes.

The higher education programmes shall include the educational and research or artistic creation activities, which provide training in an academic or advance professional field, in accordance with the regulatory framework in force. The organization of the higher education programmes shall be the responsibility of the higher education institutions.

The higher education programmes shall be differentiated by:

- a) cycle of the higher education;
- b) professional training field;
- c) organizational form of the higher education.

The Bachelor’s and Master’s degree shall be organized in the following forms:

- a) full-time;
- b) part-time;
- c) distance learning.

The doctoral degree shall be organized in the following forms:

- a) full-time;
- b) part-time.

The higher education institutions shall have the status of university autonomy. The university autonomy is the right of the university community for organization and self-management,



exercising the academic freedoms without any ideological, political or religious interferences, assuming a set of competences and obligations in line with the national strategies and policies for the development of the higher education.

The higher education shall be regulated through the Nomenclature of professional training fields and specialties that shall be part of the state educational standards, and shall determine the fields, specialties, under which the professional training shall be carried out in the higher education.

The Nomenclature of professional training fields and specialties shall be approved by the Government, at the Ministry of Education's proposal, by mutual agreement with the relevant ministries.

**Bachelor's degree – cycle I of higher education.** The holders of baccalaureate diploma or of equivalent study document, recognized by the competent authority for recognition and equivalence of study documents and qualifications, may attend the admission competition for cycle I.

The bachelor's degree corresponds to 180-240 ECTS credits, meaning 30 credits per each semester.

The duration of the Bachelor's degree programmes and the appropriate number of ECTS credits awarded to a professional training program (field, specialty) shall be established by the Ministry of Education based on the:

- a) the National Framework of Qualifications in Higher Education;
- b) the occupation framework and the competences necessary for the obtained qualification.
- c) specifics of the professional training field.

**Cycle II of higher education – Master's degree.** The competition for admission to the cycle II of higher education may be attended by the holders of bachelor's degree diploma or of equivalent study document, recognized by the competent authority for recognition and equivalence of study documents and qualifications.

The Master's degree shall correspond to a total number of 90-120 ECTS credits, respectively 30 credits per each semester.

The number of ECTS credits accumulated in cycles I and II shall account for at least 300 credits.

In the cycle II, the master's degree shall provide:

- a) in-depth training programmes, which ensure the development of skills in a specialization from the area graduated in cycle I;
- b) interdisciplinary or multi-disciplinary programmes, which ensure the development of specific transversal skills for two or more areas of professional training;
- c) complementary programmes, which add the skills acquired during the bachelor's degree program, in order to extend the area of employability on the labour market.

According to the types of programmes indicated above, the orientation of master's higher education can be:

- a) scientific master's degree, with the aim of deepening into a scientific field and having the purpose of producing original scientific knowledge;
- b) professional master's degree, in order to train / strengthen professional skills in a specialized field and which can form a basis for professional career.

The master's degree programmes shall also contain a scientific research or artistic creation component, in line with the specifics of the training program attended.

**Cycle III – doctoral higher education.** The doctoral degree programmes shall be organized in doctoral schools and shall be funded through distinct mechanisms. The doctoral schools shall be organized within the higher education institutions, as well as within the national and international consortiums or partnerships, including the research and innovation organizations.

The doctoral degree programmes shall account for a number of 180 ECTS credits.

The doctoral degree programmes can be of two types:

- a) PhD in science, which encompasses the production of original and internationally recognized scientific knowledge. The PhD in science shall serve as a pre-condition for the professional career development in the higher education and research;
- b) PhD (professional doctorate) in arts or sports, which encompasses the production of original knowledge based on scientific methods and systematic reflection related to some artistic creations or sport performances at the national and international levels.

The doctoral higher education may be organized as full-time or parttime training.

**Evaluation in higher education in the Republic of Moldova.** The external evaluation of the educational process in higher education shall be performed by the National Agency for Quality Assurance in Professional Education (ANACIP). The National Agency for Quality Assurance in Professional Education is an administrative authority of national interest, with legal personality, autonomous to the Government, independent in its decisions and organization, and funded from the state budget and own revenues.

The internal evaluation of the educational process in higher education shall be performed by the institutional structures for quality assurance, based on the institutional regulation.

The higher education institutions shall be subject to external quality evaluation once in five years, in line with the methodology and criteria developed by the National Agency for Quality Assurance in Professional Education.

The external evaluation of the higher education institutions shall be taken into account in:

- a) ranking the higher education institutions by categories within the accreditation procedure;
- b) authorization for provisional functioning, periodical accreditation and reaccreditation of the higher education institutions, as well as in ranking the study programmes.

The mission of the National Agency for Quality Assurance in Professional Education is to develop and promote the quality culture in vocational education, higher and continuing education, contributing to greater economic competitiveness and social cohesion in the Republic of Moldova.

The aim of the National Agency for Quality Assurance in Professional Education is to ensure an integrated, reliable, objective and transparent system of external evaluation and accreditation of

institutions and study programmes in vocational education, higher and continuing education in the Republic of Moldova.

ANACIP has the following strategic objectives:

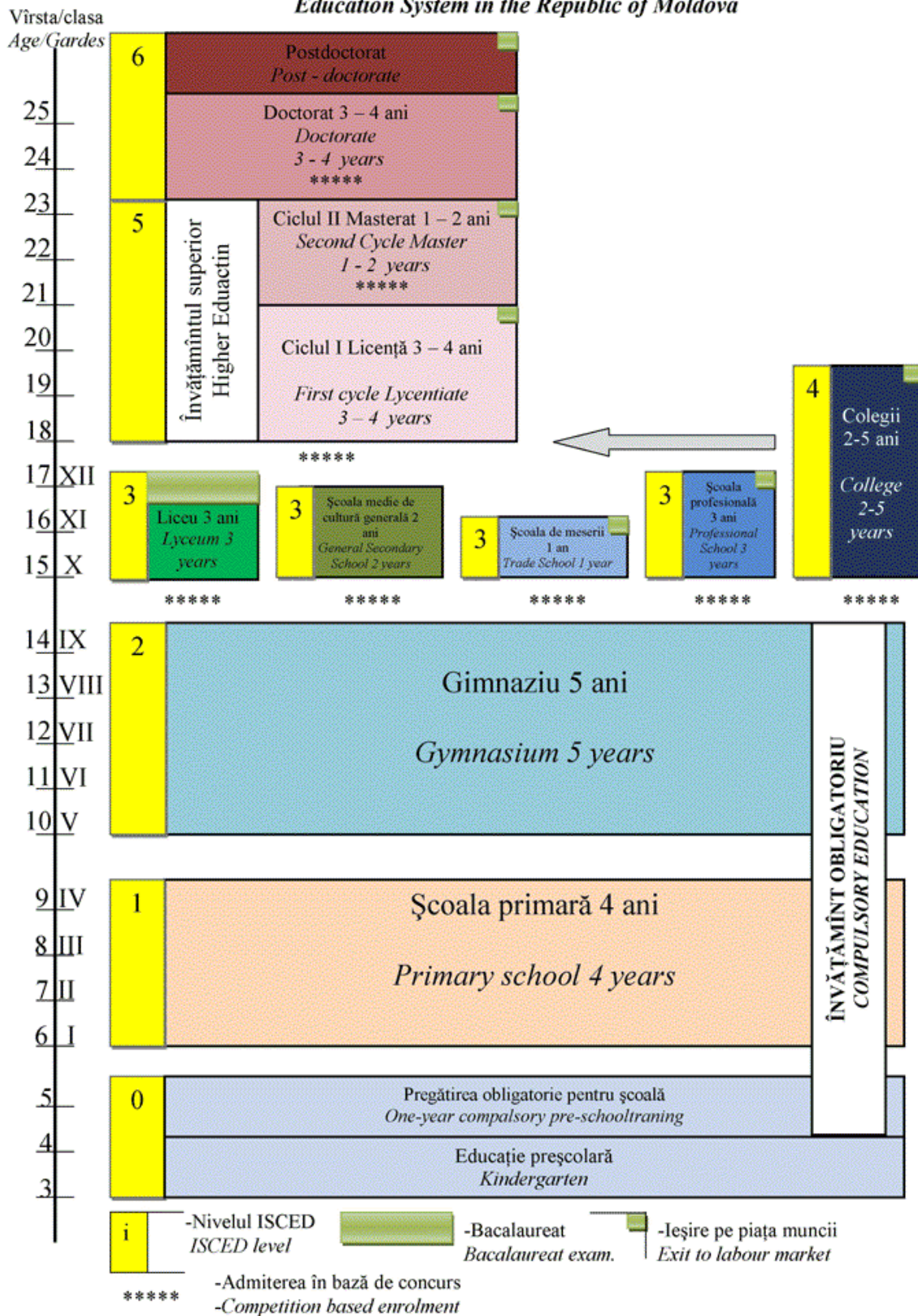
- to contribute to the development and promotion of the quality culture in vocational education, higher and continuing education;
- to evaluate study programmes and the capacity of organizations providing vocational education, higher and continuing education in order to achieve the quality standards;
- to ensure the application of the Standards and Guidelines for Quality Assurance in the European Higher Education Area in vocational education, higher and continuing education in the Republic of Moldova;
- to ensure access to public information about the quality of vocational education, higher and continuing education in the Republic of Moldova;
- to propose strategies and policies to partners in order to ensure and develop quality in vocational education, higher and continuing education;
- to promote professionalism and competitiveness of vocational education, higher and continuing education in the Republic of Moldova;
- to obtain international recognition of the Agency.

ANACIP has the following duties and responsibilities:

- a) performs state policies on quality assurance in vocational education, higher and continuing education;
- b) develops, in accordance with the European standards in the field, and makes public its own methodology of evaluation and accreditation of the institutions providing professional training programmes and their programmes which shall be proposed to the Government for approval;
- c) formulates and reviews periodically, based on European and international best practices, the accreditation standards, national reference standards and performance indicators used in the evaluation and quality assurance in vocational education, higher and continuing education;
- d) evaluates, on a contract basis, institutions providing vocational training programmes and educational services, and their programmes, in order to authorize provisional operation, accreditation and reaccreditation in vocational education, higher and continuing education;
- e) performs, on a contractual basis, at the request of the Ministry of Education, the quality evaluation of some programmes and institutions providing vocational training programmes in vocational education, higher and continuing education;
- f) ensures objectivity and validity of the results obtained in the process of external evaluation of institutions providing educational services and their programmes;
- g) ensures transparency in the external evaluation process, including the publication of evaluation results;
- h) develops and publishes papers on the evaluation and accreditation of educational institutions, of institutions providing educational services and their programmes;

- i) publishes manuals, methodological guidelines, synthesis papers of best practices in the field of evaluation and internal and external quality assurance;
- j) elaborates and approves the Agency's Code of Professional Ethics, including expert evaluators;
- k) presents its annual activity report to the Government and publishes it on the official website of the Agency;
- l) regularly develops self-evaluation reports on the quality of its own activity for external evaluation by similar agencies in other countries;
- m) cooperates with similar agencies in other countries in order to develop and implement effective measures to improve the quality of professional training programmes;
- n) undertakes the necessary steps to be registered in the European Quality Assurance Register for Higher Education in no more than 3 years from its establishment.

## Sistemul de Învățămînt din Republica Moldova Education System in the Republic of Moldova



### 3.3 UNIVERSITY MANAGEMENT LEVEL

According to the legislation in force, the management bodies of the universities, their structure and their number are established by the Education Code of the Republic of Moldova. The system of management bodies in the higher education institutions shall encompass the Senate, the Strategic and Institutional Development Council, Scientific Council, Faculty Council, Administration Council and Rector of the institution<sup>2</sup>.

The system of management bodies of the USARB is composed of the Senate, the Strategic and Institutional Development Council, Scientific Council, Faculty Council, Administration Council and Rector of the institution. The USARB's managerial staff consists of the rector, vice-rector, dean, head of department or head of chair, director of the doctoral school. Operational management of the USARB is provided by the rector, assisted by the vice-rectors, with the support of the Administration Council. The Rector is the USARB's budget executor.

The rector shall be elected by the General Assembly of teaching and research staff and by student representatives in the Senate and the faculty councils, voted by the majority of members. The rector shall be appointed, based on the election decisions through the founder's order, within 3 months at most. The rector shall appoint the vice-rectors during his/her mandate, no later than 6 months from the date of appointment.

The Senate of the USARB represents the supreme management body and shall have the following competences and duties:

- to ensure the compliance with the principle of academic freedom and university autonomy;
- to develop and approve the University Charter;
- to elaborate and approve the University Charter, the Regulation for the functioning of the Senate, the Regulation of the Strategic and Institutional Development Council, the Regulation of the Scientific Council, the Regulation of the Administration Council, the Regulation for Admission to Studies, the Regulations of the faculties, the academic departments, the chairs, as well as other internal regulatory acts;
- to approve the Institutional Development Strategic Plan;
- to approve the USARB's budget;
- to develop and approve the methodologies and regulations for organization of the academic, research and artistic creation activities and programmes within the USARB, as well as the methodologies and regulations for recruitment, employment and assessment of the teaching staff;
- to approve the organizational chart and the functional structure of the USARB;
- to confirm, without the right to amend, the list of the Institutional Strategic Development Council members.

---

<sup>2</sup> Codul educației al Republicii Moldova, nr.152 din 17.07.2014, art. 102

Members of the Senate are elected by direct and secret vote from among the didactic-scientific staff, didactic and auxiliary staff - elected by the secret vote of the teaching staff of the faculties, departments, scientific centers, and from among students - elected by academic groups and student associations, from among representatives of the trade union bodies - elected by trade union organizations. The rector, vice-rectors and deans are ex officio members of the senate. The total number of members of the Senate shall be determined on the basis of the proportionality principle. Students are represented in the Senate in a proportion of 1/4 of the total number of members. The Senate mandate shall last for 5 years, synchronized with the mandate of the rector. The mandate of the Senate members among students shall last for 1 year that may be renewed. The president of the senate is the rector. The Secretary of the Senate is elected by the Senate in the manner set out in the internal Regulation on the operation of the Senate.

The Strategic and Institutional Development Council is the management body that shall meet at least once a quarter or whenever necessary, at the initiative of the Chairman or of at least 1/3 of the Council members and shall have the following competences and duties:

- 1) to coordinate the development of the Strategic and Institutional Development Plan encompassing the vision, mission, USARB's development strategy and the main actions for a period of at least 5 years and to submit it to the Senate for approval;
- 2) to monitor and evaluate the efficiency of using the financial resources and to submit the educational institution's draft budget to the Senate for approval;
- 3) to approve the model-study contract and the amount of tuition fees;
- 4) to ensure the institutional management related to the intellectual property rights and technological transfer;
- 5) to make decisions, with the approval of the Senate, regarding:
  - development and consolidation of the USARB's patrimony – decision to be approved with at least 2/3 votes of the Council members;
  - launch and closure of the study programmes – decision to be approved with at least 2/3 votes of the Council members;
  - methodology for remuneration and motivation of personnel;
  - entrepreneurship activities, public-private partnerships and cooperation with the businesses;
  - involvement in consortiums and mergence with other higher education institutions;
- 6) to organize and carry out the election for rector's vacancy, in line with the Institutional Regulation for organization and carrying out the elections.

The Strategic and Institutional Development Council shall be composed of nine members, as following:

- 1) three appointed members: by the Ministry of Education – one member, by the Ministry of Finance – one member, by the competence ministry – one member. The appointed members shall not be employed within the respective ministries;
- 2) two members - the titular teaching staff, who do not hold leadership positions and are not members of the Senate, selected via secret vote by the General Assembly of the faculty councils' members and representatives of students from the Senate and the faculty councils;

- 3) two persons delegated by the Senate, who are external experts and are not employees of the respective institution;
- 4) rector;
- 5) vice-rector responsible for financial matters.

The composition of the Strategic and Institutional Development Council shall include economists and lawyers. The person appointed by the Ministry of Finance shall have specific competence in the financial monitoring and auditing. The principle of gender equity shall be observed upon establishing the Strategic and Institutional Development Council. The members of the Strategic and Institutional Development Council shall be appointed for a five-year mandate. The Chairman of the Strategic and Institutional Development Council shall be elected by the members of the Council. The employees of the USARB cannot be elected as Chairman of the Strategic and Institutional Development Council. The members of the Strategic and Institutional Development Council, appointed by the USARB shall receive a monthly allowance, except for the Rector and vice-rector. The respective allowance shall be paid from the USARB's budget for members appointed by the institution, and for the members appointed by the founder and the the Ministry of Finance - from the founder's budget. The remuneration shall account for an average salary in the economy - for the members, and the doubled average salary in the economy – for the Chairman of the Council. The members of the Strategic and Institutional Development Council shall be accountable for the decision-making, in line with the legislation in force.

The USARB's Scientific Council is the collective body that coordinates the entire doctoral activity within the University, providing institutional, administrative, and logistic support to subordinated doctoral schools. The activity of the Scientific Council is coordinated by the Rector and the Vice-Rector for Research. The Scientific Council is organized and operates in accordance with the Regulation on the operation of the Scientific Council, approved by the Senate. The Scientific Council consists of:

- Chairman of the Scientific Council;
- one representative from the doctoral schools elected by the universal, direct, secret, and equal vote of the doctoral supervisors;
- at least one member of the Scientific Council elected by universal, direct, secret, and equal vote of students at USARB's doctoral schools.

Also, members of the Scientific Council and other USARB or non-USARB staff from the country or abroad, science, industrial and socio-economic sectors, or representatives of doctoral students may also be members of the Scientific Council. The mandate of the Scientific Council's members is 5 years. The Chairman and the members of the Scientific Council, who are scientific-didactic staff or researchers, must have the right to conduct doctorates. The Scientific Council is headed by a Chairman, assimilated / associated with the position of vice-rector, appointed following a public competition organized by the USARB. The meetings of the Scientific Council are validated if at least 2/3 of the members participate, and the acts of the Council are adopted by a majority of the votes of the members present. The Scientific Council has the following tasks:

- to develop the USARB's Research and Innovation Strategy;



- to elaborate the draft Regulation for the organization and functioning of the doctoral study programmes, which it submits to the approval of the Senate;
- to approve decisions to set up, divide, merge or abolish doctoral schools within the USARB;
- to approve internal regulations of the doctoral school / schools;
- to approve the doctoral study programmes of the doctoral schools, as well as the ones organized with other institutions providing doctoral studies in the country or abroad;
- to endorse fees for doctoral studies, proposed by the councils of the doctoral schools, and their submission to Senate approval;
- to approve the framework model of doctoral joint-agreements for doctoral schools;
- to adopt the necessary measures to ensure the quality of doctoral studies, for the proper conduct of the periodical evaluations of the doctoral schools and of the doctoral supervisors, for the compliance with the norms of ethics and deontology by the doctoral supervisors and the doctoral students;
- to select doctoral supervisors to work in a new doctoral school.

The Scientific Council prepares admission methodologies on a yearly basis and establishes the list of necessary papers for admission to the doctorate and sends them for approval to the Senate. The Scientific Council also carries out other specific tasks, established by the Education Code, the USARB's Charter, the institutional regulation on the organization and functioning and other normative acts.

### **3.4 FACULTY/DEPARTMENT LEVEL**

Starting from the demands of the social reality regarding the staff, especially in the northern part of the republic, and taking into account the wishes of the public opinion, the traditions and the potential of the University, the Faculty of Economics and Law was founded in 1995 within the State University „Alecus Russo” of Balti. The issue was initially discussed at the College of the Ministry of Education of the Republic of Moldova on 22.06.1995 (Decision no.12.3.2 of 22.06.1995). On 14.07.1995, on the basis of the College's decision, was issued the Order no. 251 of the Ministry of Education of the Republic of Moldova "On the opening of the Faculty of Economics and Law at the State University „Alecus Russo” of Balti”. The administration of the University carried out an intensive activity in order to ensure the professional training of the students of the new faculty, selecting the necessary staff and ensuring the establishment of new subdivisions capable of qualitatively solving the new tasks. As a result of institutional consolidation, increasing number and quality of teaching staff, increasing number of students in the Law Department of the Faculty of Economics and Law and in order to optimize the professional and research activity, as a result of examining the proposal of the State University „Alecus Russo” of Balti on the structure and the didactic-scientific potential of the nominated faculty, the Council of the Ministry of Education and Science of the Republic of Moldova adopted, on 24.08.1998, the decision regarding the establishment of the Faculty of Law, as an independent structure within the University. Based on the decision of the Council of the relevant Ministry, the Senate of the University concretized the institutional structure of the Faculty of Law, the functions of the departments, their composition,

etc. During the years 1998 - 2013, the University Rectorate contributed to the institutional consolidation of the new faculty, restructuring the faculties' subdivisions depending on the premises created, establishing the Department of Private Law, the Department of Public Law and the Department of Socio-Humanistic Disciplines. The division of the Department of Law into the Department of Private Law and the Department of Public Law was stipulated in the decision of the College of the Ministry of Education of the Republic of Moldova „On the results of the control carried out at the State University „Alec Russo” of Balti” of 27.05.2004. Under the Decision of the Senate of the State University „Alec Russo” of Balti on August 26, 2013, minutes no.1), the structure of the Faculty of Law was reorganized under the name of the *Faculty of Law and Social Sciences*. Within the faculty there are provided all the specialties of the first cycle, Bachelor (Law and Public Administration) and the specializations from the second cycle, Master (Criminal Sciences and Criminology, Business Law, European Policies and Public Administration, Labor Relations and Human Resource Management) from the Faculty of Law and the specialties of the Faculty of Psychology and Social Assistance (Social Assistance, History and Civic Education), together with the teaching staff and the auxiliary staff of the departments that serve these specialties / specializations.

The Faculty of Law and Social Sciences represents a structural subdivision of the USARB responsible for organizing and conducting the educational-training process, performing methodical, educational and scientific research activities for 7 specialties: Law, Public Administration, Social Assistance, History and Civic Education.

Within the faculty there are established 3 departments/chairs that organize and perform the didactic and scientific activity at one or more related disciplines.

The Faculty of Law and Social Sciences benefits from autonomy within the limits of the principle of subsidiarity under the USARB's Charter. The Faculty of Law and Social Sciences is entitled to undertake all the public responsibilities of the University in accordance with its mission and objectives, unless the intervention of the higher level authorities has obvious advantages resulting from the volume and nature of responsibilities and the need to ensure the effectiveness of USARB's public action. The Faculty of Law and Social Sciences aims at organizing and carrying out the educational-training process, carrying out methodical, educational and scientific research activities for areas and specialties accredited in the first cycle of the Bachelor's degree and the second cycle of the Master. The activity and institutional development of the faculty is based on the Strategic Development Plan approved by the Faculty Council for a period of 5 years. Based on this, Operational Plans of the Faculty are being developed. The results of teaching and scientific activities in the faculty are made public through annual self-evaluation reports. The USARB's Senate regularly assesses the work of faculties according to academic and accreditation standards of evaluation.

Any member of the university community within the faculty has the vocation to participate in the management of the university activity. The Faculty of Law and Social Sciences encourages and acknowledges the involvement of students in the decision-making process and in the evaluation mechanisms of the university's activity.

The professional training process is organized on the basis of the educational plans developed

and approved by the Senate, coordinated with the Ministry of Education and the disciplinary curricula, elaborated within the departments / chairs. Educational plans and curricula by subjects are updated annually.

In fulfilling its mission, the Faculty of Law and Social Sciences achieves the following objectives:

- a) training of qualified staff in the fields of: Law, Public Administration, History and Civic Education, Social Assistance;
- b) coordination of didactic and research activities of departments/chairs and other subdivisions and implementation of their results;
- c) training of specialists through full-time education, part-time education, and through continuous professional training programmes;
- d) ensuring sound professional training, training of the professional skills and competences necessary for the graduates to carry out the specific activities they will perform after finishing their studies;
- e) ensuring a high quality level of studies, in accordance with the needs of the practice, the new social requirements, developments of contemporary science and technology;
- f) modernizing the educational process according to the available hard and software endowment, by promoting and expanding the use of information systems for training and evaluation;
- g) knowledge and adaptation of European practices in areas for which the Faculty of Law and Social Sciences is empowered;
- h) creating a favorable climate between the Faculty's subdivisions in intellectual, cultural and moral terms;
- i) constant and progressive assertion of the faculty as an outbreak of education and civic consciousness;
- j) promoting partnership with other similar institutions in the country and developing collaborative relationships with foreign faculties.

The Faculty of Law and Social Sciences actively promotes the activity and interaction of students, teaching staff and faculty bodies through information and communication technologies. In the training and assessment of students, information systems will be used through:

- a) elaboration in electronic format of the curriculum, the curricular support, the schedule of the study process, etc., placing them on the faculty or university's website;
- b) initiating the process of implementation of the training process management systems, using specialized software (e.g. MOODLE);
- c) organizing classes, seminars, laboratories, student's individual work, current and final assessments by using ICT and on-line interaction provided by the faculty.
- d) electronic recording of students' performance at seminars, exams.

The organizational structure of the Faculty is flexible, being determined by the development strategy of the Faculty. The Faculty of Law and Social Sciences comprises departments/chairs, scientific-didactic laboratories, centers and other subdivisions. Within the faculty there are three departments / chairs: the Department of Private Law, the Department of Public Law and the Department of Social and Human Sciences and Social Assistance.

## **The department/chair**

The department/chair is a subdivision of the Faculty that organizes and performs didactic, methodological and scientific activities within several related course units (subjects). The department/chair consists of teaching staff and, where appropriate, research and auxiliary staff from a subject or different subjects. The department/chair can coordinate fully or partially integrated research centers. The department/chair is headed by the Office of the Department/Chair, composed of the head of the department/chair and at least 2 members elected by open vote from among the full-time teaching staff from that department/chair. Operative management of the department/chair belongs to the head of the chair. Within the department/chair there may be sections established to ensure the activity of the department/chair at one or more course units. The department/chair is organized and operates under the USARB's Statute of this Regulation and its own regulation approved by the Faculty Council. The department/chair has the following competences:

- a) draws up annual work plans;
- b) develops and improves the educational plans for the specialties it coordinates;
- c) prepares, proposes for approval and evaluates the curriculum at the course units;
- d) establishes the assessment methods of students's training in accordance with the Regulation on the assessment of student learning activity, approved by the Senate of the USARB, and academic results of students in university;
- e) develops self-evaluation reports;
- f) performs the calculation of the department/chair's didactic workload in accordance with the regulations in force, the assignment of classes, the planning of other forms of didactic, scientific and educational activity and monitors the fulfillment of the individual plans of the members of the department/chair;
- g) proposes the composition of the commissions for the final examinations;
- h) analyzes and approves requests for the recognition or equivalence of studies / credits for the specialties and subjects it coordinates;
- i) plans, coordinates and evaluates the work of the teaching staff and research staff in the department/chair;
- j) monitors the performance by the teaching staff and research staff of the obligations stipulated in the job positions and the individual job descriptions;
- k) proposes didactic and research positions for public competition;
- l) participates in the competitions for filling the teaching and research vacant positions;
- m) proposes part-time teaching staff and endorses requests for the prolongation of activity beyond the retirement age;
- n) coordinates the research work of the department/chair and organizes scientific events, including with the participation of students;
- o) coordinates the doctoral training activity in the field of competence;
- p) evaluates and endorses the didactic materials, scientific papers and other materials elaborated by the members of the department/chair;
- q) uses the material and financial resources made available, in compliance with the legal provisions;
- r) initiates and participates in actions to obtain additional funds and resources;
- s) proposes the establishment of cooperation agreements with partners from the country or

- abroad;
- t) initiates and conducts cultural and artistic activities, competitions, cenacles, etc. in collaboration with the students' self-governing bodies and with the Scientific Library;
  - u) draws up the annual activity report;
  - v) proposes sanctions and provides rewards for staff at the department/chair.

### **The laboratory**

The laboratory is a subdivision of the faculty or department/chair, which aims at ensuring that practical and research work is carried out at one or more course units (subjects) according to the educational plans, the scientific research plans. Within the Faculty of Law and Social Sciences there can operate autonomous laboratories in the organizational form of a public institution, non-governmental organization, which operates on the basis of its own Statute and the Regulation approved by the Faculty Council. The Faculty of Law and Social Sciences may establish, reorganize, by decision of the Faculty Council and with the approval of the Senate of the University, scientific-teaching laboratories subordinated to the faculty. Within the Faculty there are 3 laboratories subordinated to the faculty: Forensic Laboratory; Laboratory of scientific research in the field of comparative law; Laboratory of European Studies, Applied Sociology and Regional Policies, and an autonomous Laboratory of Legal Practice I.P. "The University Legal Clinic" from Balti, a non-governmental organization.

### **Faculty management**

The supreme management body of the faculty is the Faculty Council, which is elected for a five-year term in accordance with the regulations in force. The Faculty Council includes didactic-scientific staff and students. The Department of Private Law, the Department of Public Law and the Department of Social and Human Sciences and Social Assistance are represented in the Council under the principle of equality of rights. The Faculty Council has the following composition: the dean, the vice-deans, the heads of the departments/chairs, the Chairmen of the Faculty's Teaching and Student Union Committees, as well as the representatives of the departments/chairs, and also students in the amount of 15% of the total staff of the Council. The chairman of the Faculty Council is the dean, and the vice chairman - a vice-dean. Secretarial and organizational activities regarding the meetings of the Faculty Council shall be assigned to the Secretary of the Council, elected by open vote from among its members. The Faculty Council meets in regular sessions not less than once every two months according to the activity plan established at the beginning of each academic year and in extraordinary sessions at the convocation of the Dean, of the Office of the Faculty Council, or upon the request of at least 1 / 3 of the number of Council members. In order to coordinate the activities of the departments/chairs and to prepare the meetings of the Faculty Council, specialized committees are established from among members of the Council.

The fields of activity in which specialized committees are formed, their names, the number of members and the composition of the specialized committees shall be established by the Faculty Council. Within the faculty, the following specialized committees are operational: Committee for Quality Evaluation; Committee for Scientific Activity and International Relations; Committee for Teaching Activities; Committee for the University's Image. The Faculty Council has the following tasks:

- a) determines the development strategy of the faculty;
- b) proposes the structure of the Faculty for approval to the USARB's Senate;
- c) proposes, in accordance with the legislation in force, candidates for the post of rector of the educational institution and the dean of the faculty;
- d) examines and submits to the Senate for approval the educational plans for programmes / specialties (for Bachelor's degree studies), programmes / specializations (for Master's degree studies), curricula (syllabi) for course units;
- e) analyzes the results of the students' training (the results of the sessions and internships, etc.), examines the problems regarding the movement of the student quota (promotion, rehabilitation, transfer from one form of study to another, parallel study at the second specialty);
- f) proposes for approval to the USARB's Senate the specializations and programmes for Master's degree studies, cycle II;
- g) approves the plans of scientific research and continuing training of the didactic-scientific staff;
- h) assesses the results of the Bachelor's degree exam, defence of the master thesis and proposes them to the Senate for approval;
- i) submits to the Rectorate of USARB proposals for extending the activity of teachers who are at retirement age, based on the provisions stipulated in the labor contract;
- j) annually approves and proposes to the Senate confirmation the Dean's report on the didactic-scientific and educational activity of the faculty;
- k) performs other duties provided by the legislation in force.

During periods between the Faculty Council's meetings, the operational management is carried out by the Office of the Faculty Council consisting of: the Dean, the vice-deans, the Scientific Secretary, heads of departments/chairs and the Secretary of the Council. The Office of the Faculty Council has the following tasks:

- a. implements the decisions of the Faculty Council and makes decisions on current issues, between the meetings of the Faculty Council;
- b. coordinates the conduct of Council meetings;
- c. ensures the current management of the Faculty;
- d. solves social problems.

The executive management of the faculty is carried out by the Dean, who is elected for a five-year term according to the regulations in force. The function of the dean is considered additional work to the basic didactic position, according to art. 104 (1) of the Labor Code. The Dean of the Faculty of Law and Social Sciences has the following duties:

- a) manages the activities of the Faculty;
- b) acts on behalf of the Faculty, representing it both within the institution and in relations with other legal and physical persons;
- c) is directly subordinated to the rector of the educational institution and / or, by delegation, to the vice-rectors in the fields of activity;
- d) conducts the meetings of the Faculty Council, the Office of the Faculty Council and ensures the execution of the adopted decisions;
- e) organizes, coordinates and supervises the realization of the education and scientific

- research process within the Faculty;
- f) approves the individual working plans of the Heads of Departments/Chairs;
  - g) guides and controls the dynamics of the students' quota within the faculty;
  - h) oversees the activities of providing student scholarships and placements in student dormitories;
  - i) resolves, together with the vice-deans, the current demands of students and didactic staff within the limits of the general university law and regulations and the specific ones set by the Faculty Council.
  - j) coordinates within the faculty office the elaboration of the operational plan which is proposed to the council for approval;
  - k) elaborates, after consulting the departments/chairs, the development strategy of the faculty;
  - l) proposes to the rector for appointment or dismissal candidates for the position of vice-dean;
  - m) determines and assigns tasks among vice-deans;
  - n) annually submits to the Faculty Council and the Senate of the educational institution the report on the didactic-scientific and educational activity of the Faculty;
  - o) is responsible for organizing and carrying out the activity of the Faculty, for the compliance with the legislation in force, for the work discipline of the Faculty staff.

The Faculty of Law and Social Sciences has two positions of vice-deans who are subordinated directly to the Dean, having specific attributions delegated by order of the Dean. The position of vice-dean is considered as additional work to the basic teaching position, according to art. 104 (1) of the Labor Code. If the quota of students at the faculty is reduced to less than 800 - only one position of vice-dean will be established. For part-time education, the position of vice-dean is offered if the number of students exceeds 500. As a dean, people with scientific and didactic titles can usually work. Vice-deans are appointed and dismissed by order of the rector on the basis of the proposal of the dean of the faculty. The Scientific Secretary performs the tasks assigned to him/her by the Dean and ensures the statutory functioning of the Council and the Office of the Faculty. The Scientific Secretary has the following duties:

- a) collaborates with the Vice-Rector for Scientific Research and with the Research Department of the State University „Alecu Russo” of Balti;
- b) coordinates the relation with the Department of International Relations of the University;
- c) coordinates the annual organization of the scientific conference of the Faculty and of the Students;
- d) coordinates the organization of summer schools;
- e) coordinates the relation with the Library, including book purchases;
- f) participates in the organization of the Office and Council meetings.

### **3.5 STUDY BOARD LEVEL**

At the USARB, the Study Board is represented by the Department of Quality Management (DQM), which has a slightly different role from that of the Study Boards in the countries analyzed in Work Package 2. The Mission of the Department of Quality Management is to create a Quality

Management System (QMS) based on a policy, organizational structure and procedures that allow to control, evaluate / audit and continuously improve the quality of all activities at the State University „Alecu Russo” of Balti. The Department of Quality Management is a coordination and execution structure that supports the *Commission for Education, Evaluation and Quality Assurance* in the achievement of quality management in the USARB by planning actions, organizing working teams for document preparation, training staff on quality assurance and managing QMS documents. The main directions of action of the Department of Quality Management are:

- Design and implementation of a quality management system leading to the continuous improvement of the teaching process at the university;
- Planning and coordinating periodic evaluation activities at the university through internal audits;
- Provides expert advice;
- Organizes training programmes and other quality management dissemination actions in order to develop a quality culture in the university;
- Elaboration of evaluation procedures for didactic staff;
- Elaboration of evaluation procedures by students of the activities (in particular didactic activities) of the university;
- Design and implementation of evaluation procedures for scientific research activities in the university (in collaboration with the Department for Scientific Activity and International Relations);
- Elaboration of evaluation procedures for undergraduate and postgraduate specializations through internal audits.

### **USARB’S policy in the field of quality**

The State University „Alecu Russo” of Balti tends to become a national leader in the offer of educational services accredited in the field of training of specialists at the level of bachelor and master's degree, carrying out scientific researches, consultancy and continuous professional training. The policy of the State University „Alecu Russo” of Balti in the field of quality management is oriented towards the continuous assurance of clients with services at the level of European standards and the continuous improvement of service quality based on feedback from clients, suppliers and employees. The main objective of the university is to train competent specialists who will work in a knowledge-based economy. University education is seen as a stage in lifelong learning, an integral process of acquiring skills, initiation in scientific research and socialization of the personality. To achieve this goal the university tends to:

1. Systematically monitor the requirements of training institutions and the labor market.
2. Forecast the requirements of the market for educational services, intellectual activities and scientific production and to react appropriately and timely to them.
3. Continuously develop and improve the University’s Quality Management System.
4. Improve the structure and technology of qualitative training of specialists through:
  - alternating theoretical training and internships;
  - diversification of training programmes;



- intensifying research activity, maintaining and developing science schools as the basis for training high-skilled staff;
  - ensuring the accessibility and mobility of training programs through the use of modern educational technologies, distance learning, improvement of students' independent forms of work;
  - improving the training system based on cycles, studying of information technologies and foreign languages by students;
  - the support of talented young people;
  - developing the internal communication system;
  - competency-based approach to the training process;
  - optimizing the organization of the training process and its methodical assurance activity;
  - improving the informational assurance of the training process;
  - developing the technical-material basis of the training and scientific research process;
  - developing educational programmes.
5. Studying and implementing good practice in training.
  6. Developing partnership relations with training and education providers at all levels, with other suppliers and clients.
  7. Systematic self-evaluation of the possibilities and results of meeting the requirements of internal and external clients.
  8. Continuous improvement of employees' professionalism (qualification, competence, including in the field of quality management).
  9. Creating the conditions for productive and creative activity.

In order to achieve the quality policy, the university implements the Quality Management System based on the requirements and recommendations of the standards in the ISO 9001: 2008 series.

When making managerial decisions in the university, the following priorities are considered: (a) satisfaction of the beneficiaries; (b) staff competence; (c) corporate culture; (d) top technologies; (e) optimizing expenditure; (f) health and safety. The design, implementation and maintenance of the effective functioning of the Quality Management System, which covers all aspects of university and staff activity, is geared towards the implementation of this policy. The employees of the State University „Alecu Russo” of Balti are competent persons in the fields of activity entrusted and make efforts towards the recognition of the university as a leader on the market of educational services. The management of the university contributes in all ways to the achievement of the quality policy and takes the obligation to support the efforts of the employees in this direction and to ensure the respective activities with the necessary resources. The quality policy of the State University „Alecu Russo” of Balti is approved at all levels of university management and is aimed at confirming that the services offered by the university meet the requirements of the clients and exceed their expectations.

### 3.6 INTEGRATION OF DISADVANTAGED STUDENTS

Unfortunately, there are no specialized subdivisions for people with disabilities such as those at AAU and UOG, but the University is taking important steps to create the physical environment and adapt to their needs and to create the right conditions for their full and equal participation in the education process.

Annually, people with disabilities are registered at the 15 percent quota of the total number of study places provided in the matriculation plan with budgetary financing. Students with disabilities benefit from social scholarships, according to the legal provisions in force. Similarly, the state guarantees the placement of graduates of higher education institutions with budgetary funding who have disabilities.

The right to education can not be restricted because of difficulties in learning or other difficulties caused by certain disabilities. USARB ensures people with disabilities with the necessary conditions for education, training, professional training, vocational training and lifelong learning, without discrimination and on an equal basis with other students. USARB provides access for people with disabilities to education in order to get a degree in higher education tailored to individual needs, in line with the individual rehabilitation and social inclusion programme. In this context, the following measures have been taken:

- a) the reasonable adaptation of learning conditions to the individual needs of people with disabilities;
- b) conditions for the development and promotion of an inclusive education system;
- c) endowment of the educational spaces with the equipment necessary to support and favor the inclusive education of people with disabilities.

### 3.7 PHYSICAL ENVIRONMENT

USARB provides a physical environment favourable to the achievement of the objectives and mission of a higher education institution, which is mainly composed of the following buildings:

**USARB's study blocks**

Block Nr.	1	2	3	4	5	6	8
Built in	1940	1940	1964	2001-2003	2002	1935/1965	1965
Commissioned in	1940	1940	1964	2003	2002	1935/1965	1965
Address	Puşkin 36-38	Puşkin 36-38	Puşkin 36-38	Puşkin 36-38	Puşkin 36-38	Puşkin 36-38	Puşkin 43
Total area	291,8	1763,1	4931,3	2942,7	7018,6	4396,8	1553,1
Height (nr. of floors)	3	2	4	5	5	¾	4
Basement	Semi-basement	Basement	Semi-basement	Basement	Basement	Semi-basement I	N/A
Number of rooms	74	45	81	78	129	45/46	64

### Address of objects within the USARB's accommodation infrastructure

Dormitory Nr.	Address
1	Meridiane – str. Ștefan cel Mare 20
2	Integrala – str. Pușkin 40
3	Olimp – str. Coșbuc 21
4	Romantica – str. Coșbuc 23
5	Luceafărul – str. Coșbuc 21”A”
6	Luceafărul vechi – str. Decebal 121 “A”
7	ABC – str. Decebal 121 “B”

### The total area within the dormitories with residential destination and the actual number of places

Dormitory nr.	Total area	Residential area	Area of public places	Number of places	Sanitary norm	Congestion norm
1	2021,5	1007,4	596,5	238	6	4,24
2	1520	1071,8	448,2	207	6	5,18
3	2769	1160,9	790,8	236	6	4,92
4	2215,3	1401,5	714,9	295	6	4,75
5	2410,8	994,5	985	175	6	5,69
6	5702,8	2400,52	2323,78	-	-	-
7	6506,6	2493,3	2134,3	-	-	-

The Scientific Library occupies a special place within the physical environment of the USARB.

The Scientific Library is an integral part of the National Libraries System, which is primarily in the service of students, teachers, researchers and other users in Balti municipality and the northern part of Moldova.

Focusing on the user is a priority side to ensure the quality and competitiveness of the institution. The USARB Library is a hybrid library that combines traditional and computerized activity, and has a strategic role in the Information and Knowledge Society. The innovative dimension added to the traditional dimension of the Library, driven by the impact produced by new information technologies. Thus, among the first institutions in the Republic, the Library began to use information technologies, and the first Internet connection from USARB was found at the Library. The library collects for its funds not only traditional publications (books, magazines/journals, newspapers), but also cards, micro-cards, films, AV materials, cassettes, CDs, DVDs, etc.

Ranked by the Government in the superior category, the USARB's Scientific Library is the Librarianship Center, the World Bank Regional Depository, member of the REM Consortium (Electronic Resources for Moldova), TinLib, participant in the SIBIMOL National Projects and the Memory of Moldova.

The USARB's Scientific Library is dynamic, open and flexible - one of the major academic structures without which the training and scientific research process could not be carried out.

By evaluating the information services provided, the USARB's Scientific Library has introduced fees for additional services and services for non-specific users. This decision has improved the quality of service, based on the use of modern information technologies and responded to the need for quality information.

The building of the Library, which was put into operation in 1986, is set on 4 levels, endowed with 4 loan rooms and 12 reading halls, media library and other subdivisions that can offer at the same time - 763 seats.

The Library annually serves about 10,000 to 11,000 users, who visit it over 500,000 times and borrow more than 1 million documents. Users perform over two million visits to the Library website.

The Library's collections are developed and organized depending on users' information needs through generous acquisitions, donations, national and international inter-library exchange, projects, legal deposit. They are structured in subdivisions on science fields, including periodicals, the access to the shelves in reading hall being opened, thus ensuring the proximity of documentary resources to users. The collection of documents consists of printed and electronic papers edited in the Republic of Moldova and abroad in various fields in 57 languages. The library has a fund of **1 023 311** documents in **285 414** titles worth **9 580 760,48** MDL.

As a result of the cooperation relationships maintained by the Library, the collections are complemented by new documents from the UN, World Bank, European Union Information Center, Romanian Cultural Institute, Goethe Institute - Bucharest, as well as 21 other partners in the country and abroad : Romania, Switzerland, the USA, the United Kingdom, the Ukraine, Russia, France, Lithuania. About 26 investment, research / development and organizational projects have been carried out over the last 20 years. During this period, donations grew, accounting for 80-90% of annual purchases. Among the long-standing projects we can mention the CD of the UN, the NATO Documentation and Information Point, the EU Information Center (EUI), the collections of the Romanian Cultural Institute, the Pro Basarabia and Bucovina Association, the Branch of „C. Negri" Galați, JDP Project - Collection of scientific journals in English, GOETHE Institute Collections - Bucharest, WILHELMI, AGEPI, IOAN NICORICI Collection.

The analysis of the library's operating environment allows some generalizations: for the harmonious integration into the country's information infrastructure and active participation in the creation of the information space at national and international level it is necessary to stimulate the demand for library services and to remove obstacles in the development of promotion. The activity of the library is carried out in relation to the global trends inherent to the advanced information markets, for which priority is given to: diversification, personification and convergence of information services.

Internet access is provided throughout the campus. The study halls are equipped with technical means of training (computers, videoprojectors, etc.). The e-learning portal [www.elearning.usarb.md](http://www.elearning.usarb.md) is organized in the State University "Alecu Russo" of Balti, which includes:

- Learning management system - Moodle learning platform;
- The LAMS learning management system;

- The Mahara e-Portfolio Platform;
- The application OpenMeetings for video conferencing;
- Cmap Tools application for conceptual maps design;
- The application for the elaboration and publication of the questionnaires LimeSurvey;
- A server for placing multimedia content Media Google.

At the level of the ICT equipment assurance of the didactic process, there is:

- A laboratory, equipped with 16 computers for developing online courses;
- Educational assessment center, equipped with 30 computers to promote computerized testing;
- Classroom with interactive whiteboard to promote lectures;
- Laboratory with interactive whiteboard and 30 computers to promote practical lessons;
- Lecture halls endowed with interactive whiteboards;

### **3.8 STUDY PROGRAM LEVEL**

#### **3.8.1 Elaboration of the educational plans**

##### ***3.8.1.1 General regulatory framework***

According to the provisions of Article 79 paragraph 1 of the Education Code of the Republic of Moldova, "higher education institutions have the status of university autonomy", which allows to "develop educational plans and analytical programs according to the state educational standards" (Article 79, paragraph 3, letter c).

According to art. 96 state educational standards in higher education are organized and carried out on the basis of content standards, competence standards, national reference standards and accreditation standards, being developed by professional training areas by the Ministry of Education and the National Agency for Quality Assurance in Professional Education and approved by the Government.

Thus, by the Decision of the College of the Ministry of Education no. 4.1 of 22 October 2015 and the Order of the Minister of Education no. 1045 of October 29, 2015 the Framework Plan for Higher Education was approved (Cycle I - Bachelor, Cycle II - Master, Integrated Studies, Cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015, which established the state educational standards regarding the content and competences that need to be implemented in the elaboration or updating of the educational plans.

According to p. 57 of the nominated document, the *educational plan* will be elaborated in accordance with the learning outcomes expressed in the generic and specific competences, provided in the National Qualifications Framework by fields of professional training / research fields / study programmes. These will be stipulated in the Explanatory Notes attached to the educational plan.

##### ***3.8.1.2 Stages of elaboration and approval of the educational plans***

The process of developing and approving an educational plan for a new study programme involves the following steps:

- a. **Initiation of the elaboration of the new study programme** can be started by anyone or an interested group within the faculty or department. In this respect, at the proposal of the head of the department, the dean of the faculty issues a provision nominating the persons who will be part of the working group for the elaboration of the educational plan, including full time staff from the department, representatives of the students and the employers. The designated working group develops the draft of the educational plan, indicating the course units / modules according to the logigram of the National Qualifications Framework for the field of professional training and in accordance with the provisions of the framework plan. They also outline the list of scientific and teaching staff with competences in the field, to be discussed in the faculty council. Following the endorsement of the program, the educational plan and the staff of the new study programme will be drawn up.
- b. **Approval of the study programme.** The draft of the educational plan is discussed and approved by the Department, the Faculty Council, then the study programme's documents are submitted for approval to the University Senate. Final decision on initiation / closure of study programmes, according to article 104, paragraph 1, letter e) of the Education Code is made by the vote of at least 2/3 of the members by the Council for Institutional Strategic Development.
- c. After the final approval, the faculty management designates the team **to develop the self-evaluation report** of the new study programme **in order to obtain provisional authorization**.

The self-evaluation report shall be submitted to the vice-rector for the teaching activity, to be verified by a commission designated by the sub-division responsible for quality management. According to the Quality Management System Manual in the USARB<sup>3</sup> responsible for the quality of design, elaboration and implementation of the educational plans are the *faculty's programme committees*, whose opinion on the study programmes is submitted together with the documents and the self-evaluation report to the Quality Council of the USARB.

- d. After the correction of any deficiencies, the *self-evaluation report*, the educational plan implicitly, is submitted, at least 6 months before the start of the study programme, to the Ministry of Education, which, after coordinating the educational plan, sends it to the National Agency for Quality Assurance in Professional Education for conducting the external evaluation for provisional authorization.

The draft educational plans for all cycles are elaborated for each study programme and form of organization of education (full time, part time), are drafted in Romanian, in two / three copies, being recommended to approve the educational plans by the ministries which have under their responsibility higher education institutions or, as the case may be, professional associations.

---

<sup>3</sup> Manualul sistemului de management al calității în USARB<sup>3</sup>. COD MC-USARB-01. Standard de referință: SR EN ISO 9001:2008. Ediția: 2; Revizia:3 din 22.06.2016, pag.47.

### **3.8.1.3 Updating and keeping track of the educational plans**

The educational plan is reviewed and, as necessary, updated. Every year, in May, questioning programme students and graduates is organized to determine the strengths and weaknesses of the programme. The responsible for the programme monitors the administration of the questionnaires.

For this purpose, questionnaires are developed for students of the first cycle, Bachelor, who can express their opinion after hearing the courses. Questioning is done under anonymous conditions.

In order to improve the educational plan, cooperation agreements are concluded with faculties / universities in the country and abroad, with public administration authorities and specialized public organizations. Within these partnerships, emphasis is put on the efficiency, standardization and adaptation of the educational plan to the current needs of reforming the public authorities system in the Republic of Moldova.

Following the analysis of the questionnaires and as a result of the proposals submitted by the academic environment of other universities and officials from the administrative system, as well as those submitted by the teachers involved in this study programme, the educational plan is updated, by introducing optional courses / new modules, the number of ECTS credits at disciplines being reviewed and their breakdown by semesters being performed.

Modification of the educational plan is made by the responsible department and approved by the faculty council. Revision / updating of the educational plans is validated by the USARB Senate and submitted to the Ministry of Education every 5 years for coordination.

Study programmes that have lost relevance to the labor market, do not meet the accreditation criteria or cause undue expenditure to the institution may be closed by the decision of the Council for Institutional Strategic Development according to the provisions of art. 104 paragraph (e) of the Education Code, after the approval of the Ministry of Education and, as the case may be, of the competent ministry.

The educational plans, coordinated with the Ministry of Education, are registered in the Department responsible for higher education. The registration number and approval date will be entered on the title sheet of the plan and entered into a record registry. Educational plans are recorded with the date of their coordination.

A copy of the educational plan, coordinated and registered, is kept in the Department responsible for higher education of the Ministry of Education, another copy is kept at the responsible educational institution and, as the case may be, the third copy - at the relevant ministry.

## **3.8.2 Educational plan of the specialty 313.1. Public Administration**

### **3.8.2.1 Overview**

The educational plan of the specialty 313.1 *Public administration* is the document that includes a system of professional training and scientific research activities of specialists in the field of public administration. The title obtained at the end of the first cycle, undergraduate studies is *Bachelor in political science*.

The educational plan has been developed in accordance with the provisions of the:

1. Education Code of the Republic of Moldova, no. 152 of July 17, 2014;
2. Law on the Approval of the Nomenclature of Professional Training Areas and of Specializations for the Training of the Staff in Higher Education Institutions, Cycle I, no. 142-XVI of July 7, 2005;
3. Law on the approval of the Unique Classifier of Civil Servants Positions, no.155 of 21.07.2011;
4. Framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015;
5. Regulation for the organization of studies in higher education based on the National Credit Transfer System, approved by Order of the Ministry of Education no. 1046 of October 29, 2015.

The aim of the programme is to train qualified specialists in the field of professional training 313 Public administration, specialty 313.1 Public administration, competent to solve specialized problems at national and European level, providing them with the knowledge and skills necessary for undertaking a career in the public administration.

The distinctive features of the programme are to ensure high-quality professional training for all who want to build a career in central and local government structures, as well as in specialized departments within public companies. Professional training is focused on the acquisition of: the scientific and normative foundations of the theory of constitution; the general principles of the political system and the various management mechanisms; developing skills and training practical skills in public administration.

Graduates of the first cycle, undergraduate studies (Bachelor's degree studies), specialty Public Administration, can then act as civil servants in performing the following positions; specialist in organizing administrative activity; specialist in human resources; public relations specialist; specialist in organizing and delivering public services; specialist in administrative documentation; project manager in public administration; counselor in public administration; administrative officer; expert in public administration.

Initial training at the first cycle, undergraduate studies (Bachelor's degree studies), is a prerequisite for further studies in the second cycle, Master's degree studies, in the field of *31 Political Science* or *38 Law*.

The educational plan aims at achieving a student-centered education oriented towards acquiring the *learning outcomes* and *training competences* provided by the National Qualifications Framework by emphasizing the pragmatic character of the formative content of the course units included in the plan.

*a. Learning outcomes*

At the end of the programme the graduate will be able to:

- have the knowledge and skills necessary to start a professional career according to the qualification;



- carry out managerial activities specific to the field of professional training;
- act in a team spirit in the context of administrative decision making;
- develop capacities to investigate administrative acts and procedures; the language of the public administration;
- analyze the realities of the administrative environment in order to elaborate and implement the managerial strategies;
- develop communication, motivation and involvement skills for future specialists in public administration.

*b. Competences trained based on the study programme:*

<b>Professional competences</b>	<b>PC1</b>	<b>PC2</b>	<b>PC3</b>	<b>PC4</b>	<b>PC5</b>	<b>PC6</b>
<b>Level descriptors of the structural elements of professional competences</b>	Operating with the notions, concepts, theories and basic methods of the science of administration in the professional activity.	Interpretation of the fundamental principles of organization and functioning of administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions	Identifying, analyzing and solving problems in the field of public administration in accordance with the legal provisions, in a cooperative, flexible and efficient way	Drafting, reviewing and adopting decisions on administrative work.	Strategic planning of current professional and staff work, with a view to institutional developing on medium and perspective term.	The use of modern technologies, the various forms and methods of control of the evaluation of the administrative activity and the formulation of proposals for its efficiency.
<b>KNOWLEDGE</b>						
<b>1. Knowledge, understanding of the concepts, theories and basic methods of the domain and of the specialization area; their</b>	<b>PC1.1</b> Knowledge, understanding and use of notions, concepts, theories of public administration	<b>PC2.1</b> Explaining and perceiving the fundamental principles of organization and functioning	<b>PC3.1</b> Identifying, understanding and efficient use of public administration methods for the purpose of legally	<b>PC4.1</b> Knowing the requirements of developing administrative decision drafts for various	<b>PC5.1</b> Distinguishing the fundamental strategies of planning current professional and staff activities in	<b>PC6.1</b> Perceiving the necessity of applying modern technologies in the activity of public administration

proper use in professional communication		of administrative structures	enforcing the state of affairs	factual situations	the field of public administration	
<b>2. Using basic knowledge to explain and interpret various types of concepts, situations, processes, drafts, etc. associated with the domain</b>	<b>PC1.2</b> Using the knowledge acquired in the core disciplines to explain and interpret concepts and processes in public administration	<b>PC2.2</b> Interpretation of various administrative models in order to solve typical problems in the field of public administration	<b>PC3.2</b> Legal analysis and assignment of situation solving and modeling of processes in the sphere of public administration	<b>PC4.2</b> Using the criteria and requirements for the development of draft administrative decisions for various factual situations	<b>PC5.2</b> Knowledge of the core strategies of planning of mid-term professional and staff activity in public administration	<b>PC6.2</b> Identifying the forms and methods of control of the administrative activity evaluation
<b>ABILITIES</b>						
<b>3. Applying basic principles and methods for solving well-defined problems / situations, typical of the field under qualified assistance</b>	<b>PC1.3</b> Applying the basic methods for solving the actual situations in the professional training process	<b>PC2.3</b> Reporting the fundamental principles for solving the concrete situations relevant to the public administration	<b>PC3.3</b> Applying the legal norms to identify solutions for modeled actual situations in the field of public administration	<b>PC4.3</b> Implementation of the methodological principles of decision making in the administrative field under conditions of qualified assistance	<b>PC5.3</b> Applying the principles and methods for identifying strategies for planning professional and staffing activities in public administration	<b>PC6.3</b> Applying different mechanisms and forms of administrative control related to the professional field
<b>4. Appropriate use of criteria and standard evaluation methods to assess the quality of processes, programs, drafts,</b>	<b>PC1.4</b> Appropriate use of standard criteria and methods of evaluation, applied in the core disciplines, for the	<b>PC2.4</b> Appropriate application of fundamental principles for the quantitative and qualitative assessment	<b>PC3.4</b> Use of standard evaluation criteria and methods to assess the effectiveness of solutions for modeled actual	<b>PC4.4</b> Analysis of draft administrative decisions to assess their legality	<b>PC5.4</b> Use of various criteria and standard evaluation methods to estimate the need for planning of professional	<b>PC6.4</b> Appropriate use of modern technologies in public administration to assess the effectiveness of governance

<b>concepts, methods and theories</b>	recognition and estimation of problems in the field of public administration	of public administration processes	situations in administration		and staff activities	
<b>5. Developing professional projects with the use of established principles and methods in the field</b>	<b>PC1.5</b> Drawing up projects in the field of public administration using the principles and methods established by the fundamental disciplines	<b>PC2.5</b> The drafting of specific public administration projects using the principles and methods established by the specialized disciplines	<b>PC3.5</b> Drafting proposals for changing and amending legislation in the field of public administration	<b>PC4.5</b> Elaboration of draft administrative decisions for concrete situations and anticipation of the expected effects	<b>PC5.5</b> Developing an institutional managerial plan	<b>PC6.5</b> Elaboration of public administration e-transformation projects
<b>Minimum performance standards for competence assessment :</b>	Defining notions, interpreting concepts and theories, and applying them in typical public administration situations.	Solving of cases of medium complexity requiring modeling and simulation of processes and phenomena specific to public administration	Legal framing of modeled situations specific to public administration	Drafting decisional projects in the field of public administration	Designing a strategic management plan in the field of public administration	Knowledge of standard requirements for modern communication technologies in public administration
<b>Level descriptors of transversal competences</b>	<b>Transversal competences</b>			<b>Minimum performance standards for competence assessment</b>		
<b>6. Responsible carrying out of</b>	<b>TC1</b> Rigorous, efficient, responsible and timely execution of professional tasks in a spirit of			Developing and defending, within the course units, of the planned projects, the		

<b>professional tasks under restricted autonomy and qualified assistance</b>	initiative and in accordance with ethical principles and professional ethics.	year theses, the bachelor thesis according to the methodical rigors
<b>7. Familiarizing with the roles and activities specific to teamwork and the distribution of tasks for the subordinate levels</b>	<b>TC2</b> Applying group networking techniques, learning and exercising specific roles in teamwork, developing interpersonal communication skills, and taking responsibility for decision-making.	Performing of medium complexity group projects / tasks, focusing on current and relevant training issues, requiring interdisciplinary approach and enabling to develop team spirit, planning of group activity, distribution of roles in a team, diversity in cooperation, high level of study
<b>8. Awareness of the need for continuous training; the efficient use of learning resources and techniques for personal and professional development</b>	<b>TC3</b> Self-evaluation of the need for professional training and identification of resources and modalities of personal and professional development, in order to integrate and adapt to the requirements of the labor market.	Identifying the need for continuous personal and professional development in accordance with the needs of the labor market and the use of various learning resources and techniques in this respect.

### 3.8.2.2 *Structure of the educational plan*

The educational plan for the *specialty 313.1 Public administration* includes the following parts:

- a) the title sheet;
- b) academic calendar;
- c) plan of the study process per semesters / years of study;
- d) internships;
- e) final evaluation forms at the course units / modules offered;
- f) the final evaluation form of the study programme;
- g) list of free choice course units;
- h) the matrix of the correlation of the study program's final outcomes with those of the course units / modules.

The educational plan is accompanied by an *Explanatory Note* describing the profile of the specialty / field of professional training / general field of study, concretized in the *concept of training of the specialist* (purpose, characteristics, employability, further training, pedagogical approaches, key competences developed in the program) and expected *learning outcomes*. In the same context, the Explanatory Note presents information on: the degree of novelty, the relevance, the correspondence of the objectives of the institutional development strategy program, the consultation of the partners (employers, graduates, teachers, students) and the coordination of the process of elaborating the programme according to the quality assurance standards.

Methods and evaluation criteria, rules on academic promotion will also be indicated.

### **3.8.2.3 Components of the educational plan**

The educational plan includes four defining components: *temporal, formative, accumulation, evaluation*.

**A. Temporal component** - represents the time planning of the training process (week, semester, year, cycle), the main measurement unit of the training process being ECTS study credit.

The temporal component of the educational plan is represented by the *academic calendar*, which includes the distribution of teaching activities by years, semesters (sessions in the case of part time studies), with the setting of terms and duration of semesters, internships, examination sessions, final assessment (Bachelor's degree examination) and holidays.

The European Credit Transfer System (ECTS) is applied in the higher education system. Study credits are allocated as follows: for an academic semester - **30 transferable study credits**; for an academic year - **60 transferable study credits**.

A *study credit* represents 30 hours of learning activity, in all its aspects (didactic, research, audience (contact) and individual activity) required from the student to achieve the learning outcomes.

In the national higher education system, the annual workload of the student (hours of classroom and individual work) is about **1800 hours**.

For part time and distance learning, the total number of credits is allocated proportionally over the years of study.

The duration of the study week in **the first cycle, Bachelor**, is 5 days, with a weekly number of **25-30 hours** of direct contact.

In accordance with the requirements of the Framework Plan for Higher Education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015, for the specialty 313.1 Public administration, the duration of the Bachelor's degree studies (cycle I), *full time education* is 3 years and 180 ECTS credits respectively.

The year of study is divided into two semesters of 15 weeks each. The total number of study hours foreseen in the plan - 5400, of which: direct contact hours - 2700; the number of independent working hours - 2700, which is equivalent to 180 credits.

The duration of the Bachelor's degree studies (cycle I), *part-time education* is 4 years (one year more than in the case of the full-time education) and 180 ECTS credits respectively.

The academic year is divided into two semesters. One semester (except the last one) consists of 2 sessions:

- a teaching-learning session of 3 (initially, in the first year - 4) weeks of study, 6 days each, with a weekly number of up to 46 hours of direct contact and 1 week of evaluation, to be completed by one week of reexamination session.

- 3 weeks of winter vacation, 8 weeks of summer vacation and 1 week of spring vacation. Semester VIII includes the research and documentary investigation internship, research, experimentation, drafting, elaboration of the presentation, public defence of the Bachelor thesis.

The total number of study hours foreseen in the plan - 5400, of which: direct contact hours - 1368; the number of independent working hours - 4032, which is equivalent to 180 credits. For *part-time education*, the co-relation of hours is: direct contact - 20%, and independent work - 80%.

**B. Formative component** - represents the distribution of content units (course unit, course packages, modules).

The educational plan includes the set of course units / modules distributed over semesters / years of study. Depending on the compulsory degree and possibility of choice, course units / modules are classified as *mandatory; optional; free choice*.

Depending on the *function* in the initial professional training through general competences and specific competences, the course units / modules offered will be grouped into:

- a) **Fundamental** component (**code F**) - represents a basic component, developed and adapted to the fields of professional training, which aims to accumulate knowledge and train basic skills, integrated into competences, allowing the scientific approach of the given field as well as the understanding and the creation of new knowledge. Core course units / modules are offered on a mandatory basis, and the recommended share of course units in the educational plan is 20-30%, which represents 36-63 ECTS credits.
- b) The *component of training of general skills and competences (code G)* is aimed at training the skills to learn, research, analyze, expose, communicate effectively orally and in writing, including through information technologies, in the field of professional training and in various cultural contexts, the recommended share being 5-10%, which represents 9-18 ECTS credits.

The component of training of general skills and competences is **mandatory** and will include: a course of foreign language of international circulation with application in the field of professional training, offered starting with the first year of study; a course on information communication technologies; a separate course on *Ethics and Professional Culture*; a Physical Education course for students of the first / second year, which is not quantified with credits, but whose assessment with the "admitted" mark is a prerequisite for admission to the Bachelor's degree completion exam.

- c) The component of **socio-humanist orientation (code U)** aims at developing a broad horizon of legal, philosophical, political, sociological, psychological and economic

culture that would enable the future specialist to assume responsibilities in a free society and adapt operatively and efficiently to changes in society, being recommended as **optional** courses and includes 9-18 ECTS credits, which is 5-10%.

- d) The *specialty* component (**code S**) - ensures the individual element of the professional training and represents a package of **compulsory** and **optional** course units / modules that provide the distinctive element of the professional training, based on the logic of the structure of the field in accordance with the labor market trends, thus ensuring a higher degree of relevance of studies and employability of graduates, being reserved for monospecialties between 54 and 72 ECTS credits, which is 30-40%.

The **core of the training program** includes the course units / modules in the fundamental component (code F), training general skills and competences (code G) and socio-humanist (code U), which represent the basic formative structure *compulsory* to train the future specialist at **cycle I**.

Each student is to set up his / her **own educational path** of professional training, from among the course units proposed proposed in the educational plan, including from the optional and free choice packages, in order to obtain a university degree. The individual path of the professional training is reflected in the Diploma Supplement, which is issued compulsorily for each graduate from higher education.

Students' **internships** are one of the mandatory forms of training of highly qualified specialists, aiming at generating generic and specific competences in a field of professional training / specialization.

Types of internships, deadlines, stages, field / branch, place are set by the higher education institution (chairs / faculties / departments) in strict accordance with the learning outcomes and the expected competences for the field of study / specialty / programme and are set in the educational plans (academic calendar / schedule of the study process).

For the educational plans in the specialty 313.1 Public administration, full-time education and part-time education, the share of credits for the course units is the following:

1. For the component of *fundamental* courses (F) 58 ECTS credits are provided in the plan.
2. For the component of training of *general* skills and competences (G) 14 ECTS credits are provided in the plan.
3. For the component of *socio-humanistic orientation* (U) 12 ECTS credits are provided in the plan.
4. For the component of *orientation towards basic specialty* (S) 64 ECTS credits are provided in the plan.
5. Specialty internship I, Specialty internship II, Research internship - 26 ECTS credits.
6. Defence of the Bachelor thesis - 6 ECTS credits.

**Organization of the students' internships.** The objectives of the specialty internship are to familiarize the students with the peculiarities of the specialty, to acquire the initial professional skills. The specialty internship I is promoted in semester IV, lasting 3 weeks and is credited with 180 hours, 6 credits. The specialty internship II is promoted in semester V, lasting 6 weeks, and is credited with 360 hours, 12 credits.

The research internship aims at developing the necessary practical skills and applying the theoretical knowledge to independent professional activity and conducting research, documentation and collecting information for the realization of the bachelor thesis project. The student, in agreement with the Bachelor thesis supervisor and the mentor responsible for the internship, will operationalize the content of the internship according to the research topic.

The research internship is promoted in semester VI, lasting 8 hours weekly, and is credited with 240 hours, 8 credits

In the final evaluation, the internships are appreciated with grades by a committee created by the responsible department, taking into account the reference/review of the mentor within the internship unit about the trainee's activity, the quality of the public defence of the report, the results of the performance of the individual task, and the appreciation given by the internship supervisor. The grades obtained for the internship are included in the results of the respective examination session and are taken into account when calculating the average grade of the student's academic performance.

The assessment of the Bachelor internship is done by a committee on the defence of the bachelor internship, designated by the head of the responsible department, in two stages, depending on the activity of the student in the process of elaboration of the bachelor's thesis / project and the reference of the bachelor thesis supervisor.

**C. Accumulation component**, which reflects the way ECTS study credits are allocated.

*Quantification of course units / modules* in the educational plan is performed as whole numerical values - study credits - according to the full time learning required from the student.

At the same time, the total number of hours envisaged for the study of each course unit / module is indicated in the educational plan. The standard duration of study per course unit / module is one semester. Planning the intensity of the study of the course units during the semester is done by the educational institution, based on the interdisciplinary links, as well as the fact that at the first cycle the student's weekly workload can not exceed 25-30-36 *contact hours*.

The share of "*direct contact hours - individual study hours*" is determined depending on the field of professional training / master's degree programme, the learning outcomes, the specificity of the course unit / module: the degree of novelty and / or complexity and didactic-methodical assurance, being proposed by the department / chair, based on a methodology specific for each general field of study, approved by the faculty council that organizes the respective study programmes and the University Senate, then published on the web page of the higher education institution.

Credits are allocated on course units, internships, and bachelor thesis that are independently evaluated. A credit is allocated for 30 hours of study. Credits reflect the amount of work invested by the student in acquiring a course unit / module, in all aspects (lectures (courses), seminars, practical classes, laboratory work, individual studies, internships, project development, evaluation). Credits allocated to a course have values ranging from 2 to 6 credits of study. By granting credits, it is certified that for the result obtained during the evaluation the expected volume of work was achieved.



**D. Evaluation component**, which represents the modalities of the current and final assessment of the learning outcomes and competences obtained by the student at the course unit / module.

*The types and modalities for the evaluation of the learning outcomes are:*

*current evaluation:* test, essay, report, case study (individual or group), report on the internship, etc., being mandatory during the semester.

*final evaluation:* oral examination, written examination, combined examination, essay, presentation, portfolio, research thesis / project, being quantified with grades. "Accepted – rejected" marks can be used for mid-term evaluations within modules and for *Physical Education*.

*Bachelor's degree examination:* completion of the first cycle of studies – Bachelor's degree studies.

For the specialty 313.1 Public administration, the educational plan provides the following types and ways of evaluating the learning outcomes:

- the current evaluation (test, essay, report, case study, project, presentations, thesis etc.). For the current evaluation information technologies are used (MOODLE learning platforms, etc.)

- the final evaluation of course units / module (oral / written examination, combined examination, computer-aided evaluation (on-line learning platforms), etc.).

**The annual thesis** is part of a fundamental or specialized course unit in the educational plan in semesters III-IV. The annual thesis provides the training at students of the ability to document and critically analyze information, summarize the scientific articles, analyze and complete a bibliography on a topic. The topic of the annual theses offers the possibility for the student to continue the research in the elaboration of the Bachelor thesis.

The themes of the annual theses are distributed to the students at the beginning of the third semester, and the public defence of the theses is held in the second year, the third and fourth semesters. The annual theses are defended at least one week until the beginning of the examination session in front of a commission composed of two or more didactic staff, appointed by the head of the relevant department.

The studies are completed with the bachelor's examination which is limited to the **public defence of the bachelor thesis**. The graduates who have fully complied with the provisions of the educational plan and have successfully presented the bachelor thesis in front of the commission appointed by the head of the responsible department are admitted to the defence of the bachelor thesis.

The bachelor thesis is an essential part of the student's activity assessment. It tests the skills to conceive and conduct independent research, under the tutelage of the supervisor, and to draft the research paper according to the rules of the scientific community. The purpose of the bachelor thesis is to systematize and deepen students' theoretical knowledge and practical skills as well as to develop the competence to solve methodological and research problems in accordance with the subject of the bachelor thesis and with the tasks given to the student by the scientific supervisor.

The topics of the bachelor theses are elaborated by the responsible department and are disseminated to the students during the fourth semester of studies. The topics of the bachelor thesis and the scientific supervisors are approved at the meeting of the Council of the Faculty of Law and Social Sciences.

The bachelor thesis is accompanied by the opinion of the scientific supervisor.

The public defence of the bachelor thesis takes place in front of the Bachelor Commission.

**The current EDUCATIONAL PLAN FOR THE STUDY PROGRAMME "PUBLIC ADMINISTRATION"**

<b>Qualification level</b>	Level 6 ISCED
<b>General field of study</b>	31 Political Science
<b>Field of professional training</b>	313 Public administration
<b>Specialty</b>	313.1 Public administration
<b>Total number of study credits</b>	180
<b>Title obtained at the end of the studies</b>	Bachelor in Political Science
<b>Admission basis</b>	Baccalaureate diploma or an equivalent study document; higher education diploma
<b>Language of instruction</b>	Romanian
<b>Form of organization of education</b>	Full-time education

**ACADEMIC CALENDAR**

Study year	Didactic activities		Examination session		Internships	Vacantions		
	sem. I	sem. II	winter	summer		winter	spring	summer
I	01.09.2016- 17.12.2016	06.02.2017- 27.05.2017	19.12.2016- 24.12.2016 09.01.2017- 28.01.2017	29.05.2017- 24.06.2017	-	25.12.2016- 08.01.2017 30.01.2017- 04.02.2017	17.04.2017- 24.04.2017	25.06.17- 31.08.17
II	01.09.2017- 16.12.2017	05.02.2018- 26.05.2018	18.12.2017- 23.12.2017 09.01.2018- 27.01.2018	28.05.2018- 23.06.2018	30.04.2018- 26.05.2018	25.12.2017- 08.01.2018; 29.01.2018- 04.02.2018	17.04.2018- 24.04.2018	25.06.18- 31.08.18
III	03.09.2018- 15.12.2018	04.02.2019- 25.05.2019	17.12.2018- 24.12.2018 09.01.2019- 26.01.2019	27.05.2019- 22.06.2019	05.11.2018- 14.12.2018 04.02.2019- 11.05.2019	25.12.2018- 08.01.2019 28.01.2019- 02.02.2019	29.04.2019- 06.05.2019	

## Distribution of course units / modules in educational plans by years of study

### Year 1, semester 1 (15 weeks of study)

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Stuidiu individual	Course	Seminar	Laboratory		
F.01.O.001	General theory of law	180	90	90	44	46	-	E	6
F.01.O.002	Constitutional law and political institutions	180	90	90	44	46	-	E	6
F.01.O.003	Module: 1.Theory of public administration	180	60	60	30	30	-	E	6
	2. History of public administration		30	30	16	14	-		
F.02.O.004	International public law	120	60	60	30	30	-	E	4
F.01.O.005	Politology	120	60	60	30	30	-	E	4
G.01.O.006	English / French / German I	120	60	60	-	-	60	E	4
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>194</b>	<b>196</b>	<b>60</b>	<b>6</b>	<b>30</b>
					<b>450</b>				
G.01.O.007	Physical education I	60	30	30	-	30	-	C	

**Year I, semester 2 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Studiu individual	Course	Seminar	Laboratory		
F.02.O.008	Administrative law I	180	90	90	44	46	-	E	6
F.02.O.009	Civil law	150	75	75	45	30	-	E	5
F.02.O.010	Criminal law	120	60	60	30	30	-	E	4
F.03.O.011	Institutional law of the European Union	90	45	45	30	15	-	E	3
U.02.A.012 / U.02.A.013	European construction / European civilization	120	60	60	30	30	-	E	4
G.02.O.014	Information and communication technologies	120	60	60	14	-	46	E	4
G.02.O.015	English / French / German II	120	60	60	-	-	60	E	4
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>193</b>	<b>151</b>	<b>106</b>	<b>7</b>	<b>30</b>
					<b>450</b>				
G.02.O.016	Physical education II	60	30	30	-	30	-	C	

**Year II, semester 3 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Stuidiu individual	Course	Seminar	Laboratory		
F.03.O.017	Administrative law II	180	90	90	44	46	-	E	6
F.03.O.018	Financial and fiscal law	120	60	60	30	30	-	E	4
F.03.O.019	Family law and civil status	120	60	60	30	30	-	E	4
S.03.O.120	Information law	120	60	60	30	30	-	E	4
S.04.O.121	Contravention law	120	60	60	30	30	-	E	4
S.03.A.122 / S.03.A.123	Labor Law / Labor Law of the European Union	120	60	60	30	30	-	E	4
U.01.A.024 / U.01.A.025	Philosophy. Philosophical issues of the domain / Philosophy and history of science	120	60	60	30	30	-	E	4
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>224</b>	<b>226</b>	<b>-</b>	<b>7</b>	<b>30</b>
					<b>450</b>				

**Year II, semester 4 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Studiu individual	Course	Seminar	Laboratory		
S.04.O.126	Control of the administrative act	150	75	75	45	30	-	E	5
S.04.O.127	Civil procedural law	180	90	90	44	46	-	E	6
S.03.A.128 / S.03.A.129	Social protection law / Social protection law of the European Union	120	60	60	30	30	-	E	4
S.04.O.130	Administrative contracts	90	45	45	30	15	-	E	3
U.04.A.031 / U.04.A.032	Principles of market economy / Project management	120	60	60	30	30	-	E	4
G.04.O.033	Ethics and professional deontology	60	30	30	16	14	-	E	2
	Specialty internship I	180	90	90	-	-	-	E	6
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>195</b>	<b>165</b>	<b>-</b>	<b>7</b>	<b>30</b>
					<b>360</b>				

\* The annual thesis is part of a fundamental or specialty course unit in the 3rd-4th semesters.

**Year III, semester 5 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Studiu individual	Course	Seminar	Laboratory		
S.05.O.134	Legal liability of the civil servant	90	45	45	30	15	-	E	3
S.05.A.135 / S.05.A.136	Public service management / Human resources management in public administration	120	60	60	30	30	-	E	4
S.05.A.137 / S.05.A.138	E-government / E-service in Public Administration	120	60	60	30	30	-	E	4
S.05.A.139 / S.05.A.140	Land law and real estate advertising / Urbanism and landscaping	120	60	60	30	30	-	E	4
S.05.A.141 / S.05.A.142	Environmental law / Customs law	90	45	45	30	15	-	E	3
	Specialty internship II	360	180	180	-	-	-	E	12
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>150</b>	<b>120</b>	<b>-</b>	<b>6</b>	<b>30</b>
					<b>270</b>				

**Year III, semester 6 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Studiu individual	Course	Seminar	Laboratory		
S.06.O.143	Public procurement management	120	60	60	30	30	-	E	4
S.06.O.144	Central public administration	90	45	45	30	15	-	E	3
S.06.O.145	Local public administration	90	45	45	30	15	-	E	3
S.06.O.146	Legal regulation of entrepreneurial activity	90	45	45	30	15	-	E	3
S.06.A.147 / S.06.A.148	Office supplies, correspondence and secretarial techniques/ Techniques for drawing up administrative documents	90	45	45	30	15	-	E	3
	Research internship	240	120	120	-	-	-	E	14
	Bachelor thesis	180	90	90	-	-	-	E	
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>150</b>	<b>90</b>	<b>-</b>	<b>7</b>	<b>30</b>
					<b>240</b>				



### Internships

Nr.	Internships	Sem.	Duration nr. weeks/ hours	Period	Number of credits
1.	Specialty internship I	4	3/180	30.04.2018-26.05.2018	6
2.	Specialty internship II	5	6/360	05.11.2018-14.12.2018	12
	<b>Total</b>				<b>18</b>

### Bachelor's degree thesis

Nr.	Name of activity	Sem.	Duration nr. weeks/ hours	Period	Number of credits	
1.	Elaboration and defence of the bachelor thesis: documentation, investigation, research, experimentation, drafting, presentation, public defence	Research internship	VI	13/240	04.02.2019-11.05.2019 (8 ore/săpt.)	14
		Defence of the Bachelor's degree thesis	VI	3/180	27.05.2019-22.06.2019	

### Initial curriculum minimum for another domain in Cycle II - Master's Degree (at free choice)

Nr. crt.	Name of the course unit /module	Year	Semester	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
				Total	Direct contact	Individual study	Course	Seminar	Laboratory		
1.	General theory of law	I	I	180	90	90	44	46	-	E	6
2.	Constitutional law and political institutions	I	I	180	90	90	44	46	-	E	6
3.	Module: 1. Theory of public administration	I	I	180	60	60	30	30	-	E	6
	2. History of public administration				30	30	16	14	-		

4.	Administrative law I	I	II	180	90	90	44	46	-	E	6
5.	Administrative law II	II	III	180	90	90	44	46	-	E	6
<b>Total</b>				<b>900</b>	<b>450</b>	<b>450</b>	<b>222</b>	<b>228</b>	<b>-</b>	<b>5</b>	<b>30</b>
							<b>450</b>				

### Course units at free choice

Nr. crt.	Name of course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
1.	The bases of information culture	30	10	20	-	10	-	C	
2.	Communication culture	60	30	30	-	-	30	C	2
3.	Work safety. Civil protection	30	15	15	15	-	-	C	-
4.	Modern governance and European integration	90	45	45	30	15	-	E	3
5.	Administrative regionalization	90	45	45	30	15		E	3
6.	Legal protection of human rights	90	45	45	30	15	-	E	3
7.	Poll theory in public administration	90	45	45	30	15		E	3
9.	Management psychology	90	45	45	30	15	-	E	3
10.	Management sociology	90	45	45	30	15	-	E	3

### The psycho-pedagogic module (at free choice)

Nr. crt.	Name of course unitbb/ module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
1.	Pedagogy	120	60	60	30	30	-	E	4
2.	Psychology	120	60	60	30	30	-	E	4
3.	Age psychology. Stress in the educational environment	150	75	75	45	30	--	E	5
4.	Tutorship. Inclusive education	150	75	75	45	30	--	E	5
5.	Didactics of administrative sciences	180	90	90	46	44	-	E	6
6.	Educational management	120	60	60	30	30	-	E	4
7.	Pedagogical ethics	60	30	30	16	14	-	E	2
8.	The practice of initiation in pedagogy *	30	15	15	-	-	15	-	1
9.	The practice of initiation in psychology **	30	15	15	-	-	15	-	1
10.	Pedagogical internship	480	240	240	-	-	-	E	16
11.	Specialty internship I	120	60	60	-	-	-	E	4
12.	Specialty internship II	240	120	120	-	-	-	E	8
<b>Total</b>		<b>1800</b>	<b>900</b>	<b>900</b>	<b>242</b>	<b>208</b>	<b>30</b>	<b>10</b>	<b>60</b>

\* is evaluated within the Pedagogy course unit

\*\* is evaluated in the Psychology course unit

## Description of the learning outcomes and competences

### Professional competences:

**PC1.** Operating with the notions, concepts, theories and basic methods of the science of administration in the professional activity.

**PC2.** Interpretation of the fundamental principles of organization and functioning of administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions.

**PC3.** Identify, analyze and solve problems in the field of public administration in accordance with the legal provisions, in a cooperative, flexible and efficient way.

**PC4.** Drafting, reviewing and adopting decisions on administrative work.

**PC5.** Strategic planning of current professional and staff work, with the goal of institutional development in medium and perspective terms.

**PC6.** The use of modern technologies, the various forms and methods of control of the evaluation of the administrative activity and the formulation of proposals for its efficiency.

### Transversal competences:

**TC1.** Rigorous, efficient, responsible and timely execution of professional tasks, in a spirit of initiative and in accordance with ethical principles and professional deontology.

**TC2.** Applying group networking techniques, learning and exercising specific roles in teamwork, by developing interpersonal communication skills, and taking responsibility for decision-making.

**TC3.** Self-evaluation of the need for professional training and identification of resources and modalities of personal and professional development, in order to integrate and adapt to the requirements of the labor market.

### Matrix of correlations between professional and transversal competences and course units included in the educational plan

Code	Course unit	Sem.	Nr. of credits	Professional competences						Transversal competences		
				PC1	PC2	PC3	PC4	PC5	PC6	TC1	TC2	TC3
F.01.O.001	General theory of law	I	6	+	+	+				+		
F.01.O.002	Constitutional law and political institutions	I	6	+	+	+	+			+	+	
F.01.O.003	Modulw: 1.	I	6	+	+	+	+	+	+		+	

	Theory of public administration 2. History of public administration			+	+	+			+			+
F.02.O.004	International public law	I	4	+	+	+		+		+	+	
F.01.O.005	Politology	I	4	+	+	+	+				+	
G.01.O.006	English / French / German I	I	4						+	+	+	+
F.02.O.008	Administrative law I	II	6	+	+	+	+	+		+		
F.02.O.009	Civil law	II	5	+	+	+					+	+
F.02.O.010	Criminal law	II	4	+	+	+			+	+	+	
F.02.O.011	Institutional law of the European Union	II	3	+	+	+		+		+	+	
U.02.A.012 / U.02.A.013	European construction / European civilization	II	4	+	+					+	+	
G.02.O.014	Information and communication technologies	II	4						+	+	+	+
G.02.O.015	English / French / German II	II	4						+	+	+	+
F.03.O.017	Administrative law II	III	6	+	+	+	+	+	+			+
F.03.O.018	Financial and fiscal law	III	4	+	+	+		+	+	+		
F.03.O.019	Family law and civil status	III	4	+	+	+					+	+
S.02.O.120	Information	III	4			+	+	+	+		+	+

	law												
S.03.O.121	Contraventional law	III	4	+	+	+	+			+			
S.03.A.122 / S.03.A.123	Labor law / Labor law of the European Union	III	4	+	+	+	+	+		+			+
U.01.A.024 / U.01.A.025	Philosophy. Philosophical issues of the domain / Philosophy and history of science	III	4	+						+	+	+	+
S.04.O.126	Control of the administrative act	IV	5			+	+	+	+	+	+		
S.04.O.127	Civil procedural law	IV	6	+	+	+	+			+			
S.04.A.128 / S.04.A.129	Social protection law / Social protection law of the European Union	IV	4	+	+	+	+	+		+			+
S.05.A.130	Administrative contracts	IV	3		+					+		+	+
U.04.A.031 / U.04.A.032	Principles of market economy / Project management	IV	4	+						+	+	+	+
G.04.O.033	Ethics and professional deontology	IV	2					+		+			+
S.05.O.134	Legal liability of the civil servant	V	4			+	+	+	+	+			+
S.05.A.135 /	Public service	V	4			+		+	+	+	+	+	+



## **EXPLANATORY NOTE**

### **1. Overview**

The educational plan of the specialty *Public administration* is the document that includes a system of professional training and scientific research activities of specialists in the field of public administration. The title obtained at the end of the first cycle, undergraduate studies is *Bachelor in political science*.

The educational plan comprises:

- I. the educational plan itself;
- II. the explanatory note to the educational plan.

The educational plan has been developed in accordance with the provisions of the:

1. Education Code of the Republic of Moldova, no. 152 of July 17, 2014;
2. Law on the Approval of the Nomenclature of Professional Training Areas and of Specializations for the Training of the Staff in Higher Education Institutions, Cycle I, no. 142-XVI of July 7, 2005;
3. Law on the approval of the Unique Classifier of Civil Servants Positions, no.155 of 21.07.2011;
4. Framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015;
5. Regulation for the organization of studies in higher education based on the National Credit Transfer System, approved by Order of the Ministry of Education no. 1046 of October 29, 2015.
6. The National Qualifications Framework of the Republic of Moldova and the National Qualifications Framework for Higher Education by Professional Training Areas, approved by Order of the Ministry of Education no. 934 of 29 December 2010.

### **2. Concept of specialist's training**

#### *a. Purpose and features*

The aim of the programme is to train qualified specialists in the field of professional training 313 Public administration, specialty 313.1 Public administration, competent to solve specialized problems at national and European level, providing them with the knowledge and skills necessary for undertaking a career in the public administration.

The distinctive features of the programme are to ensure high-quality professional training for all who want to build a career in central and local government structures, as well as in specialized departments within public companies. Professional training is focused on the acquisition of: the scientific and normative foundations of the theory of constitution; the general principles of the political system and the various management mechanisms; developing skills and training practical skills in public administration.



*b. Employability*

Graduates of the first cycle, undergraduate studies (Bachelor's degree studies), specialty Public Administration, can then act as civil servants in performing the following positions; specialist in organizing administrative activity; specialist in human resources; public relations specialist; specialist in organizing and delivering public services; specialist in administrative documentation; project manager in public administration; counselor in public administration; administrative officer; expert in public administration.

*c. Further training*

Initial training at the first cycle, undergraduate studies (Bachelor's degree studies), is a prerequisite for further studies in the second cycle, Master's degree studies, in the field of *31 Political Science* or *38 Law*.

### **3. Expected learning outcomes**

*a. Training outcomes:*

- to train civil servants able to master the specialized issues at national and European level, providing them with the knowledge and skills necessary to start a career in the given profession;
- to train specialists in the field of public administration in order to ensure the local public management;
- to train civil servants in the spirit of managerial effectiveness;
- to develop team spirit in the context of administrative decision making;
- to train public managers with leadership skills and knowledge;
- to develop capacities to investigate administrative acts and procedures;
- to develop capacities for capitalizing the specific language of public administration;
- to train skills to understand the realities of the administrative environment;
- to train analytical and synthesis capacities of socioeconomic processes and phenomena by developing and implementing managerial strategies;
- to develop communication, motivation and involvement skills for future specialists in public administration;
- to cultivate capacities on decision-making and change management in public administration;
- to strengthen the capacity to take risks and professional responsibilities;
- to develop capacities to initiate strategies for the development and diversification of activities of central and local public administration;
- to provide a body of civil servants trained in the field of human resources management;
- to cultivate collaborative skills with specialists from other fields and to act in the context of change management.

b. *The outcomes of the study programme expressed through professional competencies and transversal competencies:*

<b>Professional competences</b>	<b>PC1</b>	<b>PC2</b>	<b>PC3</b>	<b>PC4</b>	<b>PC5</b>	<b>PC6</b>
<b>Level descriptors of the structural elements of professional competences</b>	Operating with the notions, concepts, theories and basic methods of the science of administration in the professional activity.	Interpretation of the fundamental principles of organization and functioning of administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions	Identifying, analyzing and solving problems in the field of public administration in accordance with the legal provisions, in a cooperative, flexible and efficient way	Drafting, reviewing and adopting decisions on administrative work.	Strategic planning of current professional and staff work, with a view to institutional developing on medium and perspective term.	The use of modern technologies, the various forms and methods of control of the evaluation of the administrative activity and the formulation of proposals for its efficiency.
<b>KNOWLEDGE</b>						
<b>1. Knowledge, understanding of the concepts, theories and basic methods of the domain and of the specialization area; their proper use in professional communication</b>	<b>PC1.1</b> Knowledge, understanding and use of notions, concepts, theories of public administration	<b>PC2.1</b> Explaining and perceiving the fundamental principles of organization and functioning of administrative structures	<b>PC3.1</b> Identifying, understanding and efficient use of public administration methods for the purpose of legally enforcing the state of affairs	<b>PC4.1</b> Knowing the requirements of developing administrative decision drafts for various factual situations	<b>PC5.1</b> Distinguishing the fundamental strategies of planning current professional and staff activities in the field of public administration	<b>PC6.1</b> Perceiving the necessity of applying modern technologies in the activity of public administration
<b>2. Using basic knowledge to explain and interpret various types of concepts, situations, processes, drafts, etc. associated with the domain</b>	<b>PC1.2</b> Using the knowledge acquired in the core disciplines to explain and interpret concepts and processes in public administration	<b>PC2.2</b> Interpretation of various administrative models in order to solve typical problems in the field of public administration	<b>PC3.2</b> Legal analysis and assignment of situation solving and modeling of processes in the sphere of public administration	<b>PC4.2</b> Using the criteria and requirements for the development of draft administrative decisions for various factual situations	<b>PC5.2</b> Knowledge of the core strategies of planning of mid-term professional and staff activity in public administration	<b>PC6.2</b> Identifying the forms and methods of control of the administrative activity evaluation

<b>ABILITIES</b>						
<b>3. Applying basic principles and methods for solving well-defined problems / situations, typical of the field under qualified assistance</b>	<b>PC1.3</b> Applying the basic methods for solving the actual situations in the professional training process	<b>PC2.3</b> Reporting the fundamental principles for solving the concrete situations relevant to the public administration	<b>PC3.3</b> Applying the legal norms to identify solutions for modeled actual situations in the field of public administration	<b>PC4.3</b> Implementation of the methodological principles of decision making in the administrative field under conditions of qualified assistance	<b>PC5.3</b> Applying the principles and methods for identifying strategies for planning professional and staffing activities in public administration	<b>PC6.3</b> Applying different mechanisms and forms of administrative control related to the professional field
<b>4. Appropriate use of criteria and standard evaluation methods to assess the quality of processes, programs, drafts, concepts, methods and theories</b>	<b>PC1.4</b> Appropriate use of standard criteria and methods of evaluation, applied in the core disciplines, for the recognition and estimation of problems in the field of public administration	<b>PC2.4</b> Appropriate application of fundamental principles for the quantitative and qualitative assessment of public administration processes	<b>PC3.4</b> Use of standard evaluation criteria and methods to assess the effectiveness of solutions for modeled actual situations in administration	<b>PC4.4</b> Analysis of draft administrative decisions to assess their legality	<b>PC5.4</b> Use of various criteria and standard evaluation methods to estimate the need for planning of professional and staff activities	<b>PC6.4</b> Appropriate use of modern technologies in public administration to assess the effectiveness of governance
<b>5. Developing professional projects with the use of established principles and methods in the field</b>	<b>PC1.5</b> Drawing up projects in the field of public administration using the principles and methods established by the fundamental disciplines	<b>PC2.5</b> The drafting of specific public administration projects using the principles and methods established by the specialized disciplines	<b>PC3.5</b> Drafting proposals for changing and amending legislation in the field of public administration	<b>PC4.5</b> Elaboration of draft administrative decisions for concrete situations and anticipation of the expected effects	<b>PC5.5</b> Developing an institutional managerial plan	<b>PC6.5</b> Elaboration of public administration e-transformation projects
<b>Minimum performance standards for competence assessment :</b>	Defining notions, interpreting concepts and theories, and applying them	Solving of cases of medium complexity requiring modeling and	Legal framing of modeled situations specific to public administration	Drafting decisional projects in the field of public administration	Designing a strategic management plan in the field of public administration	Knowledge of standard requirements for modern communication technologies in

	in typical public administration situations.	simulation of processes and phenomena specific to public administration				public administration
<b>Level descriptors of transversal competences</b>	<b>Transversal competences</b>			<b>Minimum performance standards for competence assessment</b>		
<b>6. Responsible carrying out of professional tasks under restricted autonomy and qualified assistance</b>	<b>TC1</b> Rigorous, efficient, responsible and timely execution of professional tasks in a spirit of initiative and in accordance with ethical principles and professional ethics.			Developing and defending, within the course units, of the planned projects, the year theses, the bachelor thesis according to the methodical rigors		
<b>7. Familiarizing with the roles and activities specific to teamwork and the distribution of tasks for the subordinate levels</b>	<b>TC2</b> Applying group networking techniques, learning and exercising specific roles in teamwork, developing interpersonal communication skills, and taking responsibility for decision-making.			Performing of medium complexity group projects / tasks, focusing on current and relevant training issues, requiring interdisciplinary approach and enabling to develop team spirit, planning of group activity, distribution of roles in a team, diversity in cooperation, high level of study		
<b>8. Awareness of the need for continuous training; the efficient use of learning resources and techniques for personal and professional development</b>	<b>TC3</b> Self-evaluation of the need for professional training and identification of resources and modalities of personal and professional development, in order to integrate and adapt to the requirements of the labor market.			Identifying the need for continuous personal and professional development in accordance with the needs of the labor market and the use of various learning resources and techniques in this respect.		

#### 4. The period of studies and the structure of the years of study

In accordance with the requirements of the Framework Plan for Higher Education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015, the duration of the Bachelor's degree studies (cycle I), full time education is 3 years and 180 ECTS credits respectively.

The year of study is divided into two semesters of 15 weeks each. The total number of study hours foreseen in the plan - 5400, of which: direct contact hours - 2700; the number of independent working hours - 2700, which is equivalent to 180 credits.

The share of credits of the course units in the educational plan is the following:

1. For the component of *fundamental* courses (*F*) 58 *ECTS credits* are provided in the plan.
2. For the component of training of *general* skills and competences (*G*) 14 *ECTS credits* are provided in the plan.
3. For the component of *socio-humanistic orientation* (*U*) 12 *ECTS credits* are provided in the plan.
4. For the component of *orientation towards basic specialty* (*S*) 64 *ECTS credits* are provided in the plan.
5. Specialty internship I, Specialty internship II, Research internship - 26 *ECTS credits*.
6. Defence of the Bachelor thesis - 6 *ECTS credits*.

### **5. The annual thesis**

The annual thesis is part of a fundamental or specialized course unit in the educational plan in semesters III-IV. The annual thesis provides the training at students of the ability to document and critically analyze information, summarize the scientific articles, analyze and complete a bibliography on a topic. The topic of the annual theses offers the possibility for the student to continue the research in the elaboration of the Bachelor thesis.

The themes of the annual theses are distributed to the students at the beginning of the third semester, and the public defence of the theses is held in the second year, the third and fourth semesters. The annual theses are defended at least one week until the beginning of the examination session in front of a commission composed of two or more didactic staff, appointed by the head of the relevant department.

### **6. Organization of the students' internships.**

The objectives of the specialty internship are to familiarize the students with the peculiarities of the specialty, to acquire the initial professional skills. The specialty internship I is promoted in semester IV, lasting 3 weeks and is credited with 180 hours, 6 credits. The specialty internship II is promoted in semester V, lasting 6 weeks, and is credited with 360 hours, 12 credits.

The research internship aims at developing the necessary practical skills and applying the theoretical knowledge to independent professional activity and conducting research, documentation and collecting information for the realization of the bachelor thesis project. The student, in agreement with the Bachelor thesis supervisor and the mentor responsible for the internship, will operationalize the content of the internship according to the research topic.

The research internship is promoted in semester VI, lasting 8 hours weekly, and is credited with 240 hours, 8 credits

In the final evaluation, the internships are appreciated with grades by a committee created by the responsible department, taking into account the reference/review of the mentor within the internship unit about the trainee's activity, the quality of the public defence of the report, the results

of the performance of the individual task, and the appreciation given by the internship supervisor. The grades obtained for the internship are included in the results of the respective examination session and are taken into account when calculating the average grade of the student's academic performance.

The assessment of the Bachelor internship is done by a committee on the defence of the bachelor internship, designated by the head of the responsible department, in two stages, depending on the activity of the student in the process of elaboration of the bachelor's thesis / project and the reference of the bachelor thesis supervisor.

## **7. Student evaluation**

The educational plan provides the following types and ways of evaluating the learning outcomes:

- the current evaluation (test, essay, report, case study, project, presentations, thesis etc.). For the current evaluation information technologies are used (MOODLE learning platforms, etc.)
- the final evaluation of course units / module (oral / written examination, combined examination, computer-aided evaluation (on-line learning platforms), etc.).

## **8. Bachelor thesis**

The studies are completed with the bachelor's examination which is limited to the public defence of the bachelor thesis. The graduates who have fully complied with the provisions of the educational plan and have successfully presented the bachelor thesis in front of the commission appointed by the head of the responsible department are admitted to the defence of the bachelor thesis.

The bachelor thesis is an essential part of the student's activity assessment. It tests the skills to conceive and conduct independent research, under the tutelage of the supervisor, and to draft the research paper according to the rules of the scientific community. The purpose of the bachelor thesis is to systematize and deepen students' theoretical knowledge and practical skills as well as to develop the competence to solve methodological and research problems in accordance with the subject of the bachelor thesis and with the tasks given to the student by the scientific supervisor.

The topics of the bachelor theses are elaborated by the responsible department and are disseminated to the students during the fourth semester of studies. The topics of the bachelor thesis and the scientific supervisors are approved at the meeting of the Council of the Faculty of Law and Social Sciences.

The bachelor thesis is accompanied by the opinion of the scientific supervisor.

The public defence of the bachelor thesis takes place in front of the Bachelor Commission.

## **9. Credits**

Credits are allocated on course units, internships, and bachelor thesis that are independently evaluated. A credit is allocated for 30 hours of study. Credits reflect the amount of work invested by the student in acquiring a course unit / module, in all aspects (lectures (courses), seminars, practical classes, laboratory work, individual studies, internships, project development, evaluation).

Credits allocated to a course have values ranging from 2 to 6 credits of study. By granting credits, it is certified that for the result obtained during the evaluation the expected volume of work was achieved.

### **10. Specialty**

The plan provides training for a mono-specialty 313.1 Public administration.

### **11. Updating the educational plan**

The educational plan for the specialty 313.1 Public Administration is reviewed and, as necessary, updated. Every year, in May, questioning programme students and graduates is organized to determine the strengths and weaknesses of the programme. The responsible for the programme monitors the administration of the questionnaires.

For this purpose, questionnaires are developed for students of the first cycle, Bachelor, who can express their opinion after hearing the courses. Questioning is done under anonymous conditions.

In order to improve the educational plan, cooperation agreements are concluded with faculties / universities in the country and abroad, with public administration authorities and specialized public organizations. Within these partnerships, emphasis is put on the efficiency, standardization and adaptation of the educational plan to the current needs of reforming the public authorities system in the Republic of Moldova.

Following the analysis of the questionnaires and as a result of the proposals submitted by the academic environment of other universities and officials from the administrative system, as well as those submitted by the teachers involved in this study programme, the educational plan is updated, by introducing optional courses / new modules, the number of ECTS credits at disciplines being reviewed and their breakdown by semesters being performed.

Modification of the educational plan is made by the responsible department and approved by the faculty council. Revision / updating of the educational plans is validated by the USARB Senate and submitted to the Ministry of Education every 5 years for coordination.

The educational plan was approved at the meeting of the Department of Law, minutes no.10 of 03.05.2016, and the meeting of the Council of the Faculty of Law and Social Sciences, minutes no.9 of 05.05.2016.

## **3.9 PEDAGOGICAL TRAINING LEVEL**

The continuous education of adults in the Republic of Moldova is regulated by the following normative acts:

- ✓ The Constitution of the Republic of Moldova, adopted on 29.07.1994, Article 35 - The right to education (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=363979>)
- ✓ Education Code of the Republic of Moldova Nr. 152 of 17.07.2014, Title VII - Lifelong learning (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355156>)

- ✓ Decision of the Government of the Republic of Moldova Nr. 1224 of 09.11.2004 on the organization of continuous professional training (<http://lex.justice.md/md/298278/>)
- ✓ Decision of the Government of the Republic of Moldova Nr. 191 of 22.04.2015 on the National Agency for Quality Assurance in Professional Education (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=358167>)
- ✓ Decision of the Government of the Republic of Moldova Nr. 616 of 18.05.2016 for the approval of the Methodology for external quality evaluation for provisional authorization and accreditation of study programmes and of vocational educationa and training, higher and continuous education institutions, and the Regulation for calculating the fees for services rendered in the external quality evaluation of study programmes and vocational educationa and training, higher and continuous education institutions. (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=364908>)

In order to offer prospective graduates of non-pedagogical higher education programmes, who have not completed the psycho-pedagogical module and are seeking to fill teaching positions, higher education institutions may plan in *extracurricular* regime (outside basic hours) a psycho-pedagogical training module in a volume of **60 transferable study credits**, including *30 credits for theoretical training* and *30 credits for a compulsory internship*.

The theoretical training within the psycho-pedagogical module will include the following course units: *the pedagogical module*, *the psychological module* and *the didactics of the discipline*.

If the higher education institution does not have the academic subdivision responsible for the organization of the psycho-pedagogic module, students will be offered, upon request, this module at another institution, based on inter-university agreements.

The Continuing Professional Training Center (CFPC) operates within the USARB. CFPC is a specialized subdivision for continuous professional training of the USARB, being integrated into the structure of the continuous professional training system of the Republic of Moldova.

The Continuing Professional Training Center organizes and performs at the level of the northern region of RM and at republican level activities for requalification of pre-university teachers, based on the professional training plan approved annually by the Ministry of Education of the Republic of Moldova.

The Continuing Professional Training Center contributes to:

- updating and developing, through periodic training / retraining programmes, the competencies in the domain (s) corresponding to the didactical functions obtained through the initial training;
- development of competences for the evolution in the didactic career through the system of training and obtaining the didactical degrees;
- acquiring or developing leadership, guidance, control, evaluation competences in the structures and institutions of the education system;
- acquiring new skills through retraining / re-qualification programmes for new specialties or / and new teaching functions other than those obtained through initial training;
- the acquisition of complementary or extension competences that broaden the range of activities and functions that can be provided by the teaching staff, i.e. teaching in the e-learning system, educational counseling and career orientation, adult education, etc. ;



- developing and expanding transversal competences on social roles and personal and professional development, interaction and communication with the social and pedagogical environment, assuming responsibilities for organizing, leading and improving the strategic performance of professional groups, self-control and reflexive analysis of own activities etc.

For the purpose of continuous training of USARB's teaching staff in the field of ICT, a Resource Center has been created by USARB's Rector Order (No. 05-350 of 12.07.2012) that has the following tasks:

- operatively informs teaching staff about Web applications, new information technologies, their teaching potential;
- provides consultancy services to teaching staff on the use of ICT in the training process;
- examines the courses developed for the MOODLE learning platform;
- conducts training sessions on ICT use at the request of the university subdivisions;
- organizes seminars, conferences in the field of ICT use, prepares teaching materials, guidelines for their use by the teaching staff;

The *Moodle* application is used as an online learning platform within the USARB. This application is also used as a computerized evaluation tool. The functionality provided by this application meets the requirements of a computerized quality assessment tool.

## 4 CROSS-CASE ANALYSIS

### 4.1 INTRODUCTION

In this chapter we will try to make a comparative analysis between the Moldovan higher education system and the education systems in the European states: Denmark and Great Britain, highlighting both the similarities between them and the main differences, thus trying to highlight both the weaknesses and strengths, at the same time we will make some recommendations for improvement, where appropriate, in the opinion of the project team. Proposals will essentially focus on the use of active teaching and student-centered methods.

### 4.2 CROSS-CASE ANALYSIS: CRITERIA, PROPERTIES AND INDICATORS

**Table 6. Cross-case analysis**

Criteria, properties, indicators	USARB	AAU	UoG
<b>L1 System level</b>			
<i>Accreditation of study programmes</i>	<p>The external evaluation of the educational process in higher education shall be performed by the National Agency for Quality Assurance in Professional Education (ANACIP). The National Agency for Quality Assurance in Professional Education is an administrative authority of national interest, with legal personality, autonomous to the Government, independent in its decisions and organization, and funded from the state budget and own revenues.</p> <p>The internal evaluation of the educational process in higher education shall be performed by the institutional structures for</p>	<p>The existence of the National Qualifications Framework (NQF);</p> <p>The legislative act regulating the accreditation of higher education was adopted in 2013.</p> <p><b>Accreditation of higher education:</b></p> <ul style="list-style-type: none"> <li>• Institutional accreditation is aimed at strengthening the efforts made to develop inclusive higher education institutions through the opening of new study programmes, which is an essential element of competitiveness and relevance.</li> </ul>	<p>Higher education in the UK is divided into two stages. In the first stage (Undergraduate), students generally study for three years and obtain a bachelor's degree. The second stage consists of master's degree and doctoral studies. Master studies usually last one year, and doctoral studies - three years.</p> <p>Monitoring in the field of standards and quality in higher education in the UK is carried out by an independent body - the Quality Assurance Agency in Higher Education (QAA).</p>

	<p>quality assurance, based on the institutional regulation.</p> <p>The higher education institutions shall be subject to external quality evaluation once in five years, in line with the methodology and criteria developed by the National Agency for Quality Assurance in Professional Education.</p>	<ul style="list-style-type: none"> <li>• Programme accreditation differs as it relates to existing programmes or to initiating new programmes.</li> <li>• Accreditation of existing programmes may take place either in the case of refusal of institutional accreditation or in the case of provisional accreditation.</li> </ul>	
<b>L2. University management level</b>			
<i>Governance, Management and Organization Structures of the University</i>	<p>The system of governing bodies consists of the Senate, the Council for Institutional Strategic Development, the Scientific Council, the faculty council, the Council of Administration, and the Rector.</p>	<ul style="list-style-type: none"> <li>• According to the Danish (Consolidation) Act of Universities, the Council is the governing body of the university.</li> <li>• Academic activity management is managed by the Academic Council at the university level;</li> </ul>	<p>The governing body of the university is the University Council, which is responsible for the educational activity and the mission of the university, approving annual estimates of income and expenditure, appointment of management staff, as well as establishing the management arrangements for the university.</p>
<b>L3. Faculty/Department level</b>			
<i>Internal responsibilities</i>	<p>The Faculty of Law and Social Sciences aims at organizing and carrying out the educational-training process, carrying out methodical, educational and scientific research activities for areas and specialties accredited in the first cycle of the Bachelor's degree and the second</p>	<p>The head of the department ensures quality, continuity and development of study programmes offered by the department as well as teaching, research and knowledge exchange activities</p>	<p>The Law School of the University of Gloucestershire offers the opportunity for students to know the fundamental principles of law in England, Wales and the European Union. In 2015, The Guardian ranked the Law School of the University of Gloucestershire as the Best</p>

	<p>cycle of the Master. The activity and institutional development of the faculty is based on the Strategic Development Plan approved by the Faculty Council for a period of 5 years. Based on this, Operational Plans of the Faculty are being developed. The results of teaching and scientific activities in the faculty are made public through annual self-evaluation reports. The USARB's Senate regularly assesses the work of faculties according to academic and accreditation standards of evaluation.</p>		<p>Law School in England and Wales in terms of student satisfaction with teaching.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------

**L4. Study Board level**

<p><i>Structure of the body responsible for studies</i></p>	<p>The Department of Quality Management is a coordination and execution structure that supports the <i>Commission for Education, Evaluation and Quality Assurance</i> in the achievement of quality management in the USARB by planning actions, organizing working teams for document preparation, training staff on quality assurance and managing QMS documents.</p>	<p>In order to solve academic, research and collaboration problems between different faculty structures, the Rector may establish study councils that manage one or more programmes.</p>	<p>There is a body responsible for organizing studies at faculty level</p>
-------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------

**L5. Integration of disadvantaged groups of students**

<p><i>Structures responsible for students with disabilities</i></p>	<p>USARB ensures people with disabilities with the necessary conditions for education, training,</p>	<p>Facilities for students with special needs. Integration of students from families where</p>	<p>To help students make the most of their time at the university, the counseling service provides them with</p>
---------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

	professional training, vocational training and lifelong learning, without discrimination and on an equal basis with other students. USARB provides access for people with disabilities to education in order to get a degree in higher education tailored to individual needs, in line with the individual rehabilitation and social inclusion programme.	parents did not get a higher education degree.	support in any emotional, psychological or mental health difficulties they may encounter. This service is free, confidential and provided by qualified and professional counselors who understand the pressures of university life.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### **L6. Infrastructure (Physical environment)**

<i>Ensuring logistics needed to optimize the training process</i>	USARB provides a physical environment conducive to achieving the goals and mission of a higher education institution	Modern infrastructure adapted to the PBL teaching method. Classrooms for group activities. ICT equipment for on-line assessment of students.	Originally designed as a botanical garden, the Park campus astonishes its visitors with splendidly landscaped parks and lakes that surround this modern academic center.
-------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### **L7. Study programme level (Public Administration)**

<i>Integration of PBL, student-centered methods into the context of the study programme</i>	<p>The educational plan will be elaborated in accordance with the learning outcomes expressed in the generic and specific competences, provided in the National Qualifications Framework by fields of professional training / research fields / study programmes.</p> <p>In order to improve the educational plan, cooperation agreements are concluded with faculties / universities in the country and abroad, with public administration authorities</p>	<ul style="list-style-type: none"> <li>• The curriculum includes PBL based on project activity as a central and binding element and contains an exhaustive description of the educational objectives including the skills and aptitudes obtained;</li> <li>• The project is assigned an „n” number of ECTS;</li> <li>• The curriculum is a combination of fundamental and mandatory modules,</li> </ul>	<p>Business School of the University of Gloucestershire offers the opportunity to study law within the study programme entitled „Legal Studies”.</p> <p>Within the „Legal Studies” programme, the teaching and learning strategy is aligned with that of the University, which aims to develop students’ ability to learn independently and collaboratively, prepare them for life and employment, develop critical thinking skills in planning and decision making.</p>
---------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>and specialized public organizations. Within these partnerships, emphasis is put on the efficiency, standardization and adaptation of the educational plan to the current needs of reforming the public authorities system in the Republic of Moldova.</p>	<p>optional subjects and the project;</p> <ul style="list-style-type: none"> <li>• The role of the supervisor is well defined. He becomes mentor, guide;</li> <li>• The pre-requisites for working with employers are set in the curriculum including for internships within national and international companies and organizations.</li> </ul>	<p>The programme uses a variety of approaches, such as lectures, debates, seminars, role-plays, simulated processes, case studies and presentations, to ensure that learning outcomes of the programme can be achieved and demonstrated.</p>
<b>L7. Pedagogical training level</b>			
	<p>The Continuing Professional Training Center (CFPC) operates within the USARB. CFPC is a specialized subdivision for continuous professional training of the USARB, being integrated into the structure of the continuous professional training system of the Republic of Moldova.</p>	<p>In order to cope with the requirements of employment and / or promotion, the requirements of the Danish Accreditation Agency, the Learning Lab is set up within the University of Aalborg</p>	<p>In the United Kingdom of Great Britain and Northern Ireland there is, at the state level, the Professional Standards Framework for teaching and supporting learning in higher education.</p>

## 5 PILOT STUDY PROGRAMME IN “PUBLIC ADMINISTRATION”, 1ST CYCLE, BACHELOR’S DEGREE

---

In accordance with the Framework Plan for Higher Education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015, at the elaboration of the educational plans for the three academic cycles, there will be aimed at the achievement of a **student-centered education** oriented towards **acquiring the learning outcomes** and the **training of the competences provided by the National Qualifications Framework** on cycles and by general fields of study / areas of professional training. Achieving the learning outcomes and skills training for a field of professional training will be complemented by the emphasis on the pragmatic character of the formative content of the course units included in the educational plan. In this sense, we believe that it is possible to implement a pilot programme in the specialty of Public Administration, taking into account the rigors of the Framework Plan and the need to orient teaching towards the learner.

Next, we present the draft programme developed by the head of the Private Law Department, Mrs. Ina Odinoakaia, and by the lecturer Vladimir Rusu.

**Ministry of Education of the Republic of Moldova**

**State University „Alecu Russo” of Balti**

### APPROVED

at the meeting of the Senate of the  
State University „Alecu Russo”  
of Balti

Rector \_\_\_\_\_  
P. S.

\_\_\_\_\_  
Minutes nr. \_\_\_\_ of  
\_\_\_\_\_2017



### COORDINATED:

Ministry of Education of the  
Republic of Moldova

\_\_\_\_\_ P. S.

Registration nr.  
\_\_\_\_\_

\_\_\_\_\_  
2017

## EDUCATIONAL PLAN

cycle I (Bachelor degree studies)

<b>Qualification level</b>	Level 6 ISCED
<b>General field of study</b>	31 Political science
<b>Field of professional training</b>	313 Public administration
<b>Specialty</b>	313.1 Public administration
<b>Total number of study credits</b>	180
<b>Title obtained at the end of the studies</b>	Bachelor in Political Science
<b>Admission basis</b>	Baccalaureate diploma or an equivalent study document; higher education diploma
<b>Language of instruction</b>	Romanian
<b>Form of organization of education</b>	Full-time education

## ACADEMIC CALENDAR

Study year	Didactic activities		Examination session		Internships	Vacations		
	sem. I	sem. II	winter	summer		winter	spring	summer
<b>I</b>	01.09.2017- 16.12.2017	05.02.2018- 26.05.2018	18.12.2017- 23.12.2017;  09.01.2018- 27.01.2018	28.05.2018- 23.06.2018		25.12.2017- 08.01.2018;  29.01.2018- 04.02.2018	17.04.2018- 24.04.2018	25.06.18- 31.08.18
<b>II</b>	03.09.2018- 15.12.2018	04.02.2019- 25.05.2019	17.12.2018- 24.12.2018;  09.01.2019- 26.01.2019	27.05.2019- 22.06.2019	29.04.2019- 25.05.2019	25.12.2018- 08.01.2019;  28.01.2019- 02.02.2019	29.04.2019- 06.05.2019	24.06.2019- 31.08.2019
<b>III</b>	02.09.2019- 14.12.2019	10.02.2020- 16.05.2020	16.12.2019- 24.12.2019;  09.01.2020- 31.01.2020	18.05.2020- 30.05.2020;  01.06.2020- 19.06.2020 (Bachelor thesis)	04.11.2019- 14.12.2019;  10.02.2020- 16.05.2020	25.12.2019- 08.01.2020;  01.02.2020- 08.02.2020	20.04.2020- 27.04.2020	



**Distribution of course units / modules in educational plans by years of study**

**Year 1, semester 1 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Curs	Seminar	Laboratory		
F.01.O.001	General theory of law	180	90	90	44	46	-	E	6
F.01.O.002	Constitutional law and political institutions	180	90	90	44	46	-	E	6
F.01.O.003	Module: 1.Theory of public administration	180	60	60	30	30	-	E	6
	2. History of public administration		30	30	16	14	-		
F.02.O.004	Politology	120	60	60	30	30	-	E	4
<b>F.01.O.005</b>	<b>Interdisciplinary project</b>	<b>120</b>	<b>60</b>	<b>60</b>	<b>30</b>	<b>-</b>	<b>30</b>	<b>E</b>	<b>4</b>
G.01.O.006	English / French / German I	120	60	60	-	-	60	E	4
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>194</b>	<b>166</b>	<b>90</b>	<b>6</b>	<b>30</b>
					<b>450</b>				
G.01.O.007	Physical education I	60	30	30	-	30	-	C	

**Year I, semester 2 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
<b>F.02.O.008</b>	<b>Administrative law I</b>	<b>180</b>	<b>90</b>	<b>90</b>	<b>44</b>	<b>46</b>	<b>-</b>	<b>E</b>	<b>10</b>
	<b>Project</b>	<b>120</b>	<b>60</b>	<b>60</b>	<b>30</b>	<b>-</b>	<b>30</b>		
F.02.O.009	Elements of civil law	120	60	60	30	30	-	E	4
F.02.O.010	Elements of criminal law	120	60	60	30	30	-	E	4

U.02.A.011 / U.02.A.012	Institutional law of the European Union / Political structures in the European States	120	60	60	30	30	-	E	4
G.02.O.013	Information and communication technologies	120	60	60	14	-	46	E	4
G.02.O.014	English / French / German II	120	60	60	-	-	60	E	4
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>178</b>	<b>136</b>	<b>136</b>	<b>6</b>	<b>30</b>
					<b>450</b>				
G.02.O.015	Physical education II	60	30	30	-	30	-	C	

**Year II, semester 3 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
F.03.O.016	Family law and civil status	120	60	60	30	30	-	E	4
F.03.O.017	Administrative law II	180	90	90	44	46	-	E	6
S.03.O.118	Financial and fiscal law	120	60	60	30	30	-	E	4
S.03.O.119	Contravention law	120	60	60	30	30	-	E	4
<b>S.03.O.120</b>	<b>Interdisciplinary project</b>	<b>120</b>	<b>30</b>	<b>90</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>E</b>	<b>4</b>
S.03.O.121	Information law	120	60	60	30	30	-	E	4
S.03.A.122 / S.03.A.123	Labor Law / Labor Law of the European Union	120	60	60	30	30	-	E	4
<b>Total hours:</b>		<b>900</b>	<b>420</b>	<b>480</b>	<b>194</b>	<b>196</b>	<b>30</b>	<b>7</b>	<b>30</b>
							<b>420</b>		

**Year II, semester 4 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
S.04.O.124	Control of the administrative act	120	60	60	30	30	-	E	4
S.04.O.125	Civil procedural law	150	75	75	45	30	-	E	5
S.04.A.126 / S.04.A.127	Social protection law / Social protection law of the European Union	120	60	60	30	30	-	E	4
S.04.O.128	Management psychology	90	45	45	30	15	-	E	3

U.04.A.029 / U.04.A.030	Principles of market economy / Public project management	120	60	60	30	30	-	E	4
G.04.O.031	The ethics and deontology of the civil servant	60	30	30	16	14	-	E	2
	<b>Specialty internship I</b>	<b>180</b>	<b>90</b>	<b>90</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>E</b>	<b>8</b>
	<b>Project</b>	<b>60</b>	<b>20</b>	<b>40</b>	<b>-</b>	<b>-</b>	<b>20</b>		
<b>Total hours:</b>		<b>900</b>	<b>440</b>	<b>460</b>	<b>181</b>	<b>149</b>	<b>20</b>	<b>7</b>	<b>30</b>
					<b>350</b>				

**Year III, semester 5 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
S.05.O.132	Legal liability of the civil servant	120	60	60	30	30	-	E	4
S.05.A.133 / S.05.A.134	E-government / E-service in Public Administration	120	60	60	30	30	-	E	4
S.05.A.135 / S.05.A.136	Land law and real estate advertising / Urbanism and landscaping	120	60	60	30	30	-	E	4
U.05.A.037 / U.05.A.038	Public service management / Human resources management in Public Administration	120	60	60	30	30	-	E	4
	<b>Specialty internship II</b>	<b>360</b>	<b>180</b>	<b>180</b>	-	-	-	<b>E</b>	<b>14</b>
	<b>Project</b>	<b>60</b>	<b>20</b>	<b>40</b>	-	-	<b>20</b>		
<b>Total hours:</b>		<b>900</b>	<b>440</b>	<b>460</b>	<b>120</b>	<b>120</b>	<b>20</b>	<b>6</b>	<b>30</b>
					<b>270</b>				

**Year III, semester 6 (15 weeks of study)**

Code	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
S.06.O.139	Public procurement management	120	60	60	30	30	-	E	4
S.06.O.140	Central public administration	90	45	45	30	15	-	E	3
S.06.O.141	Local public administration	90	45	45	30	15	-	E	3

S.06.O.142	Legal regulation of entrepreneurial activity	90	45	45	30	15	-	E	3
S.06.A.143 / S.06.A.144	Office supplies, correspondence and secretarial techniques/ Techniques for drawing up administrative documents	90	45	45	30	15	-	E	3
	<b>Research internship</b>	<b>240</b>	<b>120</b>	<b>120</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>E</b>	<b>14</b>
	<b>Bachelor thesis</b>	<b>180</b>	<b>90</b>	<b>90</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>E</b>	
<b>Total hours:</b>		<b>900</b>	<b>450</b>	<b>450</b>	<b>150</b>	<b>90</b>	<b>-</b>	<b>7</b>	<b>30</b>
					<b>240</b>				

### Internships

Nr. crt.	Internships	Sem.	Duration nr. weeks/ hours	Period	Number of credits
1.	Specialty internship I	4	4/240	29.04.2019-25.05.2019	8
2.	Specialty internship II	5	7/420	04.11.2019-14.12.2019	14
	<b>Total</b>				<b>22</b>

### Bachelor's degree thesis

Nr. crt.	Name of activity		Sem.	Duration nr. weeks/ hours	Period	Number of credits
1.	Elaboration and defence of the bachelor thesis: documentation, investigation, research, experimentation, drafting, presentation, public defence	Research internship	VI	13/240	10.02.2020-16.05.2020 (8 ore/săpt.)	14
		Defence of the Bachelor's degree thesis	VI	3/180	01.06.2020-19.06.2020	

### Initial curriculum minimum for another domain in Cycle II - Master's Degree (at free choice)

Nr. crt.	Name of the course unit / module	Year	Semester	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
				Total	Direct contact	Individual study	Course	Seminar	Laboratory		
1.	General theory of law	I	I	180	90	90	44	46	-	E	6
2.	Constitutional law and political institutions	I	I	180	90	90	44	46	-	E	6
3.	Module: 1. Theory of public administration	I	I	180	60	60	30	30	-	E	6
	30				30	16	14	-			
4.	Administrative law I	I	II	180	90	90	44	46	-	E	6

5.	Administrative law II	II	III	180	90	90	44	46	-	E	6
<b>Total</b>				<b>900</b>	<b>450</b>	<b>450</b>	<b>222</b>	<b>228</b>	<b>-</b>	<b>5</b>	<b>30</b>
							<b>450</b>				

**Course units at free choice**

Nr. crt.	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Number of credits
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
1.	The bases of information culture	30	10	20	-	10	-	C	
2.	Communication culture	60	30	30	-	-	30	C	2
3.	Work safety. Civil protection	30	15	15	15	-	-	C	-
4.	Modern governance and European integration	90	45	45	30	15	-	E	3
5.	Administrative regionalization	90	45	45	30	15		E	3
6.	Legal protection of human rights	90	45	45	30	15	-	E	3
7.	Poll theory in public administration	90	45	45	30	15		E	3
8.	Management sociology	90	45	45	30	15	-	E	3



### The psycho-pedagogic module (at free choice)

Nr. crt.	Name of the course unit / module	Total hours			Number of hours by type of activity			Evaluation form	Număr de credite
		Total	Direct contact	Individual study	Course	Seminar	Laboratory		
1.	Pedagogy	120	60	60	30	30	-	E	4
2.	Psychology	120	60	60	30	30	-	E	4
3.	Age psychology. Stress in the educational environment	150	75	75	45	30	--	E	5
4.	Tutorship. Inclusive education	150	75	75	45	30	--	E	5
5.	Didactics of administrative sciences	180	90	90	46	44	-	E	6
6.	Educational management	120	60	60	30	30	-	E	4
7.	Pedagogical ethics	60	30	30	16	14	-	E	2
8.	The practice of initiation in pedagogy *	30	15	15	-	-	15	-	1
9.	Practice of initiation in psychology **	30	15	15	-	-	15	-	1
10.	Pedagogical internship	480	240	240	-	-	-	E	16
11.	Specialty internship I	120	60	60	-	-	-	E	4
12.	Specialty internship II	240	120	120	-	-	-	E	8
<b>Total</b>		<b>1800</b>	<b>900</b>	<b>900</b>	<b>242</b>	<b>208</b>	<b>30</b>	<b>10</b>	<b>60</b>

\* is evaluated within the Pedagogy course unit

\*\* is evaluated in the Psychology course unit

## **Description of the learning outcomes and competences**

### **Professional competences:**

**PC1.** Operating with the notions, concepts, theories and basic methods of the science of administration in the professional activity.

**PC2.** Interpretation of the fundamental principles of organization and functioning of administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions.

**PC3.** Identify, analyze and solve problems in the field of public administration in accordance with the legal provisions, in a cooperative, flexible and efficient way.

**PC4.** Drafting, reviewing and adopting decisions on administrative work.

**PC5.** Strategic planning of current professional and staff work, with the goal of institutional development in medium and perspective terms.

**CP6.** The use of modern technologies, the various forms and methods of control of the evaluation of the administrative activity and the formulation of proposals for its efficiency.

### **Transversal competences:**

**TC1.** Rigorous, efficient, responsible and timely execution of professional tasks, in a spirit of initiative and in accordance with ethical principles and professional deontology.

**TC2.** Applying group networking techniques, learning and exercising specific roles in teamwork, by developing interpersonal communication skills, and taking responsibility for decision-making.

**TC3.** Self-evaluation of the need for professional training and identification of resources and modalities of personal and professional development, in order to integrate and adapt to the requirements of the labor market.

**Matrix of correlations between professional and transversal competences and course units included in the educational plan**

Code	Course unit	Sem.	Nr. of credits	Professional competences						Transversal competences		
				PC1	PC2	PC3	PC4	PC5	PC6	TC1	TC2	TC3
F.01.O.001	General theory of law	I	6	+	+	+				+		
F.01.O.002	Constitutional law and political institutions	I	6	+	+	+	+			+	+	
F.01.O.003	Module: 1.Theory of public administration	I	6	+	+	+	+	+	+		+	
	2. History of public administration			+	+	+		+			+	
F.01.O.004	Politology	I	4	+	+	+	+				+	
F.01.O.005	Interdisciplinary project	I	4	+	+	+			+	+	+	
G.01.O.006	English / French / German I	I	4						+	+	+	+
F.02.O.008	Administrative law I	II	10	+	+	+	+	+		+	+	
	Project											
F.02.O.009	Elements of civil law	II	4	+	+	+					+	+
F.02.O.010	Elements of criminal law	II	4	+	+	+			+	+	+	
U.02.A.012 / U.02.A.013	Institutional law of the European Union / Political structures in European States	II	4	+	+	+		+		+	+	

G.02.O.014	Information and communication technologies	II	4							+	+	+	+
G.02.O.015	English / French / German II	II	4							+	+	+	+
F.03.O.019	Family law and civil status	III	4	+	+	+						+	+
F.03.O.017	Administrative law II	III	6	+	+	+	+	+	+	+			+
S.03.O.118	Financial and fiscal law	III	4	+	+	+			+	+	+		
S.03.O.121	Contravention law	III	4	+	+	+	+				+		
S.03.O.120	Interdisciplinary project	III	4	+	+	+	+	+	+	+	+	+	+
S.03.O.120	Information law	III	4			+	+	+	+			+	+
S.03.A.122 /	Labor Law /	III	4	+	+	+	+	+			+		+
S.03.A.123	Labor Law of the European Union			+	+	+	+	+			+		+
S.04.O.126	Control of the administrative act	IV	5			+	+	+	+	+	+		
S.04.O.127	Civil procedural law	IV	6	+	+	+	+				+		
S.04.A.128 /	Social protection law /	IV	4	+	+	+	+	+			+		+
S.04.A.129	Social protection law of the European Union			+	+	+	+	+			+		+
S.04.A.130	Management psychology	IV	3		+					+		+	+
U.04.A.031 /	Principles of market economy /	IV	4	+						+	+	+	+
U.04.A.032	Public project management			+						+	+	+	+
G.04.O.033	The ethics and deontology of	IV	2						+		+		+

	the civil servant											
S.05.O.134	Legal liability of the civil servant	V	4			+	+	+	+	+		+
S.05.A.137 / S.05.A.138	E-government / E-service in Public Administration	V	4				+	+	+	+	+	
S.05.A.139 / S.05.A.140	Land law and real estate advertising / Urbanism and landscaping	V	4	+	+	+	+			+		
U.05.A.135 / U.05.A.136	Public service management / Human resources management in Public Administration	V	4			+		+	+	+	+	+
S.06.A.143	Public procurement management	VI	4			+	+	+	+		+	+
S.06.A.144	Central public administration	VI	3			+	+	+	+	+		+
S.06.O.145	Local public administration	VI	3			+	+	+	+	+		+
S.06.O.146	Legal regulation of entrepreneurial activity	VI	3	+	+	+	+		+	+	+	+
S.06.A.147 / S.06.A.148	Office supplies, correspondence and secretarial techniques/ Techniques for drawing up administrative documents	VI	3				+	+	+		+	+
							+	+	+		+	+

## EXPLANATORY NOTE

### 1. Overview

The educational plan of the specialty *Public administration* is the document that includes a system of professional training and scientific research activities of specialists in the field of public administration. The title obtained at the end of the first cycle, undergraduate studies is *Bachelor in political science*.

The educational plan comprises:

- I. the educational plan itself;
- II. the explanatory note to the educational plan.

The educational plan has been linked to the objectives of the ERASMUS + project „Introducing Problem Based Learning in Moldova: Toward Enhancing Students’ Competitiveness and Employability”, being drawn up in accordance with the provisions of:

1. Education Code of the Republic of Moldova, no. 152 of July 17, 2014;
2. Law on the Approval of the Nomenclature of Professional Training Areas and of Specializations for the Training of the Staff in Higher Education Institutions, Cycle I, no. 142-XVI of July 7, 2005;
3. Law on the approval of the Unique Classifier of Civil Servants Positions, no.155 of 21.07.2011;
4. Framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015;
5. Regulation for the organization of studies in higher education based on the National Credit Transfer System, approved by Order of the Ministry of Education no. 1046 of October 29, 2015.
6. The National Qualifications Framework of the Republic of Moldova and the National Qualifications Framework for Higher Education by Professional Training Areas, approved by Order of the Ministry of Education no. 934 of 29 December 2010.

### 2. Concept of specialist’s training

#### a. Purpose and features

The purpose of the pilot programme is to move from classical (theorized) education, where the teacher is an information provider, and the student is the recipient of the information, to PBL (problem-based education), which would allow the formation of competitive labor market specialists qualified in the field of professional training *313 Public administration, specialty 313.1 Public administration*.

The distinctive features of the programme are to ensure high-quality professional training for all who want to build a career in central and local government structures, as well as in specialized departments within public companies. Professional training is focused on the acquisition of: the scientific and normative foundations of the theory of constitution; the general principles of the

political system and the various management mechanisms; developing skills and training practical skills in public administration.

*b. Employability*

Graduates of the first cycle, undergraduate studies (Bachelor's degree studies), specialty Public Administration, can then act as civil servants in performing the following positions; specialist in organizing administrative activity; specialist in human resources; public relations specialist; specialist in organizing and delivering public services; specialist in administrative documentation; project manager in public administration; counselor in public administration; administrative officer; expert in public administration.

*c. Further training*

Initial training at the first cycle, undergraduate studies (Bachelor's degree studies), is a prerequisite for further studies in the second cycle, Master's degree studies, in the field of *31 Political Science* or *38 Law*.

### **3. Expected learning outcomes**

*a. Training outcomes:*

At the end of the first cycle the graduate will be able:

- to apply the knowledge gained in the fundamental and specialty course units studied, in a determined professional environment;
- address specific public administration situations by applying the case study method;
- to demonstrate creativity in the instrumentation of administrative acts and procedures in the learning, research and work process;
- to show team spirit in the context of administrative decisions;
- to use the specific language of the public administration, as well as the specific methodology, in the implementation of the half-year projects;
- to analyze and synthesize socio-economic processes and phenomena by developing and implementing managerial strategies;
- to strengthen decision-making and change management capabilities in public administration by estimating risks and assuming professional responsibilities;
- to cultivate his/her collaboration skills with specialists from other fields in the context of change management;
- to demonstrate the ability to develop at cycle II, Master's Degree, the skills acquired at cycle I, Bachelor's degree.

*b. The outcomes of the study programme expressed through professional competencies and transversal competencies:*

<b>Professional competences</b>	<b>PC1</b> Operating with the notions, concepts, theories and basic methods of the science of administration in the professional activity.	<b>PC2</b> Interpretation of the fundamental principles of organization and functioning of administrative structures for the purpose of their subsequent transposition into professional activity in public and / or private institutions	<b>PC3</b> Identifying, analyzing and solving problems in the field of public administration in accordance with the legal provisions, in a cooperative, flexible and efficient way	<b>PC4</b> Drafting, reviewing and adopting decisions on administrative work.	<b>PC5</b> Strategic planning of current professional and staff work, with a view to institutional developing on medium and perspective term.	<b>PC6</b> The use of modern technologies, the various forms and methods of control of the evaluation of the administrative activity and the formulation of proposals for its efficiency.
<b>KNOWLEDGE</b>						
<b>1. Knowledge, understanding of the concepts, theories and basic methods of the domain and of the specialization area; their proper use in professional communication</b>	<b>PC1.1</b> Knowledge, understanding and use of notions, concepts, theories of public administration	<b>PC2.1</b> Explaining and perceiving the fundamental principles of organization and functioning of administrative structures	<b>PC3.1</b> Identifying, understanding and efficient use of public administration methods for the purpose of legally enforcing the state of affairs	<b>PC4.1</b> Knowing the requirements of developing administrative decision drafts for various factual situations	<b>PC5.1</b> Distinguishing the fundamental strategies of planning current professional and staff activities in the field of public administration	<b>PC6.1</b> Perceiving the necessity of applying modern technologies in the activity of public administration
<b>2. Using basic knowledge to explain and interpret various types of concepts, situations, processes, drafts, etc. associated with the domain</b>	<b>PC1.2</b> Using the knowledge acquired in the core disciplines to explain and interpret concepts and processes in	<b>PC2.2</b> Interpretation of various administrative models in order to solve typical problems in the field of	<b>PC3.2</b> Legal analysis and assignment of situation solving and modeling of processes in the sphere of	<b>PC4.2</b> Using the criteria and requirements for the development of draft administrative decisions for	<b>PC5.2</b> Knowledge of the core strategies of planning of mid-term professional and staff activity in	<b>PC6.2</b> Identifying the forms and methods of control of the administrative activity evaluation



	public administration	public administration	public administration	various factual situations	public administration	
<b>ABILITIES</b>						
<b>3. Applying basic principles and methods for solving well-defined problems / situations, typical of the field under qualified assistance</b>	<b>PC1.3</b> Applying the basic methods for solving the actual situations in the professional training process	<b>PC2.3</b> Reporting the fundamental principles for solving the concrete situations relevant to the public administration	<b>PC3.3</b> Applying the legal norms to identify solutions for modeled actual situations in the field of public administration	<b>PC4.3</b> Implementation of the methodological principles of decision making in the administrative field under conditions of qualified assistance	<b>PC5.3</b> Applying the principles and methods for identifying strategies for planning professional and staffing activities in public administration	<b>PC6.3</b> Applying different mechanisms and forms of administrative control related to the professional field
<b>4. Appropriate use of criteria and standard evaluation methods to assess the quality of processes, programs, drafts, concepts, methods and theories</b>	<b>PC1.4</b> Appropriate use of standard criteria and methods of evaluation, applied in the core disciplines, for the recognition and estimation of problems in the field of public administration	<b>PC2.4</b> Appropriate application of fundamental principles for the quantitative and qualitative assessment of public administration processes	<b>PC3.4</b> Use of standard evaluation criteria and methods to assess the effectiveness of solutions for modeled actual situations in administration	<b>PC4.4</b> Analysis of draft administrative decisions to assess their legality	<b>PC5.4</b> Use of various criteria and standard evaluation methods to estimate the need for planning of professional and staff activities	<b>PC6.4</b> Appropriate use of modern technologies in public administration to assess the effectiveness of governance
<b>5. Developing professional projects with the use of established principles and methods in the field</b>	<b>PC1.5</b> Drawing up projects in the field of public administration using the principles and methods established by the fundamental disciplines	<b>PC2.5</b> The drafting of specific public administration projects using the principles and methods established by the specialized disciplines	<b>PC3.5</b> Drafting proposals for changing and amending legislation in the field of public administration	<b>PC4.5</b> Elaboration of draft administrative decisions for concrete situations and anticipation of the expected effects	<b>PC5.5</b> Developing an institutional managerial plan	<b>PC6.5</b> Elaboration of public administration e-transformation projects
<b>Minimum performance</b>	Defining notions,	Solving of cases of	Legal framing of modeled	Drafting decisional	Designing a strategic	Knowledge of standard

<b>standards for competence assessment :</b>	interpreting concepts and theories, and applying them in typical public administration situations.	medium complexity requiring modeling and simulation of processes and phenomena specific to public administration	situations specific to public administration	projects in the field of public administration	management plan in the field of public administration	requirements for modern communication technologies in public administration
<b>Level descriptors of transversal competences</b>	<b>Transversal competences</b>			<b>Minimum performance standards for competence assessment</b>		
<b>6. Responsible carrying out of professional tasks under restricted autonomy and qualified assistance</b>	<b>TC1</b> Rigorous, efficient, responsible and timely execution of professional tasks in a spirit of initiative and in accordance with ethical principles and professional ethics.			Developing and defending, within the course units, of the planned projects, the year theses, the bachelor thesis according to the methodical rigors		
<b>7. Familiarizing with the roles and activities specific to teamwork and the distribution of tasks for the subordinate levels</b>	<b>TC2</b> Applying group networking techniques, learning and exercising specific roles in teamwork, developing interpersonal communication skills, and taking responsibility for decision-making.			Performing of medium complexity group projects / tasks, focusing on current and relevant training issues, requiring interdisciplinary approach and enabling to develop team spirit, planning of group activity, distribution of roles in a team, diversity in cooperation, high level of study		
<b>8. Awareness of the need for continuous training; the efficient use of learning resources and techniques for personal and professional development</b>	<b>TC3</b> Self-evaluation of the need for professional training and identification of resources and modalities of personal and professional development, in order to integrate and adapt to the requirements of the labor market.			Identifying the need for continuous personal and professional development in accordance with the needs of the labor market and the use of various learning resources and techniques in this respect.		

#### **4. The period of studies and the structure of the years of study**

In accordance with the requirements of the Framework Plan for Higher Education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education no. 1045 of October 29, 2015, the duration of the Bachelor's degree studies (cycle I), full time education is 3 years and 180 ECTS credits respectively.

The year of study is divided into two semesters of 15 weeks each. The total number of study hours foreseen in the plan - 5400, of which: direct contact hours - 2700; the number of independent working hours - 2700, which is equivalent to 180 credits.

The share of credits of the course units in the Educational plan is the following:

1. For the component of *fundamental* courses (*F*) 54 ECTS credits are provided in the plan.
2. For the component of training of *general* skills and competences (*G*) 14 ECTS credits are provided in the plan.
3. For the component of *socio-humanistic orientation* (*U*) 12 ECTS credits are provided in the plan.
4. For the component of *orientation towards basic specialty* (*S*) 64 ECTS credits are provided in the plan.
5. Specialty internship I, Specialty internship II - 22 ECTS credits.
6. Development and defence of the Bachelor thesis - 14 ECTS credits.

#### **5. Semestrial projects**

In semesters I-III, semestrial projects represent interdisciplinary research or are part of a fundamental or specialized course unit, and in the IV-V semesters they are correlated with the specialty internship I and II.

The goal of the group projects is to focus on diversity-based cooperation and to find a common denominator for solving the researched problems, focusing on studying the problem at a high logistical, creative and multi-aspect level. Also, through the projects, students will train their capacities to critically document and analyze the information, to summarize the specialized articles, to analyze and to create a thematic bibliography. The themes of the semester projects offer the student the possibility to continue their research by elaborating the bachelor thesis.

The themes of the projects proposed for the research will be current, important and relevant, and for their elaboration the students will be grouped by 3-5, being guided to a profound and consistent analysis of the researched problem.

The themes for semestrial projects will be agreed upon by the teaching staff and students at the beginning of each semester, and their public defence will take place at least one week before the start of the examination session in front of a committee composed of two or more teachers, appointed by the head of the department.

#### **6. Organization of the students' internships**

The objectives of the specialty internship are to familiarize the students with the peculiarities of the specialty, to acquire the initial professional skills. *The specialty internship I + the semestrial project* are promoted in semester IV, lasting 4 weeks and is credited with 240 hours, 8 credits. *The*

*specialty internship II + the semestrial project* are promoted in semester V, lasting 6 weeks, and is credited with 420 hours, 14 credits.

The research internship aims at developing the necessary practical skills and applying the theoretical knowledge to independent professional activity and conducting research, documentation and collecting information for the realization of the bachelor thesis project. The student, in agreement with the Bachelor thesis supervisor and the mentor responsible for the internship, will operationalize the content of the internship according to the research topic.

The research internship is promoted in semester VI, lasting 8 hours weekly, and is credited with 240 hours, 8 credits.

In the final evaluation, the internships are appreciated with grades by a committee created by the responsible department, taking into account the reference/review of the mentor within the internship unit about the trainee's activity, the quality of the public defence of the internship report (project), the results of the performance of the individual task, and the appreciation given by the internship supervisor. The grades obtained for the internship are included in the results of the respective examination session and are taken into account when calculating the average grade of the student's academic performance.

The assessment of the Bachelor internship is done by a committee on the defence of the bachelor internship, designated by the head of the responsible department, in two stages, depending on the activity of the student in the process of elaboration of the bachelor's thesis / project and the reference of the bachelor thesis supervisor.

## **7. Student evaluation**

The educational plan provides the following types and ways of evaluating the learning outcomes:

- the current evaluation (test, essay, report, case study, project, presentations, thesis etc.). For the current evaluation information technologies are used (MOODLE learning platforms, etc.);
- the final evaluation of course units / module (oral / written examination, combined examination, computer-aided evaluation (on-line learning platforms), etc.).

## **8. Bachelor thesis**

The studies are completed with the bachelor's examination which is limited to the public defence of the bachelor thesis. The graduates who have fully complied with the provisions of the educational plan and have successfully presented the bachelor thesis in front of the commission appointed by the head of the responsible department are admitted to the defence of the bachelor thesis.

The bachelor thesis is an essential part of the student's activity assessment. It tests the skills to conceive and conduct independent research, under the tutelage of the supervisor, and to draft the research paper according to the rules of the scientific community. The purpose of the bachelor thesis is to systematize and deepen students' theoretical knowledge and practical skills as well as to develop the competence to solve methodological and research problems in accordance with the subject of the bachelor thesis and with the tasks given to the student by the scientific supervisor.

The topics of the bachelor theses are elaborated by the responsible department and are disseminated to the students during the fourth semester of studies. The topics of the bachelor thesis and the scientific supervisors are approved at the meeting of the Council of the Faculty of Law and Social Sciences.

The bachelor thesis is accompanied by the opinion of the scientific supervisor.

The public defence of the bachelor thesis takes place in front of the Bachelor Commission.

### **9. Credits**

Credits are allocated on course units, internships, and bachelor thesis that are independently evaluated. A credit is allocated for 30 hours of study. Credits reflect the amount of work invested by the student in acquiring a course unit / module, in all aspects (lectures (courses), seminars, practical classes, laboratory work, individual studies, internships, project development, evaluation). Credits allocated to a course have values ranging from 2 to 6 credits of study. By granting credits, it is certified that for the result obtained during the evaluation the expected volume of work was achieved.

### **10. Specialty**

The plan provides training for a mono-specialty 313.1 Public administration.

### **11. Updating the educational plan**

The educational plan for the specialty 313.1 Public Administration is reviewed and, as necessary, updated. Every year, in May, questioning programme students and graduates is organized to determine the strengths and weaknesses of the programme. The responsible for the programme monitors the administration of the questionnaires.

For this purpose, questionnaires are developed for students of the first cycle, Bachelor, who can express their opinion after hearing the courses. Questioning is done under anonymous conditions.

In order to improve the educational plan, cooperation agreements are concluded with faculties / universities in the country and abroad, with public administration authorities and specialized public organizations. Within these partnerships, emphasis is put on the efficiency, standardization and adaptation of the educational plan to the current needs of reforming the public authorities system in the Republic of Moldova.

Following the analysis of the questionnaires and as a result of the proposals submitted by the academic environment of other universities and officials from the administrative system, as well as those submitted by the teachers involved in this study programme, the educational plan is updated, by introducing optional courses / new modules, the number of ECTS credits at disciplines being reviewed and their breakdown by semesters being performed.

Modification of the educational plan is made by the responsible department and approved by the faculty council. Revision / updating of the educational plans is validated by the USARB Senate and submitted to the Ministry of Education every 5 years for coordination.

## 6 ROAD MAP

At present, the legal framework allows us to implement PBL as a teaching method. To achieve the 50-50 objective of classical teaching and project, it is necessary to make certain changes to the legal framework, which would result in some institutional reforms. Certain changes to the framework plan could result in staff cuts due to the decrease in hours in certain disciplines, a situation that is not wanted by the project team. An important aspect is that even at Aalborg University PBL is not reached at a 50 to 50 share in the Law specialty.

Below, we will present the table outlining the legal rules that need to be modified and that will facilitate the implementation of PBL and other student-centered methods. These changes will make it possible to strengthen the principle of academic autonomy and will not have a negative impact on USARB's staff.

Normative act	Provision	Proposal
<b>Framework Plan for Higher Education, art. 9.</b>	For one module, it is recommended to allocate 4-6 study credits	To exclude the limitation of the number of credits allocated to a module
<b>Framework Plan for Higher Education, art. 9.</b>	In Cycles I and II, the course unit / discipline can be accomplished through class activity (direct contact): lectures, seminars, laboratory works, practical works, design works, didactic, clinical internships and other forms approved by the Senate	To assign to the class didactic activity the supervision of the team activity of the students, and the text to be presented in the following variant:  In Cycles I and II, the course unit / discipline can be accomplished through class activity (direct contact): lectures, seminars, laboratory works, practical works, design works, didactic, clinical internships, <b>supervision of the team activity of the students</b> and other forms approved by the Senate
<b>Framework Plan for Higher Education, art. 28, e)</b>	A Physical Education course for students of the first / second year, which is not quantified with credits, but whose assessment with the "admitted" grade is a prerequisite for admission to the graduation exam of the Bachelor's degree studies	To exclude the compulsoriness of the Physical Education course.
<b>Regulation on the organization of studies based on NSSC, art. 82</b>	For the study programmes of 180 credits, a year thesis shall be developed in the second year of study. For study programmes of 240 credits, a year thesis shall be developed in the second and third year of studies. The type of theses / projects is determined by the profile department / chair	To exclude the limitation to a single project with the following clarifications:  <ul style="list-style-type: none"> <li>✓ May represent a fundamental or specialized course unit provided in the educational plan in semesters I-V / VII;</li> <li>✓ Provides students with the ability to critically document and analyze</li> </ul>

	<p>according to the specifics of the study programme.</p>	<p>the information, to solve a problem, to summarize scientific articles, to analyze and make a bibliography on a topic, etc.</p> <ul style="list-style-type: none"> <li>✓ The theme of the project offers the student the possibility to continue the research in the elaboration of the bachelor thesis.</li> <li>✓ The themes of the projects are determined by the respective department / chair, they are included at the proposal of the labor market representatives, other representatives of the employers or can be proposed by the students themselves.</li> </ul> <p>To allow the allocation of ECTS credits for each project, even if they do not represent the cumulative result of several disciplines.</p>
--	-----------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 7 CONCLUDING REMARKS

---

„I never teach my pupils. I only attempt to provide the conditions in which they can learn.”  
Allbert Einstein

As a result of drawing up this report, we came to the conclusion that the teaching approaches with the widespread use of active teaching methods, especially PBL, are necessary to be taken into account in the disciplines of the Public Administration specialty for the following reasons:

1. Cooperation with potential employers: the internship is the method by which this collaboration can be achieved;
2. Students will be motivated to study the theoretical aspects of disciplines in order to identify the relevant institutions to solve the problem;
3. The role of the teacher is to guide the student to solve the problem, education is really centered on the learner: Less us and more of them!;
4. Strengthening teamwork capabilities and the ability of students to identify free-riders from the faculty, preparing them for the realities of life;
5. The external examination (by invited staff) will exclude certain acts of corruption and will make the teaching staff more accountable, focusing on quality;
6. Students will become more receptive to each other and will support each other during their studies;
7. Students will have an active participation in curriculum design;
8. Students will be committed to continuously improving their own learning, constructive critique and impartial analysis of their own failures;
9. Academic staff will become more prominent outside the university community due to their active involvement in determining the external organizations they will collaborate with;
10. The study programme (specialty) will have a relevant impact in society due to the direct collaboration and involvement of external organizations.



## BIBLIOGRAPHY

---

1. Duch, Barbara J., Groh, Susan E. & Allen, Deborah E. The power of problem-based learning: a practical “how to” for teaching Undergraduate Courses in Any Discipline", English: 1st ed, Sterling, Va.: Stylus Pub., 2001.
2. Schwartz, Peter, Mennin Stewart & Webb Graham, Problem-Based Learning: Case Studies, Experience and Practice, London: Kogan Page, 2001.
3. Alexia Papageorgiou, Peter McCrorie, Stelios Georgiades & Maria Perdikogianni Psychology for Psychologists: A Problem Based Approach to Undergraduate Psychology Teaching, Palgrave Macmillan, 2015.
4. Biggs John & Tang Catherine, Teaching for Quality Learning at University: What the Student Does, 4<sup>th</sup> edition.
5. Terry Barrett & Sarah Moore, New Approaches to Problem-Based Learning: Revitalising Your Practice in Higher Education
6. Problem- based Learning Online/ edited by Maggi Savin-Baden and Kay Wilkie
7. CARTA Instituției Publice Universitatea de Stat „Alec Russo” din Bălți
8. Codul educației al Republicii Moldova, nr. 152 din 17 iulie 2014
9. Ghid de evaluare externă a instituțiilor de învățământ superior / Andrei Chiciuc, Carolina Timco, Stela Guvir [et al.]; Agenția Naț. de Asigurare a Calității în Învățământul Profesional. – Chișinău: ANACIP, 2016 (Tipogr. “Bons Offi ces”). – 48 p.
10. Ghid de evaluare externă a programelor de studii de licență, învățământul superior Andrei Chiciuc, Carolina Timco, Stela Guvir [et al.]; Agenția Naț. de Asigurare a Calității în Învățământul Profesional. – Chișinău: ANACIP, 2016 (Tipogr. “Bons Offi ces”). – 52 p.
11. Ghid de evaluare externă a programelor de studii de masterat, învățământul superior / Andrei Chiciuc, Carolina Timco, Stela Guvir [et al.]; Agenția Naț. de Asigurare a Calității în Învățământul Profesional. – Chișinău: ANACIP, 2016 (Tipogr. “Bons Offi ces”). – 48 p.
12. Metodologia de evaluare externă a calității în vederea autorizării de funcționare provizorie și acreditării programelor de studii și a instituțiilor de învățământ profesional tehnic, superior și de formare continuă, HG nr. 616 din 18 mai 2016;
13. Planul-cadru pentru studii superioare (ciclul I - Licență, ciclul II - Master, studii integrate, ciclul III – Doctorat), aprobat prin Ordinul Ministrului Educației nr. 1045 din 29.10 2015,
14. Regulamentul cu privire la organizarea și funcționarea Agenției Naționale de Asigurare a Calității în Învățământul Profesional, HG nr. 191 din 22 aprilie 2015