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

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LAW:

**Student-Centered Active-Learning Study
Programme**

State University of Moldova

Work Package 3

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1 INTRODUCTION

THE GOAL

This report is part of the Work Package 3 of the project „Introducing Problem Based Learning in Moldova: Toward Enhancing Students’ Competitiveness and Employability”, funded under the European Erasmus+ programme.

The project aims at improving the quality of study programmes and teaching and learning methodologies in the higher education of the Republic of Moldova, while enhancing their relevance to the labor market. To achieve this goal, the curriculum for 6 study programmes based on new teaching - learning methodologies, including problem-based learning (PBL), is expected to be developed, tested and implemented in partner universities in the Republic of Moldova. At the same time, training of academic and managerial staff in the field of PBL methodologies, the approach to learning outcomes and practices based on performant information technologies is foreseen. We will mention that at the State University of Moldova (SUM), the study programme developed according to the PBL methodology will be implemented in the Law specialty (Bachelor’s degree).

In order to reach the goal of the project, a working team was formed, including members of the academic staff from the Law Faculty of the State University of Moldova. The team members made study visits at the AAU University of Denmark and the UK University of UoG, where relevant and useful data were collected to draw up this report.

These visits were largely concerned with analyzing the experience of implementing the PBL methodology, exploring the relationship between internal university structures and study programmes, including how the design and implementation of study programmes are integrated into the university at all levels: university management / faculty / department, etc.

This report strengthens the process and findings included in study visit reports and refers to: the methodology used to collect and analyze data; the analysis of the undergraduate education system in the Republic of Moldova (Bachelor’s degree level), the comparative analysis of higher education systems in the Republic of Moldova, Great Britain and Denmark; conclusions drawn from the analysis based on clear benchmarks.

Also the pilot study programme for the law specialty (Bachelor’s degree), to be implemented at the Faculty of Law starting with the study year 2017-2018 is included in the report, which will refer in the first stage only to the Anglophone groups.

The report also includes the Roadmap that comprises the implementation stages of the PBL-based study programme at the Faculty of Law, SUM.

The Law Faculty of the State University of Moldova is one of the oldest faculties in the Republic of Moldova. It was founded in 1959, the State University being founded in 1956. During the almost 70 years of its activity, the Law Faculty has trained thousands of specialists in the legal field who have activated in various fields of law: judges, prosecutors, lawyers, politicians, but also businessmen. Many of them hold high public positions in the state, contributing essentially to the development and prosperity of the Republic of Modova.

At present, the Faculty of Law remains one of the most prestigious faculties in the Republic of Moldova. However, in recent years there has been a slight decrease in the number of graduates of high schools wishing to study Law. This phenomenon is determined by several objective factors, such as: the creation of private institutions including the “Law” specialty, the increase in the number of people going to study in other states (Romania, Russia, etc.). The basic factor but also the most serious problem is the employment rate of young people in the labor market. The youth unemployment rate is 2-3 times higher than the country average. We underline that currently the reorientation of society’s priorities is due to the emergence of the notion of “post-industrial society”, which is largely interested in the fact that its own citizens are able to act actively, independently, to decide, to flexibly adapt to the conditions of modern life¹.

Given the inevitable growth of competition between higher education institutions training specialists in the field of law, but also to increase the employability of our future graduates, *it is imperative to review the teaching methods, rethink the whole teaching-learning process in the field of law, the improvement of the study programme in law.*

It should be noted that at the faculty of law, as well as in other faculties of the State University, traditional teaching and learning methods have been used for more decades, assuming more passive involvement of students, and usually referred to transferring knowledge from teacher to student.

The specificity of the PBL model is that the teacher does not have ready-made knowledge, but the students formulate a seemingly non-existent problem, being exposed to discovery and investigation. To appreciate the value of the PBL method, it should be noted that its application leads to:

- the formation of an active group work style;
- confronting other participants’ positions;
- engaging intellectual skills;
- encouraging professional thinking;
- the cultivation of autonomy and courage in presenting his/her own position;
- developing critical thinking.

The principles of problem-based education are as follows:

- The problem as point of departure;
- Projects organized in groups;
- The project is supported by courses;
- Collaboration – groups, supervisors, external partners;
- Exemplarity;
- Student responsibility for learning².

Therefore, the PBL model involves the elaboration of a project in small groups of students (5-6 persons), the project having as a subject a research of a current and practical problem. At the same

¹ M.A.Malișeva, *Современные технологии обучения и их роль в образовательном процессе*, Учебно – методическое пособие, Санкт-Петербург, 2011, p.12.

² Problem-based learning. Aalborg University, 2015, p.7.

time, this model encourages students to develop their communication skills, group activity, developing an analytical vision to solve the problem.

Problem-based learning, being based on student-centered learning and teaching, could help to change the traditional approach of the education process at the faculty of law as it plays an important role in stimulating student motivation, self-reflection and active involvement in the learning process. Student-centered learning and teaching is provided in p.1.3 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), approved at the Yerevan Ministerial Conference, 14-15 May 2015, and which has been taken over by the national educational standards³.

Also, the principle of centering education on its beneficiaries is a fundamental principle of education provided by article 7 of the Education Code of the Republic of Moldova of 17.07.2014⁴.

Concerning the definition of problem-based learning, opinions are diverse. Some consider the principle of problem-based learning as a fundamental didactic principle, on which the very existence of other methodological principles depends (Cerghit I, 1980). Others define the problem-based learning as a teaching method, and W.Okon, a supporter of the problem-based education, states that this is a “new theory of learning (1978)”⁵. According to Coombs and Elden, PBL is a learner-centered (versus content- or instructor-centered) method that challenges the learners to take a progressively increasing responsibility for their own education and is therefore consistent with the constructivist perspective⁶.

Although the views on the essence of problem-based education are different, one thing is certain: taking into account the current higher education system in the Republic of Moldova, we have to implement new teaching methods, which, depending on their effectiveness, will eventually be treated as a learning theory.

Table 1. Work team - SUM

Members of the SUM working group	Scientific and didactic title, position held
Angela Niculița	PhD, associate professor, vice-rector of SUM
Țurcan Liliana	PhD in law, senior lecturer, vice-dean, Faculty of Law, SUM, team leader
Belei Elena	PhD in Law, associate professor, Head of the Department of Procedural Law, Faculty of Law, SUM
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³ (http://www.edu.gov.md/sites/default/files/esg_in_romanian_by_anosr_0.pdf - vizitat pe data 25.08.2016)

⁴Publicat în Monitorul Oficial al Republicii Moldova, nr.319-324 din 24.10.2014.

⁵ A se vedea: Nina Socoliuc, Victoria Cojocaru, Formarea competențelor pedagogice pentru cadrele didactice din învățământul universitar., Chișinău.:Cartea Moldovei, 2007 (Tipogr.”Reclama”)-160 p.

⁶ Introduction to the Special Issue: Problem-Based Learning as Social Inquiry—PBL and Management Education, Gary Coombs and Max Elden, *Journal of Management Education* 2004; 28; 523.

2 ANALYSIS AND SYNTHESIS OF SPECIALIZED LITERATURE

2.1 INTRODUCTION

The team of the Faculty of Law of the State University of Moldova researched and analyzed the specialized literature (provided by the project management) on the introduction and implementation of problem-based learning (PBL) in educational institutions in different states. The purpose of this analysis is to answer the following questions:

- (1) *how do we convince teaching staff and decision-makers to integrate the PBL model into the educational plan or discipline curriculum?;*
- (2) *what are the peculiarities of a curriculum based on the PBL model?;*
- (3) *how does the relationship between teacher and student, as well as between the educational institution and potential employers change?;*
- (4) *what are the key aspects of the PBL model and how do we involve students?;*
- (5) *what are the distance PBL peculiarities (using different distance learning platforms)?*

The answers to these questions are relevant to the development of a new type of curriculum for the subjects to integrate the PBL model into the teaching-learning process. Due to the fact that implementing PBL means “transforming” *a content-based curriculum into a competence-based curriculum*, it is important to identify the key elements that can facilitate this process.

Unfortunately, the specialized literature provided by the project management does not contain examples or research to implement the PBL model at law faculties, focusing more on using this strategy in other specialties. For this reason, the implementation of this model of teaching-learning at the Faculty of Law is to be thoroughly analyzed, taking into account the specificity of the specialty and the openness of the teaching staff towards the change of the teaching-learning method.

Nevertheless, the researched literature is very useful for understanding the PBL model itself, how to implement it in other specialties, and its effects on the educational process, as well as on the professional growth of teaching staff. For these reasons, the literature review will focus on highlighting the most relevant aspects and processes that have taken place at different universities as well as the solutions proposed by different specialists to remove the obstacles in implementing a new teaching-learning model.

This analysis serves as a basis for choosing the right solution for the Faculty of Law, as well as for adapting the PBL model to the specifics of our specialty. The following sources (made available by project management) formed the basis for this research:

1. Terry Barrett, Sarah Moore, *New approach to Problem-based Learning. Revitalizing Your Practice in Higher Education*, 2011;
2. Peter Schwartz, Stewart Mennin, *Graham Webb, Problem-based learning. Case studies, experiences and practice*, 2001;
3. Barbara J. Duch, Susan E. Groh, Debrah E. Allen, *The power of problem-based learning*, 2001;
4. John Biggs, Catherine Tang, *Teaching Quality Learning at University*, 2011;

5. Maggi Savin-Baden, Kay Wilkie, *Problem-based Learning Online*, 2006;
6. Alexia Papageorgiou, Peter McCrorie, Stelios Georgiades, Maria Perdikogianni, *Psychology for Psychologists. A problem base approach to undergraduate psychology teaching*, 2015.

2.2 POLICIES REGARDING THE STUDY PROGRAMME AND CURRICULAR CHANGES FOCUSED ON THE PBL MODEL

The process of implementing the PBL model in higher education institutions is a long-lasting one, as demonstrated by the experience of various institutions abroad. Analyzing these experiences, we chose two aspects relevant to the introduction of PBL at the Faculty of Law that we will look at in this paragraph: how do we “persuade” teaching staff to use PBL and what are the particularities of a PBL-based curriculum.

1. How do we “persuade” teaching staff?

The reluctance of teaching staff and decision-makers is one of the most commonly cited obstacles to implementing a new teaching-learning model or a new educational strategy. For these reasons, changing education policies at institution level, as well as developing new curricula, is a process that can take longer, and several educational institutions chose to introduce them gradually.

This is due not only to the need to train teaching staff, to change the way in which study programmes and discipline curricula are developed, or content change within disciplines, but also to the need to adequately endow educational institutions with spaces and equipment for the implementation of a genuine model of problem-based learning. Below are presented some methods used by some universities to change teachers’ approach and promote new educational policies:

- (1) *familiarizing teaching staff with the PBL model and explaining its effectiveness.* Although this can be done in different ways, a group of professors at Flinders University of Medicine, Adelaide (Australia), have decided to disseminate this model through a prestigious specialist conference. The method chosen by this group of teachers was to simulate a PBL-based lesson for all conference participants (the simulation was organized with the participation of students and teachers from another university). The simulation demonstrated that (1) students were highly motivated; (2) students have demonstrated a high level of critical thinking and problem-solving skills; (3) students have demonstrated impressive knowledge. Thus, although this way of “persuading” teaching staff about the effectiveness of PBL can be quite costly, it has more advantages than any other seminars or workshops organized in this regard.⁷
- (2) *coverage of financial expenses for the involvement of teaching staff in PBL activities.* Motivating teaching staff to implement a new model of teaching-learning is difficult as long as the institution’s budget does not allow their remuneration for their work. This obstacle is often rightly invoked when discussing the review of the study programme or changing the way of interaction with students. At both faculties of medicine and faculties

⁷ Peter Schwartz, Stewart Mennin, *Graham Webb, Problem-based learning. Case studies, experiences and practice*, 2001, pag. 13-19.a

of law, teachers are very involved in practical work, in addition to academic activity, and this makes their motivation (especially in the context of austerity budget) even more difficult. This is even more problematic when it is attempted to change the approach (very well learned) of teaching staff towards the educational process and their role in the training of future physicians or, in our case, lawyers. One of the US Universities of Medicine has found a viable solution to cover part of the costs and motivate teachers to engage in the use of PBL as a teaching-learning method: with the support from administration, the use of the PBL model has been included in teachers' evaluation criteria for promotion, and in this way many departments have revised their way of assigning classes, and more and more teachers have been interested in implementing this model. It was a very great challenge: the transfer from classical lectures to small group activities led to an increase in the number of hours for each teacher; this change has led to greater responsibility for teachers and the dedication of several hours to the teaching process. The most difficult for educational institutions is to obtain and cultivate a leadership interested in developing and maintaining a curriculum based on PBL. In many cases, the need for change comes from students or young teachers who are trying to promote another way of approaching the educational process.⁸

2. Particularities of a PBL curriculum

Also, introducing a PBL model involves revising the curriculum of the subjects taught. Thus, developing a curriculum based on the PBL model is a difficult multidimensional management process of change. The core of this model is the work of students in small groups that are supervised by the teacher. Other curricular implications such as lectures, seminars, workshops for the development of certain skills must be planned in such a way as to lead to the creation of an integrated curriculum based on PBL. In this respect, the development of a curriculum should begin with the questions: (1) what knowledge does the student need and (2) what are the basic skills and abilities important for the graduates.⁹

Thus, the development of such a curriculum has the following features:¹⁰

1. the curriculum restructuring must begin with the identification of the basic skills the student needs to develop. These must be the foundation of the discipline and not the themes that the student will learn during the course. Identifying these skills is often a much more difficult process than it seems at the first sight because it requires careful analysis and determination of the most important skills for future professionals.
2. teachers turn into tutors or facilitators of learning, and this process is quite difficult. For this reason, teachers need training in order to understand their new role when developing a PBL-based curriculum.
3. encouraging individual learning of the student - students need a lot of guidance in their learning process (at least at the beginning). Obviously, this process involves a lot of involvement on the student's side, but also a lot of support and guidance (structuring) from the tutor. The role of the teacher is to help students develop and use problem-solving strategies. The result should be to reduce the number of hours of teaching and to increase the number of hours of student individual

⁸ Ibidem, pag.20-26.

⁹ Terry Barrett, Sarah Moore, *New approach to Problem-based Learning. Revitalizing Your Practice in Higher Education*, 2011, pag. 7.

¹⁰ Ibidem, pag. 231-235.

active learning. In this process the lectures become another source of information just like the specialized literature review or other way of collecting the relevant information.

4. if students are involved in internships, faculties must inform the prospective employers about the PBL model used in the educational process.
5. the process of facilitating student learning must encourage in-depth learning. This is to be done by the tutor / facilitator through various methods introduced in the curriculum.
6. the sources used by students in the learning process must be diversified, expanded and accessible to students, taking into account that emphasis is placed on student's individual research / learning.
7. students' assessment should encourage the working model with PBL. If the whole learning process is based on group work and the assessment is done individually, there is a confusion and misunderstanding about the learning model. The evaluation methods included in the curriculum should reflect the chosen educational process and constitute a new source / method of learning.

These are just some aspects that reflect the development of a curriculum based on the PBL model. It is natural for each teacher to integrate this model into the curriculum taking into account the specificity of the discipline, but without reducing the essential requirements for problem-based learning.

2.3 CHANGING THE RELATIONSHIP BETWEEN STUDENT, TEACHER AND EMPLOYER

The training of specialists to respond to the needs of the labor market is one of the core tasks of higher education institutions. Unfortunately, the theorizing of the educational process is one of the reasons that leads to a very large discrepancy between the knowledge and abilities obtained by the students at the faculty and those necessary in the practical activity. The PBL model is considered one of the learning strategies that reorients the educational process to solving real and practical problems, thus preparing students for productive professional activity. For this reason, many educational institutions abroad integrate this model into the educational plan.

As mentioned above, due to the specificity of the PBL model, the relation between the teacher and the student, the relationship with the potential employer changes significantly. In this paragraph, we will focus on the specificity of these relationships to explain the implications of the PBL on the interaction between stakeholders relevant to the educational process.

1. The teacher-student relationship

Within the PBL-based learning and teaching process the student becomes a partner in the educational process, and the teacher-student relationship is based on cooperation and collaboration. Students are seen not only as young learners but also as agents of change and promoters of the various effective mechanisms needed to the employers. The initiative regarding the involvement of the student as a partner in the educational process implies:¹¹

1. encouraging students to adopt a holistic approach to learning;
2. capitalization of students' points of view / voice;
3. creating opportunities for projects / initiatives that come from students;
4. supporting the transition in and through the educational process;

¹¹ Terry Barrett, Sarah Moore, *New approach to Problem-based Learning. Revitalizing Your Practice in Higher Education*, 2011, pag. 51; 54.

5. increasing autonomy and involvement in the learning process;
6. improving the curriculum;
7. informing and developing strategies and policies.

At the same time, the role of the teacher in this process is different. The teacher turns into a facilitator of the learning process. The role of a facilitator differs from the role of the teacher we are accustomed to. The facilitator has to supervise and guide students in their learning process, encourage student's individual work, and intervene whenever necessary to explain to the student the unclearness or difficulties faced by the student. In this respect, the facilitator's role is:¹²

1. to provide a favorable environment for learning;
2. to facilitate the learning process, but not to make mini-lectures;
3. to listen very carefully and actively to what the students say, to observe the learning process, the difficulties and the fun of the group;
4. to intervene, where necessary, on the basis of the observations made;
5. to ask questions in order to encourage critical and creative thinking;
6. to ask students to provide evidence for their statements and to analyze the sources they used;
7. to provoke students to link the theory with practice;
8. to encourage the debate on the most important issues;
9. to encourage students to have a qualitative and responsible learning process;
10. to encourage students to reflect on the learning process, developing the most important skills, and working in groups.

Thus, the facilitator literally helps the student learn and does not teach the student. The facilitator encourages students to question certain things, to clarify what they do not know, to integrate and apply their knowledge. The facilitator should encourage the participation of all group members in discussions, ensure good group dynamics, summarize group discussions, and evaluate students' activities.¹³

It is clear that changing the teacher-student relationship implies greater responsibility both from the teacher and the student in order to ensure or facilitate an effective learning oriented towards the development of skills and the accumulation of the necessary knowledge necessary for future specialists.

Facilitators / tutors must base their interventions on what the students are doing, and in order to do so, tutors / facilitators need to focus their attention on students and what happens in the group. They have to focus on what the students do / do not do, say / do not say, to keep their objectivity in order to observe the dynamics of the group. Thus, the tutor can observe how students analyze the problem, the group work process, the learning process of the students. Based on these observations, the tutor can develop learning activities for students.

¹² Ibidem, pag. 10.

¹³ Alexia Papageorgiou, Peter McCrorie, Stelios Georgiades, Maria Perdikogianni, *Psychology for Psychologists. A problem base approach to undergraduate psychology teaching*, 2015, pag. 26.

The training of the tutor is a continuous process, and the feedback from students and colleagues can help them improve their skills.¹⁴

For PBL implementation it is imperative to provide continuous training and guidance to future tutors.

2. Relationship with potential employers

In the implementation of the PBL model, the relationship with potential employers can be improved, and the practical aspects are increasingly integrated into the educational process. This involves integrating transferable skills identified with employers into the curriculum, as well as developing problems based on the experiences of potential employers. In fact, one of the main goals of PBL is to make students solve real problems or even involve them in solving practical problems provided to them by their potential employers.

A closer collaboration with employers would have a positive impact not only on the process of designing the study programme or the curriculum of the disciplines, but would also increase the employability of graduates of the Faculty of Law.

2.4 INNOVATIVE MODELS OF ACTIVE LEARNING AND STUDENT-CENTERED PBL

In this section we will refer to the particularities of PBL as a learning strategy, namely: (1) how we formulate a problem; (2) what is specific to group work; (3) students' assessment tools used in PBL. We have chosen namely these aspects because they are important in the process of developing a curriculum based on the PBL model. When implementing the PBL model, various active learning methods can be used and we will refer to them in the context of analyzing the three important aspects identified.

1. How do we formulate the problem?¹⁵

A problem to be used in the educational process must be:

- interesting and motivating;
- authentic, taken over from practical experience;
- formulated in such a way as to allow for more ideas / hypotheses in order to provoke discussions;
- multidimensional, with cognitive, social, emotional, ethical aspects etc.;
- to challenge students to achieve their learning objectives, to understand basic concepts, to develop working skills with common problems;
- to ensure the development of transferable skills (e.g. teamwork, information collection, critical thinking, creative solving of a problem).

¹⁴ Terry Barrett, Sarah Moore, *New approach to Problem-based Learning. Revitalizing Your Practice in Higher Education*, 2011, pag. 217-218.

¹⁵ Terry Barrett, Sarah Moore, *New approach to Problem-based Learning. Revitalizing Your Practice in Higher Education*, 2011, pag. 18-34.

Practitioners, potential employers and even students or graduates are often involved in formulating problems. This consultation contributes to the formulation of complex and real problems, but also interesting for the students' learning process.

Such problems can be focused on: (1) learning or understanding complex basic concepts for the subject taught (but essential to understand the subject); (2) passing through certain personal experiences (such as involving the student in preparing a real witness for a particular process), (3) simulating experiences (such as drawing up a contract based on certain requirements from a prospective client), digital experiences (use of photos, video / audio, blogs, web-sites, etc.)

The stages of formulating a problem are: (1) brainstorming (ideally with the involvement of practitioners and other relevant stakeholders), (2) describing the ideas obtained from the brainstorming process indicating the title of the problem, authors, date of elaboration, module / discipline, learning objectives and concepts, the exact problem that will be presented to students, the ways/methods used for presentation, how to implement the problem and the sources of learning, (3) identifying the necessary resources (including multimedia that can be used), (4) checking if such a problem had been previously formulated to avoid copyright conflicts; (5) the assessment of the problem formulated.

The problem must be formulated in such a way as to stimulate the use of knowledge already acquired and to facilitate the acquisition of new knowledge. The problem has to be complex because using a simple problem will not stimulate in-depth learning and will not provoke students to discussions.

Problems can be *structured* differently: (1) problems that contain all the information necessary to solve them; (2) problems that contain only a part of the factual circumstances (the rest of the circumstances are to be identified by the students), and (3) problems that contain very little information, where the students will accumulate the necessary information gradually.

The level of complexity of the problem should be carefully chosen as the purpose of the problem is to stimulate group learning rather than individual learning.¹⁶

2. Group work within the PBL model

Group work as an interactive teaching method is widely used in the faculties of law. However, in order to follow the philosophy of PBL, we are to identify those particularities of group or teamwork that stimulate group learning:¹⁷

- (1) Group formation should begin in the early class hours in order to have enough time to consolidate as much as possible the teams formed. Consolidation of groups can be done by involving groups in different team building exercises, or by which group members will have the opportunity to get to know each other better from the perspective of learning and interaction within the group. One way the facilitator could efficiently allocate his / her time would be to invite some students who have already taken this course as co-

¹⁶ Barbara J. Duch, Susan E. Groh, Debrah E. Allen, *The power of problem-based learning*, 2001, pag. 49.

¹⁷ *Ibidem*, pag. 61-63

facilitators. The facilitator can propose to students to develop working rules within the group¹⁸ or provide them with a set of rules already prepared.

- (2) Roles within the group - students may be asked to assign their own roles within the group (the leader, the person who organizes the work of the group, the person who is going to present the work of the group, the person who collects the information). These roles can be changed during rotational work.

Group dynamics and group interaction are observed and monitored by the facilitator throughout the learning process, and the way the groups are organized can be tailored depending on the specifics of the discipline. However, other problems may arise in the group monitoring process, such as passivity of some group members, group disorganization, group monopoly, and others that have to be solved by the facilitator in a way that stimulates the interaction of group members and to emphasize the value of the contribution of each member of the group to achieve the joint result.

3. Students' assessment

Assessment of students involved in PBL activities is one of the most discussed aspects of this teaching-learning model. The assessment method chosen depends both on the success of this experience and on motivating students to engage in different learning activities. Evaluation methods also relate to how learning outcomes can be appreciated. The table below reflects some solutions in this regard.¹⁹

Learning outcomes (for skills development)	Evaluation/assessment tools
Obtaining / applying knowledge	Essay based on case study Written exam Schemes on certain concepts
Problem solving skills and argumentation / motivation skills	Triple Jump ²⁰ Written exams or tasks Oral exam
Communication skills and teamwork	Participation in tutorials Written reports Role-playing Participation in online chats / forums
Individual learning skills	Report individual Individual report Report on information search strategies Oral presentations / written reports

¹⁸ Such as: (1) be on time to lessons; (2) come prepared for lessons; (3) inform members of the group if he/she will not come to classes on justified grounds; (4) respect the opinions, views and values of other group members. Failure to comply with these rules could lead to the score being lowered in the evaluation process for the person who ignored or disregarded them.

¹⁹ Terry Barrett, Sarah Moore, *New approach to Problem-based Learning. Revitalizing Your Practice in Higher Education*, 2011, pag.175.

²⁰ This evaluation method consists of three stages: (1) students receive a minimal information problem and should ask the facilitator as many questions as possible to find out more details of the problem (defining the problem); (2) students have to collect additional information and find the solution to the problem, then prepare a presentation (3) students present the solution and receive feedback.

Reflections	Reflection journal Oral presentation Portfolio
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Grading / marking students can take several forms:²¹

1. at the exam, students can get a problem for the whole group plus a few individual tasks.
2. the teacher can only mark the solution presented by the group;
3. the involvement of group members may form a percentage of the final grade;
4. the teacher can only mark the group presentation.

With the implementation of the PBL model, there is a need to develop some recommendations for future facilitators on how the evaluation methods can be used. The involvement of specialists in pedagogy is welcomed for this purpose.

2.5 IMPACT OF INFORMATION TECHNOLOGIES ON PBL STUDENT-CENTERED LEARNING AND CURRICULUM DEVELOPMENT

Information technologies have become a useful tool in the educational process. Teachers can use both distance learning platforms to facilitate the learning process, and may include some IT tools in the curriculum of the discipline to help students collect the required information or present the results of the group.

There are several options that can be used to implement PBL:²²

1. computer simulations - there are simulations specifically designed to facilitate student learning. These computational simulations also include student assessment programmes, taking into account how they learned at each session;
2. multimedia resources - the content of the course is made available to students on the web site or provided on electronic support, while tutorials are provided by email or online conference;
3. Blended PBL - is a combination of on-line and face-to-face interaction. For example, students learn using web materials that include: simulations, videos, demonstrations, or other resources. These materials facilitate face-to-face interaction.
4. PBLonline - assumes work in groups of 8-10 students to solve a problem using electronic resources to facilitate group communication (such as chatting, video conferencing, etc.).

These models can also be implemented in law faculties, but the technical endowment of the institution and the students' ability to work through such methods must be taken into account. These methods are quite costly. However, teaching staff can use other available electronic resources to

²¹ Barbara J. Duch, Susan E. Groh, Debrah E. Allen, *The power of problem-based learning*, 2001, pag. 103-104.

²² Alexia Papageorgiou, Peter McCrorie, Stelios Georgiades, Maria Perdikogianni, *Psychology for Psychologists. A problem base approach to undergraduate psychology teaching*, 2015, pag.5-7.

facilitate the student learning process (such as the Moodle learning platform, electronic materials and resources, video or audio, etc.)

2.6 CONCLUSIONS

The introduction of the PBL model at the Faculty of Law is to be done gradually. Curricula of disciplines are to be revised and adapted to the PBL concept to streamline the process of integration of problem-solving learning. In the following chapters, the possible options for implementing PBL at the Faculty of Law will be analyzed.

3 METHODOLOGY

3.1 THE METHODOLOGICAL FRAMEWORK

Research in any field needs to be done through methods, which in fact represent intellectual operations made by researchers in relation to the subject of knowledge. The basic methods used to elaborate the study that was the subject of this report were:

- the logical method (the procedure of the rational knowledge of the phenomenon by using laws and categories of logic: definition, analysis, synthesis);
- the comparative method (the procedure of the comparison process that is expressed in the establishment of the similarities and differences between different phenomena).

Regarding the comparative method, we mention that the comparison of some research subjects requires for the beginning to be familiar with the essence and the basics of these subjects.

Particular importance in understanding the essence of problem-based learning, as well as in the development of the pilot programme based on PBL, had:

1. The *workshop* organized in Chisinau in the period of January 19-22, 2016, attended by representatives of Aalborg University (Erik de Graaf, Claus Spliid, Lars Peter Jensen), Denmark, as well as the representatives of six universities in the Republic of Moldova, including the State University.
2. Between 22-28 May, WP3 *Development Week* was held in Chişinău. During this week, the SUM team presented the main findings and needs for change at system, university, and study programme level. Also during that week, video conferences were held with representatives of AAU's and UoG's law faculties, where some uncertainties about PBL-based study programmes were discussed. In addition, on May 25, 2016, a press conference called "*Benchmark experience on student-centered, problem based, active learning*" was organized, attended by team leaders from 6 universities from the Republic of Moldova, including the SUM.
3. International Conference organized in Chisinau on October 27-28, 2016, entitled „*WHEN STUDENTS TAKE THE LEAD: ENHANCING QUALITY AND RELEVANCE OF HIGHER EDUCATION THROUGH INNOVATION IN STUDENT-CENTRED PROBLEM-BASED ACTIVE LEARNING*”. The SUM team presented two articles at this conference: “PBL at Law Schools” (Authors: Țurcan Liliana, Zamfir Natalia, Vidaicu Mihaela), “Using Visual Learning Tools for Teaching Criminal Law” (author: Vidaicu Mihaela).

Throughout 2016, team members from Moldovan universities conducted desk research, analyzing various bibliographic sources on the application of the PBL method in higher education institutions, as well as the effectiveness of this method compared to traditional teaching methods. The list of literature was recommended before the workshop was held in January 2016. Subsequently, 6 books were purchased for each university from the project account, with the purpose of research teaching-learning methods used in higher education.

In the first stage, the criteria and sub-criteria used to determine the institutional specificity and the essence of the study programme at the University of Denmark, the University of the United Kingdom, the State University of Moldova were identified. Criteria and sub-criteria were developed based on the methodology (Methodology template) attached to the WP3 of the project. As a result of this stage, an *Annex 1* Data Collection template was developed - a template for collecting the data needed for the study.

In the second stage, study visits were held at the universities of Denmark and Great Britain, where the members of the working teams had the opportunity to find answers to several questions related to the subject under discussion, discussing with the representatives of the academic staff, attending the theoretical and practical lessons, etc.

In the third stage, there were collected the data contained in the laws, other normative acts regulating the legal relations in the field of higher education. At the end of this stage, **the list of criteria and sub-criteria was revised and completed** according to the data collected.

Stage 4: As a result of stages 2 and 3, the Data Reporting Table for the State University of Moldova, set out in *Annex 2*, containing the analysis of the information collected with reference to the case of the Republic of Moldova, was elaborated. It should be noted that AAU and UoG data reporting tables are included in Annexes 2 and 3 to WP2.

Stage 5: The same criteria and indicators were used to perform a cross-case analysis (*Annex 3*). The final step in the data analysis was to find common patterns but also variations that emerged in the process of the comparative analysis of three universities. This stage is reflected in *Annex 4*.

I. Describe how the pilot study programme was developed

Two basic methods were used to develop the pilot study programme:

1. The rational selection method involving the use of the following procedures:
 - a. consulting the bibliographic sources and the legislation in force. Team members have consulted several sources that have enabled to get a clear picture of traditional and non-traditional teaching methods.
 - b. own observations made during the work visits (assisting the theoretical and practical lessons at various disciplines, attending workshops, master-classes, etc.)
 - c. asking for the advice of academic staff at the law faculties of the AAU University and the University of UoG.
2. Creative selection method that works with other procedures:
 - a. The Notebook of Ideas. Each member of the team came up with ideas, suggestions, proposals that were analyzed, selected, then accepted or rejected.
 - b. Brainstorming, which implies that no proposal should be criticized until all possible proposals have been obtained; any proposal, no matter how strange it may be, is required to be considered together with others.

The members of the team responsible for drafting the pilot study programme organized several working sessions with the participation of the vice-rector of the SUM for didactic activity, the head

of the department of quality management of the SUM, the dean of the law faculty, the vice-deans, etc.

In the process of shaping the pilot study programme, the following actions were taken:

- *identifying disciplines* to which the PBL method may be applied. It has been decided to draw attention to the complex disciplines, which have an interdisciplinary character, that address several practical problems and which allow the formulation of some topics, current subjects, which could constitute research topics for projects to be made by small groups of students.
- *identifying the target group*, i.e. the student circle (all students or only students in some groups, years of study) to whom this teaching-learning method can be applied. It was decided that at the first stage the Anglophone groups of students should be involved in teaching and learning PBL model, starting with the fact that a total of 30 students are going to go to UoG University in mobility under the PBLMD project.
- *identifying teachers* who will apply the PBL method. It is worth mentioning that teachers who are part of the PBL team of the SUM have already begun to apply this method to the disciplines they are responsible for since the 2015-2016 academic year. It was decided that all teachers responsible for the Anglophone groups should be involved at the first stage, and later the number of teachers would be enlarged. It is obvious that, at first, teachers will need to be instructed on how to apply the PBL method, with more workshops and conferences being organized. Please note that team members have already explained at the meetings of their departments, what are the advantages of student-centered teaching methods, how the PBL method can be applied within the faculty of law.

II. Describe how the roadmap was developed

For the development of the roadmap, it was decided to outline on a clean sheet the ideal plan that would reflect the PBL model. Subsequently, the main steps that we are going to take to reach this plan were formulated. A primary formulation of the steps was carried out within the *WP3 Development week*, held in Chisinau in the period of May 22-28, 2016.

3.2 DATA COLLECTION

In order to make this report, the members of the working group studied the legal framework in force regulating the higher education system in the Republic of Moldova. In order to collect the primary and secondary data, the relevant information from the websites of the State University of Moldova was used, the literature was consulted, and working meetings were organized with the representatives of the management bodies of the SUM. Many issues or uncertainties regarding the elaboration of the PBL pilot study programme were discussed at the conference in October 2016, attended by team members from 6 universities in the Republic of Moldova, as well as by representatives of the universities of Denmark, Great Britain and Germany.

The data collected is shown in chapter 4 of this Report. *Annex 2* contains the data reporting table for the SUM case. This table was developed based on the template provided in Table 2.

Table 2: Data reporting template

Question/Problem	Data/Sources consulted	Findings	Memos/Reflections
L1: System level			
L2: University management level			
L3: Faculty/Department level			
L4: Study board level			
L5: Integrating disadvantaged students level			
L6: Physical environment level			
L7: Study programme level			
L8: Pedagogical training level			

For the purpose of collecting data on higher education in Denmark and the UK, study visits were made at AAU University and UoG University. The collected data were presented in WP2.

Some questions, ambiguities, and possible problems that may arise in connection with the implementation of the PBL method within the SUM's Faculty of Law have been actively discussed with colleagues at the AAU University's Faculty of Law during a study visit from November 13-26 2016. Thus, during the mobility, a series of meetings were held with Associate Professor Louise Faber (the person responsible for the team of the Faculty of Law of the SUM), Associate professor Marie Jull Sorensen, Associate professor Sten Bonsing, Assistant professor Gitte Soegaard, Associate professor Trine Schultz, as well as a video conference with Assistant Professor Alex Fomcenco. In addition, Mr. Romeo Turcan had an active involvement, who explained to the participants in mobility a series of topics related to the formation of the groups, the collaboration between the students and the potential employers, the kind of activity as a supervisor, the way of preparing the students for the exam, etc.

3.3 DATA ANALYSIS

In order to analyze the data, the comparative method was used. Multiple case studies were compared, each partner country being considered a case study. At first, the SUM's working teams, who participated in working visits to partner universities in the EU, conducted an in-house case analysis of study programmes in the law specialty of that country based on some criteria, properties and indicators. Then, the study programme of the SUM's faculty of law was analyzed.

The cross-case analysis, as presented in the comparative template (Table 3), allowed the reformulation of criteria, properties and indicators for each level.

Table 3: Cross-case analysis

Criteria, properties, indicators	SUM	AAU	UoG
L1 criteria, etc	Basic findings by levels	Basic findings by levels	Basic findings by level

The findings were recorded during the detailed case analysis, with various ideas, concepts, and principles being highlighted. Within these activities, common models and differences were sought, as well as possible changes in the higher education sector in the Republic of Moldova being analyzed. For this purpose, a data reduction template presented in Table 4 was developed.

Table 4: Data reduction template

	Common patterns	Variations
L1: System level		
Criteria 1	Patterns	Variations
Criteria 2	Patterns	Variations
Criteria 3	Patterns	Variations

4 BACHELOR'S DEGREE STUDY PROGRAMME, LAW SPECIALTY, SUM

4.1 INTRODUCTION

The Faculty of Law of the SUM was founded on 1 October 1959. The disciplines were assigned to three chairs / departments: State Law; Law and Civil Process; Criminal Law and Criminalistics. It is one of the first and largest faculties of the State University of Moldova, which has as a basic mission the training of highly qualified specialists in the field of law.

Until 1992, the Faculty of Law was the only higher education institution training specialists in the field of law.

The Faculty of Law of the State University of Moldova is the main provider of staff for the labor market in the Law specialty. At present, the study process within the faculty of law is provided by 5 departments: Public Law, Private Law, Procedural Law, Criminal Law, International and European Law (<http://drept.usm.md/bcategory.php?l=ro&idc=53&t=Subdiviziuni>), acting in accordance with the Framework Regulation of the Department approved by Order of the Ministry of Education no. 671 of 06.08.2010, (<http://usm.md/wp-content/uploads/2012/08/9.-Regulament-cadru-al-catedrei-2010.pdf>), as well as the Regulation of the Academic Department of the State University of Moldova, approved at the session of the SUM's Senate of 26 February 2013, Minutes No.6 (<http://usm.md/wp-content/uploads/2014/04/Regulament-Departament-USM.pdf>).

4.2 SYSTEM LEVEL

4.2.1. Accreditation of study programmes

4.2.1.1. National external accreditation body

According to article 115 of the Education Code of the Republic of Moldova, no. 152 of 17.07.2014, the National Agency for Quality Assurance in Professional Education, which is an administrative authority of national interest, with legal personality, autonomous to the Government, independent in decision-making and organization, financed from the state budget and own revenues, was established and is now operational.

4.2.1.2. Accreditation procedure: methodology and evaluation criteria

The accreditation procedure is regulated by the Government Decision no. 616 of 18.05.2016 for the approval of the Methodology for external quality evaluation for the provisional authorization of operation and the accreditation of the study programmes and of the institutions of vocational education and training, higher education and continuous training and of the Regulation on the calculation of taxes on services provided in the external evaluation of the quality of study programmes and of the institutions of vocational education and training, higher education and continuous training.

It is developed in accordance with the following national and European (international recommendations) regulatory framework in the field:

- The Education Code of the Republic of Moldova no. 152 of July 17, 2014;
- The Regulation on the Organization and Operation of the National Agency for Quality Assurance in Professional Education, approved by the Government Decision no. 191 of April 22, 2015;
- Nomenclatures of professional training areas, specialties and qualifications, occupations / professions for the training of staff in institutions of higher education, vocational education and training and continuous training;
- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), developed by the European Association for Quality Assurance in Higher Education (ENQA);
- Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (2009 / C 155/01);
- European Quality Assurance Framework for Vocational Education and Training (EQAVET Framework), developed by the European Network for Quality Assurance in Vocational Education and Training (EQAVET).

4.2.1.3. Relations of the accreditation body with the Ministry of Education

The National Agency for Quality Assurance in Professional Education performs on a contractual basis, at the request of the Ministry of Education, the evaluation of the quality of programmes and institutions offering professional training programmes in vocational education and training, higher education and continuous education.

In exercising its attributions, the National Agency for Quality Assurance in Professional Education has the duty to inform the evaluated institution and the Ministry of Education about the results of the external evaluation.

The Agency sends the decision on the external evaluation to the Ministry of Education and the institution / institutions, as well as places the decision on the Agency's website after exhausting the appeal procedures.

4.2.2. Quality Assurance System

According to article 112 of the Education Code, quality assurance in higher education is achieved through a set of actions for the development of the institutional capacity in the elaboration, planning and implementation of study programmes, which form and consolidate the trust of the beneficiaries that the institution offering education services meets and improves the quality standards in accordance with the mission assumed by it.

4.2.2.1. The existence of a national quality assurance system (QA)

Quality management in higher education is ensured:

- a) at national level - by the Ministry of Education and by the National Agency for Quality Assurance in Professional Education;
- b) at institutional level - internal quality assurance structures.

A fully functional quality assurance system involves two successive stages:

- a) the provisional authorization, which is the act of establishing the institution and grants the right to carry out the educational process and to organize admission to studies;
- b) accreditation, which grants, in addition to the rights stipulated in let. a) the right to organize the final examination, as well as the right to issue diplomas, certificates and other educational documents recognized by the Ministry of Education.

The National Agency for Quality Assurance in Professional Education consists of:

- a) The Governing Board;
- b) profile committees;
- c) administrative apparatus.

Within the National Agency for Quality Assurance in Professional Education, the evaluation subdivision of the study programmes and institutions providing professional training programmes in higher education, the subdivision for the accreditation of the programmes and institutions offering professional training programmes in the higher education, the subdivision dedicated to the vocational education and training, and other subdivisions required to carry out its duties, set up by the Governing Board.

In addition to subdivisions, according to the Agency's own regulation on organization and operation, there are commissions on specialties, which draw up registers of experts-evaluators based on an open competition.

The executive management of the National Agency for Quality Assurance in Professional Education is exercised by the President of the Governing Board, assisted by the Vice-President and the Secretary General.

The Governing Board consists of 15 members: staff with scientific-teaching and scientific positions, one representative of the students and one representative of the business environment. Members of the Governing Board may not hold public positions / functions, rector or director of the educational institution.

The members of the Governing Board are selected by an open competition, with an international jury, from among all those interested, for a four-year term that can be renewed only once. The competition is organized by the members of the Governing Board. Eight new members of the Governing Board are elected every 4 years. The president, vice-president, and secretary-general of the Governing Board are elected from among its members for a four-year term.

4.2.2.2. The national QA body

The National Agency for Quality Assurance in Professional Education shall have the following duties and responsibilities:

- a) to enforce the state policies in the quality area of vocational, higher and continuous education;
- b) to develop in line with the European standards in the area and make public its own methodology of assessment and accreditation of the institutions providing professional training programmes and their programmes, and to propose them for Government's approval;

- c) to formulate and revise periodically, based on the European and international best practices, the accreditation standards, the national standards of reference and performance indicators used in assessing and assuring quality in education;
- d) to assess, on contractual basis, the institutions providing professional training programmes, as well as their programmes for the purpose of provisional authorization, accreditation, and reaccreditation in the vocational, higher and continuous education;
- e) to carry out, on contractual basis, upon the request of the Ministry of Education the quality assessment of some programmes and institutions providing professional training programmes in the vocational, higher and continuous education;
- f) to ensure the objectiveness and validation of the results obtained during the external assessment of the institutions providing training programmes and of their programmes;
- g) to ensure transparency in the process of external assessment, including through publication of assessment results, etc.

4.2.2.3. Relations of the QA body with the universities

The higher education institution: a) requires a new study programme at the first cycle (Bachelor's degree), which is included in the Nomenclature of Professional Training and Qualifications for the Training of Staff in Higher Education Institutions (Cycle I). The external quality evaluation procedure for authorizing the provisional operation of study programmes and educational institutions shall be finalized by the Agency within 6 months from the date of application for external evaluation. Accreditation is requested and granted individually for each educational institution and for each study programme in order to obtain a distinct qualification - in higher education: for each study programme in the first cycle (Bachelor's degree), the cycle II (Master's degree) and III (PhD degree).

4.2.2.4. External quality evaluation procedure: levels, criteria

Quality evaluation in higher education aims at:

- 1) institutional capacity;
- 2) educational efficiency, including academic achievements;
- 3) the quality of initial and continuous professional training programmes;
- 4) institutional quality management;
- 5) the results of scientific research and / or artistic creation;
- 6) the consistency between the internal evaluation and the real situation.

4.2.3. Double degree programmes and recognition of professional experience

Double degree programmes are regulated by Article 92 of the Education Code of the Republic of Moldova:

Article 92. Joint higher education programmes

- (1) The joint higher education programmes is a form of cooperation between two or more institutions jointly responsible for:
 - a) development and approval of the bachelor's degree/master's degree/doctoral degree programmes;
 - b) organization of admission;

- c) academic supervision, awarding qualifications and quality assurance.
- (2) The cooperation, as a rule, shall be organized within a consortium of the higher education institutions and other institutions and organizations.
- (3) The joint qualification shall be awarded and the joint diploma shall be issued in one of the following formulas:
 - a) a joint diploma additional to one or more national diplomas;
 - b) a joint diploma issued by the institutions providing joint study programme without issuing the national diploma;
 - c) one or more national diplomas officially issued and the certificate attesting the jointly awarded qualification.
- (4) The joint diplomas/certificates shall be issued in the languages of communication set within the partnership and in the English language.
- (5) A joint programme of higher education shall assume that:
 - a) the member institutions of the consortium shall be provisionally authorized or accredited in the country of origin;
 - b) each member of the consortium shall have the authorization from the national authorities empowered for organizing the joint programme;
 - c) the students from each institution participating in the joint programme may study a period of time in the partner institutions, but not necessarily in all institutions of consortium;
 - d) the period of study for students in the partner institutions or organizations of the higher education institution shall be a substantial part of the joint programme;
 - e) the periods of study and the exams passed in the partner institutions shall be fully and automatically recognized, under the law;
 - f) the teaching staff from the institutions participating in the consortium shall contribute jointly and equally in the implementation of the study programme.
- (6) The procedure for provisional authorization and accreditation of the joint higher education programmes shall be established by the National Agency for Quality Assurance in the Professional Education.

At present, within SUM there are double degree programmes only at the faculty of Foreign Languages and Literature.

4.3 UNIVERSITY LEVEL

4.3.1. Governing bodies of the university and university management bodies

Article 28 of the Charter of the State University of Moldova, no.7 of March 31, 2015 establishes that: The system of the governing bodies of the State University of Moldova consists of the Senate, the Institutional Strategic Development Council, the Scientific Council, the Council of Administration, the Rector, The Faculty Council, the Senate Office, and the Office of the Faculty.

4.3.1.1. Structure

The Senate is the supreme collective governing body of the State University of Moldova.

The Institutional Strategic Development Council (hereinafter referred to as C.D.S.I.) is the governing body of the State University of Moldova, which meets at least once in the quarter or whenever necessary at the initiative of the President or at least 1/3 of the number of members.

The Scientific Council of the State University of Moldova is the collective body that ensures the coordination of the entire doctoral activity within the University, providing institutional, administrative and logistic support to subordinated doctoral schools.

Within the State University of Moldova the application of the Senate decisions, of C.D.S.I., and the Scientific Council are provided by the **Council of Administration**. The Council of Administration consists of the Rector, Vice Rectors, Deans, Heads of Departments, Heads of Chairs, Heads of Services, and other university subdivisions.

The operative leadership of the State University of Moldova is exercised by the **Rector**, assisted by the Vice Rectors (Senate Office), with the support of the Council of Administration. The Rector is the budget executor of the State University of Moldova.

4.3.1.2. Duties

The Senate has the right to discuss any issue related to the educational and scientific research process as well as the SUM's managerial, social-economic and financial activity.

The Senate has mainly the following competencies:

- approves the Institutional Strategic Development Plan of the State University of Moldova and the current and prospective activity programme in accordance with the statutory and legal mission, objectives and rights;
- approves the University Charter, the Regulation on the operation of the Senate, the Regulation of the Institutional Strategic Development Council, the Regulation of the Scientific Council, the Regulation of the Administration Council, the Regulations for admission to studies, the regulations of the faculty, the academic departments, the chairs, as well as other internal regulatory acts;
- approves the establishment, reorganization and liquidation of the structural subdivisions of the University;
- presents candidates for conferring scientific and scientific-didactic titles (researcher, university professor, associate professor, university lecturer), in accordance with the legislation in force;
- organizes and conducts competitions for vacant scientific, didactic and managerial positions;
- approves training in initial and continuing professional training as well as master, doctoral and postdoctoral programmes.

CDSI has the following competencies and duties:

- to coordinate the development of the Strategic and Institutional Development Plan of the State University of Moldova encompassing the vision, mission, institution's development

strategy and the main actions for a period of at least 5 years and to submit it to the Senate for approval;

- 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;
- to approve the model-study contract and the amount of tuition fees;
- to take decisions, with the approval of the Senate, regarding the development and consolidation of the institution's patrimony – decision to be approved with at least 2/3 votes of the Council members.

The rector mainly has the following rights and obligations:

- coordinates the didactic, scientific, administrative, economic and financial activity of the State University of Moldova;
- issue orders and provisions on all fields of university activity;
- appoints in the post and dismisses the vice-rectors, according to the law;
- employs and dismisses heads of the University's structural subdivisions, who are not elected on a competitive basis;
- in case of a job/position vacancy, appoints and dismisses persons in managerial positions on a competition bases, who will exercise the interim function until the competition is announced in the established manner. The duration of the interim holding of the position shall in this case not exceed six calendar months;
- appoints, by order, to didactic-scientific, research or managerial positions, the persons elected on the basis of a competition;
- concludes individual employment contracts for the employment of university staff;
- approves the employment scheme and the functions within the State University of Moldova;
- enforces by order and ensures the implementation of the decisions adopted by the Senate, for Institutional Strategic Development Council, the Scientific Council and the Administration Council;
- is the finance and credit authorizing officer of the State University of Moldova;
- manages and supervises the formation and use of fixed and circulating funds of the University;
- opens accounts, including currency accounts, in banking institutions;
- signs cooperation agreements with institutions, enterprises and national organizations.

4.3.1.3. The election procedure

The Senate is elected for five years. Senate members are elected according to a representative quota for each faculty, subdivision, taking into account the following ratio: didactic-scientific body - 75%; students, doctoral students - 15%, auxiliary staff - 10%. The rector, vice-rectors, dean, chairman of the Trade Union Committee, director of the Library, director of the Information Technology Center, directors of affiliated institutions are members of the Senate by virtue of their functions. The Senate's executive will not exceed 101 people. The members of the Senate are elected by direct and secret vote from among the scientific-didactic, didactic and non-didactic staff - elected by secret vote of the teaching staff of the faculties, departments, scientific centers; from among

students - elected by academic groups and student associations; from among the representatives of the trade union bodies - elected by the trade union organizations, in accordance with the Regulation on the operation of the Senate of the State University of Moldova.

The candidate who holds a scientific degree of doctor and / or scientific-didactic and has at least 5 years of experience in higher education and research may be elected as a **rector** of the State University of Moldova.

The rector is elected by the general assembly of the scientific, didactic and teaching staff, and of the representatives of the students in the Senate and the faculty councils (the general assembly of the electors), with the majority vote. Elections are made by universal, direct, secret and freely expressed vote.

4.3.1.4. The governing body in charge of study programmes, teaching-learning and evaluation processes

Quality Management Department: curricular development and evaluation. It is guided by the Regulation on the Organization and Operation of the Quality Council, approved by the SUM Senate on October 29, 2013.

Mission of the department: implementation and monitoring of the quality management system, the professional training process at the first cycle, Bachelor's degree, and the second cycle, Master's degree, in the State University of Moldova.

The objectives of the department are:

1. Monitoring the education quality assurance structures within the SUM.
2. Ensuring the curricular conditions for the integration of the SUM into the European single educational area.
3. Assessment of the quality of conditions / resources, process and results of initial professional training within the SUM.
4. Organizing and coordinating internships.

Activities:

I. *Quality assurance structures*

- Organizing the quality assurance system.
- Elaboration of indicators and methodology of quality assurance.
- Monitoring the quality assurance process.
- Elaboration of quality assessment criteria.
- Monitoring the activity of the Quality Assurance Boards.
- Drafting internal regulations.
- Coordinating the study programmes' development process.
- Coordinating the development and implementation of curricular support.

II. *Curricular development*

- Monitoring the development of educational plans.
- Monitoring the development of standards / qualifications for cycle I – Bachelor's degree.

- Coordination of the curriculum development process, cycle I – Bachelor’s degree.
- Monitoring the development of the course support.

III. Evaluation

- Evaluating academic results
 - Determining the evaluation strategy.
 - Provide methodical support in developing assessment tools (tests).
- Evaluation of normative and regulatory documents of the educational process (plans, curricula, teaching materials).
 - Determination of criteria and indicators.
 - Providing methodological assistance.
- Didactic staff evaluation.
- External evaluation.
 - creating the conditions for carrying out the evaluation procedure
 - assisting in the external evaluation process

IV. Internships

- Drafting Regulations.
- Monitoring the development of the internship programme / curriculum.
- Organization of seminars and conferences.
- Monitoring internships
- Concluding contracts of collaboration with institutions providing internships / work placements.

4.3.2. The organizational structure of the university

According to art. 23 of the Charter of the State University, approved at the session of the Senate of the SUM no. 7 of 31.03.2015, the State University of Moldova is structured on faculties, institutes, academic departments, chairs, laboratories, administrative departments, services, sections, offices and centers operating under this Charter and own regulations, approved by the Senate.

Organizational Structure of the University:

- Faculties
- Research units
- Department of Studies
- Quality Management Department: curricular development and evaluation
- Department of Organization and Evidence
- Human Resources Department
- Supply and Logistics Department
- SUM Syndicate
- The SUM newspaper

4.3.3. Objectives of the Strategy of the student-centered teaching-learning process (separate or embedded in institutional strategy): *innovative teaching and learning, IT use, emphasis on employability, internationalization of curriculum, acquisition of linguistic and intercultural competencies (Document)*

The Strategic Plan is a document defining the main directions of development of the State University of Moldova for the years 2016-2020 <http://usm.md/wp-content/uploads/Planul-Strategic-al-Universitatii-de-Stat-din-Moldova-2016-2020.pdf>

The strategic objective of the SUM: Developing and enhancing the quality of the educational offer.

4.3.4. The key structure responsible for organizing the student-centered teaching-learning process.

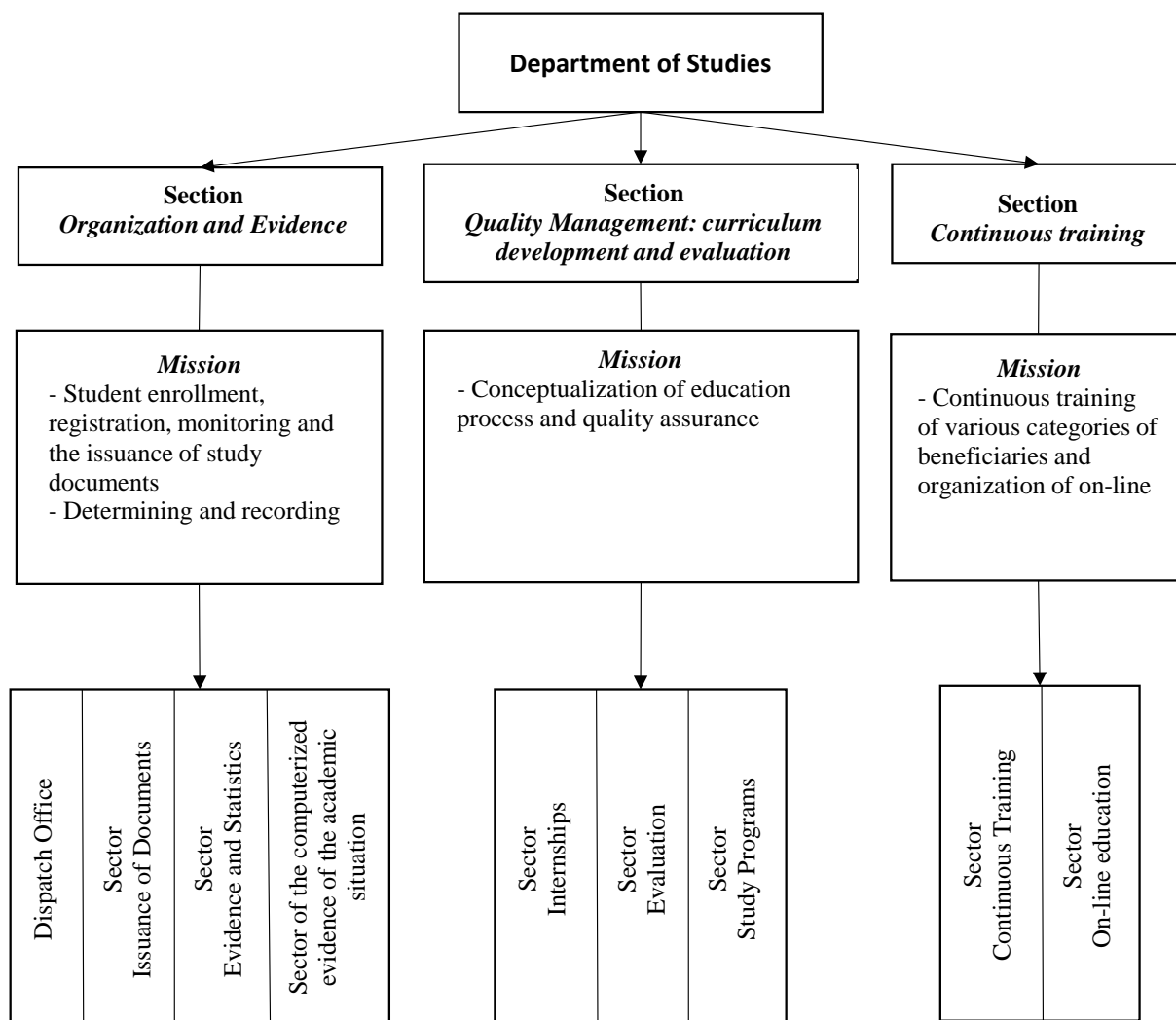
The *Department of Studies* is a subdivision of the university, operating on the basis of the Statute of the State University of Moldova, the normative documents regulating the education process in the Republic of Moldova, the orders of the Rector / Vice-rector for didactic activity. The basic **objectives** of the *Department of Studies* are the organization and technical-material and didactic assurance of the educational process as well as the formation and registration of the students and master students.

4.3.4.1. Duties and subordination.

The main duties are:

1. *Organization and provision of education process*
2. *Control of quality and efficiency of the education process*
3. *Evidence of students' mobility.*

4.3.4.2. Structure / Composition



4.3.4.3. Documents issued

4.3.4.4. Relationships with university's academic structures (faculties, departments, etc.)

1. In agreement with the deans of the faculties organizes and participates in the quality control of the study process.
2. Is responsible for methodological and technical assurance of the educational process.
3. Contributes to the implementation and use of new teaching technologies in the study process.
4. Analyzes and evaluates the effectiveness of the instructive-educational process.
5. Prepares statistical reports, information and materials requested by higher instances.
6. Performs control over the documentation of the deans' offices (registers, personal cards, grading cards and cards of students and master students, etc.).
7. Monitors the topics of the Bachelor's and Master's degree theses.
8. Makes proposals regarding the composition of the Commission for Bachelor Examination / Evaluation Commissions for Master Theses; prepares the schedule of the bachelor / master examination.

9. Makes proposals to the Rector for taking administrative measures in case of violation of the discipline by the teachers and by the students / master students.
10. Monitors and manages the admission of students, in agreement with faculty deans,
11. Draws up regulations and instructions regarding the organization of admission to the university;
12. Provides advertising during admission (editing of methodical materials, guides, broadcasting information on Radio and TV, etc.);
13. Ensures the timely preparation of the materials for the admission tests;
14. Organizes the study and implementation of the provisions of the normative acts on the admission regulation;
15. Prepares the draft of the admission order of the candidates for the year of study I.
16. Analyzes and prepares orders for admission, promotion and admission to the bachelor examination / defence of the master's thesis and the awarding of the title. Analyzes and organizes transfer, rehabilitation, expulsion, granting of academic leave, stimulating or sanctioning of students.

4.3.5. The University Quality Assurance (QA) system repeats the points above

The Quality Management Department: curricular development and evaluation is the university structure responsible for the quality assurance process at university level

Mission of the department: implementation and monitoring of the Quality Management System, the professional training process at the 1st Cycle, Bachelor's degree, and the 2nd Cycle, Master's degree, in the State University of Moldova.

Objectives:

1. Monitoring the structures of education quality assurance within the SUM.
2. Ensuring the curricular conditions for the integration of the SUM into the European single educational area.
3. Assessment of the quality of conditions / resources, process and results of initial professional training within the SUM.
4. Organizing and coordinating internships.

4.3.5.1. Duties

Activities:

I. *Quality assurance*

- Organizing the quality assurance system.
- Elaboration of indicators and methodology of quality assurance.
- Monitoring the quality assurance process.
- Elaboration of quality assessment criteria.
- Monitoring the activity of the Quality Assurance Boards.
- Drafting internal regulations.
- Coordinating the study programme development process.
- Coordinating the development and implementation of curricular support.

II. *Curricular development*

- Monitoring the development of educational plans.
- Monitoring the development of standards / qualifications for cycle I – Bachelor's degree.
- Coordination of the curriculum development process, cycle I – Bachelor's degree.
- Monitoring course support development.

III. *Evaluation*

- Evaluating academic results
 - Determining the evaluation strategy.
 - Providing methodical support in developing assessment tools (tests).
- Evaluation of normative and regulatory documents of the educational process (educational plans, curricula, teaching materials).
 - Determining criteria and indicators.
 - Providing methodical assistance.
- Didactic staff evaluation.
- External evaluation.
 - creating the conditions for carrying out the evaluation procedure,
 - assisting in the external evaluation process.

IV. *Internships*

- Drafting Regulations.
- Monitoring the development of the internship programme / curriculum.
- Organization of seminars and conferences.
- Collaboration with institutions - basis for practicing internships.
- Monitoring internships
 - Organizing training for trainee students.
 - Evidence and control of trainee students' activity.
 - Evaluation (organizing conferences for totalizing the results of trainee students).

4.3.5.2. **Structure**

Head of department: Coordinates the activity of the department in the following directions:

- Monitoring the activity of the Quality Assurance Boards.
- Monitoring the development of normative and regulatory documents.
- Monitoring internships.
- Coordinates the assessment of the quality of the educational process.

Deputy-head: Coordinates the activity of the department in the following directions:

- Organizing the quality assurance system.

- Monitoring the development of normative and regulatory documents: educational plans, standards / qualifications, curricula for cycle I - Bachelor and cycle II – Master's degree for the Faculties of Sociology and Social Assistance, Law, History and Philosophy, Journalism and Communication Sciences, Foreign Languages and Literatures, Letters, International Relations, Political and Administrative Sciences.
- Monitoring internships.
- Elaboration of quality assessment criteria.
- Organization of internal audit.

Deputy-head: Coordinates the activity of the department in the following directions:

- Organizing the quality assurance system;
- Monitoring the development of normative and regulatory documents: educational plans, standards / qualifications, curricula for cycle I - Bachelor and cycle II – Master's degree for the Faculties of Biology and Pedology, Chemistry and Chemical Technology, Physics, Mathematics and Informatics, Psychology and Education Sciences, Economics.
- Monitoring internships.
- Elaboration of quality assessment criteria
- Organization of internal audit.

Methodist: is responsible of:

- Providing methodical support in developing assessment tools (tests).
- Ensuring logistical support and data processing in the assessment of teaching staff.
- Ensuring the conditions for the performance of the evaluation procedure.
- Completing Analytical Programmes for graduates from previous years.

Coordinator of internships and labor market relations. Responsible of:

- Organizing and controlling the quality of internships.
- Coordination of the drafting of regulations, programme / curriculum of practical training / internships.
- Organization of seminars and conferences for internship coordinators.
- Organizing conferences for assessing internships.
- Establishment of the conditions of collaboration of the SUM with the institutions providing internships.

Programming engineer. Responsible of:

- Elaboration of the database for the Department of Quality Management: curricular development and evaluation.
- Typing the materials necessary for the activity of the department.
- Establishing relations with the beneficiaries of the services provided by the department.
- Processing questionnaires to assess the quality of various aspects of the educational process.
- Ensuring logistical support and data processing in the assessment of teaching staff.

4.3.6. Introducing Bachelor degree programmes

4.3.6.1. Structures empowered to initiate, elaborate and approve a study programme (to mention whether it is necessary to consult the career center, finance, library)

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

- a. the initiator of the new study programme (any interested person / group from the faculty / chair / department) and the members of the team designated by the chair / department management determine the disciplines in the educational plan and the list of scientific and teaching staff with competences in the field to be discussed in the faculty council. Following the endorsement of the programme, the educational plan and the staff of the new study programme will be drawn up;
- b. after the endorsement in the faculty council, the study programme documents are submitted for approval to the Senate of the university. The final decision on the initiation of the study programmes is approved by the Council for Institutional Strategic Development, according to the legal provisions;
- c. after the final approval, the faculty management appoints the team to prepare the self-evaluation report of the new study programme for provisional authorization;
- d. based on these documents and correlated with the material basis provided for this programme, the final form of the self-evaluation report is elaborated. The self-evaluation report is submitted to the vice-rector for the teaching activity, to be verified by a commission designated by the sub-division responsible for quality management;
- e. after the correction of any deficiencies, the self-evaluation report, implicitly the educational plan, shall be submitted, at least 6 months before the start of the study programme, to the Ministry of Education, which, after coordinating the educational plan, shall submit it to the National Agency for Quality Assurance in Professional Education for conducting the external evaluation for provisional authorization.

4.3.6.2. Requirements for the dossier content for new study programmes

Profile and structure of the educational plan

The educational plan for **cycles I and II** is structured in the following compartments:

- a) the title sheet;
- b) university timetable;
- c) the plan of the study process on semesters / years of study;
- d) internships;
- e) the final evaluation forms at the course units / modules offered;
- f) the final evaluation form of the study programme;
- g) list of course units at free choice;
- h) the matrix of correlating the learning outcomes of the study programme with those of course units / modules. Learning outcomes are part of national standards and their number, according to European practices, is recommended to be limited to 6-8.

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 programme) 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 study programme with the institutional development strategy, the consultation of the partners (employers, graduates, teachers, students) and the coordination of the programme development process according to the quality assurance standards.

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

4.3.6.3. Body approving the dossier

The Council for Institutional Strategic Development.

4.3.7. Learning-teaching and evaluation methods used at university (differences between approaches at different faculties / fields)

The teaching-learning process is based on the disciplinary curriculum, the academic courses, and the respective didactic design. Forms of organization of the study process combine judiciously direct contact activities between teacher and student and individual work. Effective teaching strategies (modern, interactive, teamwork, etc.) are implemented in the educational process. The applied didactic strategies are adequate to achieve the competencies established by the National Qualifications Framework in the respective field. Various forms of organizing the teaching-learning process are effectively applied: integrative courses and seminars, problem-based, trainings, etc.

4.3.8. The structure responsible for cycle II / cycle III

4.3.8.1. Duties

GOVERNMENT DECISION No. 464 from 28.07.2015 for the approval of the Regulation on the organization of the second cycle – Master’s degree studies. Published: 31.07.2015 in the Official Gazette Nr. 197-205

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=360103>

In the second cycle of Master’s degree studies there are offered:

- a) Deepening programmes, which ensure the development of competences in a specialty in the field studied in Cycle I;
- b) Interdisciplinary programmes that ensure the development of specific transversal competences in two or more fields of professional training;
- c) Complementary programmes, which supplement the competences obtained in the Bachelor’s degree studies, with a view to expanding the area of work placement.

The orientation of Master’s degree studies can be:

- a) scientific Master’s degree studies, for the purpose of deepening in a scientific field and having the purpose of producing original scientific knowledge;

- b) professional Master's degree studies, in order to train / strengthen professional skills in a specialized field and which can form a basis for professional career.

Within the Faculty of Law, a vice-dean is responsible for organizing admission to the Master's degree studies, approving and implementing master training plans, master students' assessment.

4.3.8.2. Relation with other university bodies responsible for approving the curriculum

The SUM's Department of Studies organizes and assures the education process in the second cycle similar to the same duties reported in Cycle I.

4.3.9. Documents on the policies and content of the curriculum

The reference framework of the university curriculum, approved by the National Curriculum Council of the Ministry of Education of the Republic of Moldova in 2015.

4.3.9.1. Study programme form (cycles I and II)

4.3.9.2. Examination policies and procedures form

4.3.9.3. Semester description (by programme) form

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 education), setting the deadlines and duration of the semesters, internships, examination sessions, final assessments and holidays. 3.2.2. Quantification of the academic year - in the full-time education one year of study is quantified with 60 credits, and the semester with 30 credits. In part-time education, the total number of credits is allocated proportionally over the years of study.

4.3.9.4. Module description form

4.3.9.5. Grading scale

Evaluation of learning outcomes is done with grades from "10" to "1". The grades from "5" to "10", obtained as a result of the course unit / module evaluation, allow obtaining the credits allocated to them according to the educational plan. The grade of the student's current assessment on the semester and the grade for the exam are expressed in integer numbers. The final grade at the course unit / module is calculated based on the semester grade and examination grade and is expressed in numbers with two decimals. The student who gets less than the grade "5" on the current evaluation is not allowed in the final evaluation. Grade 10 or "Excellent" (equivalent to ECTS - A) is given for the profound and remarkable demonstration of the theoretical and practical skills developed by the course unit / module, creativity and skills in the application of acquired competences, considerable independent work and versatile knowledge of literature in that field. The student acquired 91-100% of the material included in the course unit / module curriculum / syllabus. - Grade 9 or "very good" (equivalent to ECTS - B) is given for a very good demonstration of the theoretical and practical skills developed by the course unit / module, very good skills in applying the competences acquired, with some insignificant / nonessential errors. The student has mastered

81-90% of the material included in the curriculum (analytical programme) of the course unit / module. - Grade 8 or “good” (equivalent to ECTS - C) is given for the good demonstration of the theoretical and practical skills developed by the course unit / module, good abilities in the application of learning outcomes with a certain lack of confidence and inaccuracy related to the depth and the details of the course unit / module, but which the student can correct by answering additional questions. The student acquired 71-80% of the material included in the course unit / module curriculum (analytical programme). - Grades 6 and 7 or “satisfactory” (equivalent to ECTS - D) are given for demonstrating basic skills developed by the course unit / module and the ability to apply them in typical situations. The student’s response is unreliable and there are considerable gaps in the knowledge of the course unit / module. The student acquired 61-65% and 66-70% respectively of the material. - Grade 5 or “Poor” (equivalent to ECTS - E) is awarded for demonstrating the minimum competencies in the field of the course unit / module, the implementation of which faces many difficulties. The student has mastered 51 to 60% of the material. - Grades 3 and 4 (equivalent to ECTS - FX) are awarded when the student does not demonstrate the minimum competencies and additional work is required to promote the course unit. The student acquired 31-40% and 41-50% of the material, respectively. - Grades 1 and 2 or “unsatisfactory” (equivalent to ECTS - F) are awarded to the student who copied or demonstrated a minimum knowledge of the material from 0 to 30%. There is still a lot to do to promote the course unit.

4.3.10. Student involvement in university governance and management

The Student Self-Governing Structure (hereinafter referred to as “SAS”) is a representative student structure within the educational institution, non-governmental, non-affiliated, independent, non-profit; constituted on the basis of the voluntary principles and equal rights of students from different academic units of the higher education institution.

The Student Self-Governing Structure is the supreme representative body of all students within the higher education institution, made up of representatives of student formations and student organizations in the educational institution, officially recognized by the institution’s leadership, which includes several decision levels (institution, university cycle, faculty, specialty, academic group).

The Student Self-Governing Structure has a democratic decision-making and elective system and operates according to the University Charter and its own Regulation.

Within the higher education institution, the representation of the students is provided at the level of academic group, year of study, professional training programme, cycle of studies and is found in the institutional management structures: the Faculty Council, the Senate of the Higher Education Institution, the Ethics and Management Council, the Quality Assurance Committee.

Students can also be delegated to other relevant activities with a decisional, advisory or administrative role at the level of the higher education institution’s subdivisions.

In the Senate of the higher education institution and in the faculty council, the students are represented in proportion of not less than 1/5, but not more than 1/4 of the members of these structures.

[http://usm.md/wp-content/uploads/ordinul nr. 969 din 10.09.14 regulamentul-cadru cu privire la organizarea si functionarea structurilor de autoguvernanta studenteasca.pdf](http://usm.md/wp-content/uploads/ordinul_nr_969_din_10.09.14_regulamentul-cadru_cu_privire_la_organizarea_si_functionarea_structurilor_de_autoguvernanta_studenteasca.pdf)

4.3.11. Student-centered teaching and learning approach at university level.

4.3.11.1. Mission / Strategy of the university

The Strategic Plan is a document defining the main directions of development of the State University of Moldova for the years 2016-2020 <http://usm.md/wp-content/uploads/Planul-Strategic-al-Universitatii-de-Stat-din-Moldova-2016-2020.pdf>

Strategic Objective of the SUM: Developing and enhancing the quality of the educational offer.

Strategic actions in this regard:

- Elaboration of educational plans, from the perspective of professional skills training, interdisciplinary approaches and current problems of the field of training.
- Developing the curriculum for the disciplines, focusing on the student's teaching process, with an emphasis on performing individual work and applying interactive teaching technologies.
- Realizing the educational partnership with employers' / labor market representatives in order to modernize professional training programmes.
- Maintaining the professional training process at the level of quality standards, ensuring the recognition of the competitiveness of the studies at SUM in the country and abroad.
- Increasing the international dimension of study programmes (study programmes taught in foreign languages).
- Ensuring the professional training process with highly competent scientific and teaching staff through continuous training.
- Use of modern technologies, including electronic platforms in the professional training process.
- Assessment by the specialty departments of the professional training services as a source of updating initial training programmes, a way to identify institutions - basis for internships, a way to set up an educational partnership.
- Promoting integrated / interdisciplinary study programmes.
- Modernizing and promoting participative quality management, with the active involvement of faculty structures (teachers and students) and labor market representatives. Implementing an effective internal evaluation and self-evaluation mechanism of the quality of the educational process.
- Modernizing the career guidance and career counseling strategy of students. Creating a mechanism to monitor graduates' professional development.

4.4 FACULTY / DEPARTMENT LEVEL

4.4.1. The relationship between the top management (university level) and faculty / department management with reference to student-centered teaching and learning

According to p. 34 of the Framework regulation on the Organization and Functioning of the Governing Bodies of the Higher Education Institutions of the Republic of Moldova, approved by the Order of the Ministry of Education No. 10 of 14 January 2015, the governing body of the faculty in the higher education institution is the Faculty Council, which is chosen for a five-year term. The members of the faculty council are, as a rule, persons with a scientific and scientific-didactic title. Elections take place within 10 days of their announcement. Students are represented in the the Faculty Council in the proportion of 1/4 of the total number of members. The duration of the mandate of the members of the Council among the students is one year, with the possibility of renewing the mandate. Ex officio members of the faculty council are the dean, vice-dean and heads of faculty's specialty departments.

Article 34 of the SUM's Charter states that the Faculty Council is the decision-making and deliberative body of the faculty within the State University of Moldova. (2) The Faculty Council is made up of a maximum of 75 percent of the representatives of the full-time scientific and didactic-scientific staff, **and 25 percent of the students' representatives.**

The operative management of the faculty and the decision making of the Faculty Council is carried out by the **Dean** and the **Office of the Faculty**. Between the meetings of the Faculty Council the operative management is carried out by the Office of the Faculty Council, which consists of: dean, vice-dean, secretary of the Council, head of the Quality Assurance Committee, heads of departments / chairs, student representatives.

The Regulation of the SUM faculty was approved by the SUM Senate on 26.02.2013 and was elaborated on the basis of the Framework Regulation of the faculty of the higher education institution, approved by Order of the Ministry of Education no. 671 of 06.08.2010. The faculty includes academic departments, chairs, centers, laboratories, extension and other subdivisions that ensure the initial and continuing training of highly qualified specialists. The structure of the Faculty is approved by decision of the SUM Senate.

The Faculty Council has the following attributions: a. **determines the development strategy of the faculty correlated to the University's strategic plan**; b. approves the strategic plan of the faculty; c. coordinates and monitors the process of assuring the quality of the teaching process at the faculty.

The Quality Assurance Committee is an advisory body of the Faculty Council that assures the quality of the teaching process within the faculty. The Committee is made up of representatives of: the Office of the Faculty, the Faculty Council, the teaching staff from each department / chair, **the students, the employer.**

The Quality Assurance Committee has the following tasks: a. applies the SUM policy in the field of quality assurance of the teaching process; b. implements the decisions of the Faculty Council

regarding the quality assurance of the studies in the specialties; c. coordinates, monitors and evaluates the quality assurance system at the faculty.

The Regulation of the Academic Department of the SUM's faculty was approved at the meeting of the SUM Senate of 26 February 2013, Minutes no. 6. According to this regulation, the establishment, reorganization, suspension of operation and liquidation of the Department are established by the Faculty Council and confirmed by the Senate of the State University of Moldova. The Department is headed by the Department Council, chaired by the Director. The department is a complex structural unit that assures, within the university autonomy, the entire teaching-scientific and research activities and includes didactic-scientific, research and technical staff, necessary for the efficient realization of the didactic-scientific and research process.

Responsibilities of the Department: 1. Developing and implementing **the concepts of professional training, research and innovation at all levels**. 2. **Drawing up curricular documents**. 3. Organizing, implementing, monitoring and evaluating the teaching process, including internships. 4. Organization, development, monitoring and evaluation of scientific research at national and international level. 5. Organization and monitoring of the individual and extracurricular work of the students: (elaboration of the annual and master's degree theses / projects, conduct of the Olympiads, of the scientific conferences, of the creative competitions and other extracurricular activities in order to cultivate, expand and deepen the knowledge of the students). 6. Expertising didactic and scientific works. 7. **Organization and performance of the continuous training of specialists in the field**. 8. Initiation of competitions for filling vacant positions in the Department. 9. Executing secretarial work.

4.5 BODY / STRUCTURE LEVEL RESPONSIBLE FOR THE DEVELOPMENT OF THE STUDY PROGRAMME

4.5.1. Structure of the body responsible for drawing up educational plans and curricula (see previous paragraphs)

4.5.2. The relationship of this body with the faculty, department and other structures within the faculty / department.

4.5.3. Creation of inter- and multidisciplinary programmes

4.5.4. The process of developing and approving new study programmes

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

- a. the initiator of the new study programme (any interested person / group from the faculty / chair / department) and the members of the team designated by the chair / department management determine the disciplines in the educational plan and the list of scientific and teaching staff with competences in the field to be discussed in the faculty council. Following the endorsement of the programme, the educational plan and the staff of the new study programme will be drawn up;

- b. after the endorsement in the faculty council, the study programme documents are submitted for approval to the Senate of the university. The final decision on the initiation of the study programmes is approved by the Council for Institutional Strategic Development, according to the legal provisions;
- c. after the final approval, the faculty management appoints the team to prepare the self-evaluation report of the new study programme for provisional authorization;
- d. based on these documents and correlated with the material basis provided for this programme, the final form of the self-evaluation report is elaborated. The self-evaluation report is submitted to the vice-rector for the teaching activity, to be verified by a commission designated by the sub-division responsible for quality management;
- e. after the correction of any deficiencies, the self-evaluation report, implicitly the educational plan, shall be submitted, at least 6 months before the start of the study programme, to the Ministry of Education, which, after coordinating the educational plan, shall submit it to the National Agency for Quality Assurance in Professional Education for conducting the external evaluation for provisional authorization.

4.5.5. The process of approving a new module in an existing study programme

It is similar to the procedure for adopting the new educational plan.

4.5.6. Evaluation practices / methods used

The student's learning activity, including individual activity, as well as the learning outcomes and competences acquired by the student are verified and appreciated during the semesters through current assessments as well as during examination sessions through final / summative assessments according to the educational plans. In order to increase the degree of objectivity and transparency of the evaluation process, current assessments and examination sessions, at the Senate's decision, can be carried out by means of information technologies – computer aided programmes through tests. The current evaluation is done during practical, laboratory and seminar classes and in intermediate sessions, via various ways: tests, papers, individual papers, portfolios, essays, case studies, etc. Written, oral and combined tests may be proposed. The concrete forms of assessment are established by departments at the beginning of the study year. In the semester there are one or two current evaluation sessions, proportionally allocated during the semester, which totalizes the intermediate situation of the student's success. The results of the current evaluation sessions are entered in the tally-sheets or the register of the academic group and are taken into account in the final semester assessments with an average weight of 60% of the final mark / grade at the course unit / module in Cycle I.

4.5.7. Involving students in the development of study programmes

The draft of the study programme is discussed with the students in advance in various forms (gathering of group leaders, collecting written opinions, endorsing at the student organization).

As the study programme is approved by the Faculty Council, student involvement is implicit because 25% of the total members of the council is formed by students and PhD students. The SUM Senate also consists of students, doctoral students - 15%, and approval of study programmes is within its competence.

4.5.8. Management of study programmes

4.5.8.1. Involvement of academic staff in the organization and coordination of a study programme

The study programme is developed by the academic staff, including staff with didactic-administrative functions. The office of the faculty, faculty council, and SUM Senate consist predominantly of teaching staff. Application deficiencies and proposals for improvement of the study programme are reported by the academic staff as a result of the continuous application process. Consequently, the organization and coordination of the study programme is the result of its effective implementation by teaching and academic staff.

4.5.8.2. The way this process is formalized

Proposals of the Departments shall be laid down in the minutes of their meetings, signed by the assistant and the Head of Department. The decisions of the Teaching Council are made in writing by its Secretary and by the Dean of the faculty. Decisions of the SUM Senate are kept by the Secretary of the Senate.

4.5.9. Review of a study programme

In line with the development of the socio-economic sector, higher education institutions will review / update their educational plans every 5 years.

The educational plan can be modified / improved provided it is implemented in the next year of study. During the studies of a student promotion, from enrolment to graduation, the educational plans can not be modified in the course of time, and they are to be completed in full.

If the labor market requirements dictate the necessity of introducing changes in the educational plans within 5 years, the new version of the educational plan for a new academic year will be applied to persons enrolled in studies in that year, provided that the changes were operated in the manner established by the end of the previous year of studies and were made public through the information system of the institution at least 3 months before the beginning of the study year.

Modification of the educational plans is carried out at the organizing chairs of the respective programme and approved by the faculty council.

The review / updating of the educational plans is validated by the university senates and presented to the Ministry of Education (as well as to the relevant ministries / professional associations, which have higher education institutions under the supervision), every five years. A copy of the minutes of the Senate meeting at which the changes were approved is attached to the copy of the educational plan for Cycles I, II and Integrated Studies.

4.5.9.1. Student feedback: procedure and impact

In accordance with the provisions of the Regulation on the Evaluation of the Teaching Staff, approved by the SUM Senate on 29 April 2008, student assessment is an important indicator for forming a correct opinion on the professional performance and moral attitude of the teaching staff and is done through questionnaires. The questionnaire is contained in one of the annexes to this regulation.

The assessment of staff and taught courses undertaken by students is done annually by completing evaluation questionnaires. At faculty level, the Quality Assurance Committee each year applies the questionnaire “The teacher in the student’s view”. Evaluation at institutional level takes place when the teacher participates in the “Teacher of the Year” and “The most successful didactic debut” contests, the Gradation of Merit.

The questionnaire on teacher evaluation at the institutional level is prepared by the Quality Management Section: Curriculum Evaluation and Development. At the faculty level, the questionnaire on the evaluation of the teaching staff is prepared by the President of the Quality Assurance Committee with the involvement of the Quality Management Section: Curriculum Evaluation and Development, after which it is discussed and approved at the meeting of the Quality Assurance Committee. The questionnaire is intended to provide data on the academic standard and the level of pedagogical-methodological training of the teaching staff.

Student assessment covers all teaching staff, from assistant to university professor and all disciplines at all forms of training, regardless of the form of education.

The results of the questionnaires are absolutely confidential, being accessible only to the Rector, the Dean, the President of the Quality Assurance Committee, the Head of the department and the evaluated person. Taking into account the principles of professional ethics, the results are analyzed and the conclusions are communicated at the meetings of the Quality Assurance Committee, the meetings of the departments, the meetings of the Faculty Council. The results are analyzed and processed in order to formulate policies on the quality of the educational process, as well as a personnel policy regarding the recruitment and promotion of the teaching staff.

4.6 LEVEL OF INTEGRATION OF DISADVANTAGED STUDENTS

Law no. 60 of 30.03.2012 on the social inclusion of persons with disabilities.

Within the SUM, there is the Training Center for poorly sighted students using special software.

The SUM’s block of study nr. II, where the headquarters the faculty of law is located, recently underwent capital repairs, being created conditions for students with disabilities, including a special elevator.

At the level of organizing the teaching-learning process there are individual study programmes for students with disabilities.

The Faculty of Law of the SUM has dormitories, students with disabilities having priority in providing accommodation.

Similarly, students from disadvantaged groups are provided with education fee exemptions.

4.7 INFRASTRUCTURE

4.7.1. Facilities that provide / support student-centered learning and teaching process

The State University of Moldova has functional blocks where the students' study process and all other activities inherent to a higher education institution are carried out. The Faculty of Law of the State University of Moldova is located in the central university campus of SUM.

The Faculty administration and the 5 departments have their headquarters in Block 2, Block 2A and Block 2B in the central university campus. Course hours, seminars, and other activities related to the training process take place mainly in Block 2. Also, in Block 2 there are two conference rooms, the Anglofon group hall, the Francophone group hall, the simulations of court processes hall, etc. The area provided for a student corresponds to the appropriate training requirement.

In order to increase the quality of professional training, the study programme provides teaching activities in laboratories of Criminalistics and Legal Clinic. Here training takes place on the basis of the appropriate machinery, mechanisms and logistics, forensic techniques and methodology. Also, the Clinical Training course is carried out in the Legal Clinic laboratory, endowed with the equipment necessary to provide free legal aid by students to the vulnerable members of society. Guided by teachers, the chair guides upon a development plan of the Forensic / Criminalistics Laboratory.

Block 2, where the headquarters of the Faculty of Law is based, although subjected to capital repairs, unfortunately, **at the moment does not have enough IT means that would ensure the student-centered learning and teaching process.**

4.8 LEVEL OF STUDY PROGRAMME

4.8.1. The level of reflection of the learning-teaching process in the institutional strategy

4.8.2. Focus of the study programme

According to the SUM's Strategic Plan for the years 2016 - 2020, one of the strategic objectives is to develop and strengthen the quality of the educational offer. In this context, the proposed strategic actions are:

- Elaboration of educational plans, from the perspective of professional skills training, interdisciplinary approaches and current problems of the field of training.
- Developing the curriculum for the disciplines, focusing on the student's teaching process, with an emphasis on performing individual work and applying interactive teaching technologies.
- Increasing the international dimension of study programmes (study programmes taught in foreign languages).
- Promoting integrated / interdisciplinary study programmes.

4.8.3. The structure of the educational plan of the study programme

In the **first cycle, Bachelor's degree studies** and **integrated studies**, the academic year consists of two relatively equal semesters, which include two sessions of regular exams, internships and two holidays. The average duration of a semester is 15 weeks of direct contact with students.

The academic calendar, implicitly the period of deployment and duration of the examination sessions, the duration of the holidays shall be determined by the senate of the higher education institution. For the liquidation of arrears (credit deficiency recuperation) and / or the increase of the grade, two re-examination sessions (credit deficiency recovery) shall be programmed, which can be organized after each examination session during the holidays or, at the decision of the institution, can be merged into one session.

Study credits are allocated as follows:

- a) for an academic semester - **30 transferable study credits**;
- b) for an academic year - **60 transferable study credits**.

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

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

The educational plan includes the set of course units / modules distributed over semesters / years of study. By *degree of compulsoriness* and *possibility of choice*, course units / modules are classified into:

- a) *compulsory*;
- b) *optional*;
- c) *at free choice*.

4.8.3.1. Students'

Institutional Regulation on the Evaluation of Academic Performance, approved by the SUM Senate on April 15, 2014 http://usm.md/wp-content/uploads/2014/05/2014-Regulament-de-evaluarea-randamentului-academic_REDACTAT.pdf

The student's learning activity, including individual activity, as well as the learning outcomes and competences acquired by the student are verified and appreciated during the semesters through current assessments as well as during examination sessions through final / summative assessments according to the educational plans. In order to increase the degree of objectivity and transparency of the evaluation process, current assessments and examination sessions, at the Senate's decision, can be carried out by means of information technologies – computer aided programmes through tests. The current evaluation is done during practical, laboratory and seminar classes and in intermediate sessions, via various ways: tests, papers, individual papers, portfolios, essays, case studies, etc. Written, oral and combined tests may be proposed. The concrete forms of assessment are established by departments at the beginning of the study year. In the semester there are one or two current evaluation sessions, proportionally allocated during the semester, which totalizes the intermediate situation of the student's success. The results of the current evaluation sessions are entered in the

tally-sheets or the register of the academic group and are taken into account in the final semester assessments with an average weight of 60% of the final mark / grade at the course unit / module in Cycle I.

Exams can be held only during the examination sessions scheduled according to the Academic Calendar of didactic activities. In part-time education, the student can take one exam per course unit / module a day, and the interval between 2 successive exams must be at least 2 days. In part-time or distance education, exams can be organized in a compact way or in parallel with the didactic activities.

Examination subjects / topics are approved by the head of the department and brought to the attention of the students at least one month before the session. Examination tests may be developed based on approved topics. Evaluation is based on the scoring scales that will be brought to the attention of the students when the evaluation results are displayed.

The time necessary to prepare the answer to the oral exam will be no less than 30 minutes, and the time required to complete the written test will be set by the course holder for up to 3 academic hours, depending on the form of assessment.

In the ordinary sessions the student is required to attend them with the group / study formation in which he / she is enrolled. In well-justified cases, the dean of the faculty may allow the student to attend the examination session with another group / study formation. In the arrears sessions, the student is given the opportunity to select from the planned dates when to attend the exam.

Persons who have been unable to attend the current / final evaluation session on justified grounds (in case of sickness, participation in republican and international competitions, etc.) justified by the respective documents (medical certificates, decisions, orders, provisions, etc.), are allowed to do the assessments / exams based on a special timetable.

4.8.3.2. Evaluation of academic staff

4.8.3.3. The level of use of IT, e-learning and / or mixed learning platforms

At SUM, the MOODLE e-learning platform is used to manage on-line courses, to assess the student's independent / individual work, stipulated in the educational plans through a certain number of hours, and in the curricula by disciplines, in working methods, evaluation modalities and instrumentation. MOODLE offers teaching staff the opportunity to permanently refresh their content, guide and encourage learning. The electronic address of the university platform MOODLE is: www.moodle.usm.md

In the process of teaching-learning-evaluation, teachers from the faculty of law also use the faculty's website www.drept.usm.md where they place their courses. On the site of the faculty, the following teachers placed their courses: (www.drept.usm.md). Apart from these, teachers and students use PP technologies, the computer, the projector, etc. For years, amiable communication between teachers and students has been used. Each academic group has an electronic address.

ICT tools that are used both in full-time education and in part-time education require new digital skills and competences from both teachers and students.

The efficiency of ICT use lies in the following:

- performs effective control over the teaching and learning of the content;
- motivates / encourages students;
- realizes the innovative ideas of the university didactics - learner-centered teaching focused on the learning outcomes / skills;
- offers blended learning;
- replaces the traditional ex-chair lecture and informative education with an active participatory one and the use of new teaching technologies of the computer-aided learning;
- streamlining evaluation, managing individual work and assessing individual work.

There is a Computer-aided Learning Center at SUM. Guidelines / recommendations for use of the MOODLE platform (www.drept.usm.md) are being developed, the SUM's Continuing Training Department organizes trainings for teaching staff where they get familiar with the technology of using the MOODLE electronic platform and other ICT tools.

Recommendations are made on the assessment of on-line courses (www.drept.usm.md).

The quality of on-line courses, the results and the efficiency of ICT use in the teaching process, the need for their use are discussed at the chair meetings of the faculty, at the meetings of the Quality Committee of the faculty. There is also a need to endow the lecture halls with special equipments (projectors, interactive digital boards, etc.).

Through the consultancy provided by the Continuing Training Center and the Computer-aided Learning Center, both the students and the teaching staff are actively involved in the training sessions. The Continuing Training Center and the Computer-aided Learning Center, besides providing training courses, also provide permanent consultancy to teaching staff.

The use of modern technologies, including electronic platforms, in the training process is a strategic priority of the SUM, as evidenced by the presentations and discussions, the decisions made by the SUM's Council of Administration and the SUM's Senate.

The SUM Administration encourages the use of modern technologies by teachers through the Gradation of merit, the priorities offered in the process of employment on the competition basis (for a period of 5 years).

Courses are developed in accordance with the requirements stipulated and contribute to competences training.

About 600 faculty students are subscribed on the MOODLE university platform. They can subscribe individually or with the help of the administrator from the Computer-aided Learning Center. In total, 93 university courses are placed on the MOODLE university platform.

4.8.4. Elaborating, improving / modernizing and organizing / managing the study programme. (see paragraph 4.5).

4.8.5. Rules to determine the workload of academic staff (for different types of activities: teaching, supervision, evaluation)

The determination of the workload for scientific, didactic and research activity.

Norma științifico-didactică se constituie din:

The scientific-didactic workload consists of:

- a) classroom didactic activity (direct contact with the students), realized by: - course hours; - seminars, laboratory works, practical works, design works, didactic / clinical internships and other forms approved by the Senate; - consultations for examinations;
- b) non-classroom didactic activity, realized by: - supervision of internships; - supervision of didactic-artistic or sports activities; - supervision of the annual, the Bachelor's or master's degree projects or theses; - monitoring the individual student activity; - activities of evaluation and monitoring of academic success of students; - monitoring the extra-curricular educational activities of the students; - other activities covered by institutional regulations;
- c) research, technological transfer, artistic, literary, journalistic, and sporting activity, realized by: - carrying out scientific researches, - publishing scientific articles; - elaboration and editing of monographs, scientific collections; - performing PhD / post-doctoral theses; - participation in scientific projects and coordination of scientific projects; - participation in scientific conferences, plastic art exhibitions, artistic festivals and sports competitions; - other activities covered by institutional regulations;
- d) methodical activity, realized by: - preparing for the teaching of the course; - development of course materials; - didactic design of activities, including individual ones; - developing curricula; - developing methodological recommendations for students; - developing methodologies and tests for the evaluation of academic results; - conducting methodological seminars; - other activities covered by institutional regulations.

4.8.5.1. Student workload: calculation procedure and impact on curriculum development

The ratio between direct contact hours - individual study hours is determined according to the specificity of the course unit / module: the degree of novelty and / or complexity and didactic-methodical assurance. For Cycle I, the ratio applies: • 1 classroom-hour (direct contact) - 2 hours of individual activity; • 1 classroom-hour (direct contact) - 1 hour of individual activity.

The educational plan indicates the total number of hours foreseen for the study of each course unit / module.

The standard length of study of a course unit / module is one semester.

Planning the intensity of their study during the semester is done by the chair / department / faculty, based on the share of the module in the training of professional competences, as well as the fact that the weekly workload of the student can not exceed 30 hours of direct contact (up to 36 hours in the case of double specialties) for the first cycle, Bachelor's degree studies, and 14-16 hours of direct contact for the second cycle, Master's degree studies. Number of hours foreseen for each course unit / module, as well as their allocation for theoretical, practical, laboratory, individual work, etc. is determined by chairs / departments, taking into account the specificity of course units / modules and the learning outcomes for the given field.

The implementation of the curricular programmes and the regulation of the didactic process is carried out through the study schedule, endorsed by the dean of the faculty and approved by the vice-rector for the didactic activity.

The schedule of the course hours represents the regulatory document of the educational process. It is drawn up in accordance with the educational plan and the curriculum for each semester and is displayed at least 10 days before the beginning of each semester.

The disciplines will be spread over the days following the theoretical and practical classes to ensure the uniform distribution of the student's individual activity.

It is forbidden to provide for a day only theoretical hours / lectures or only practical classes / seminars, laboratories. It is not recommended that lectures and practical classes for the same discipline are scheduled in the same day.

The duration of an academic hour is 40-45 minutes and the duration of the breaks is 15 minutes. A working day will not exceed 6-8 academic hours of direct contact with the students.

The timetable is drawn up by the dean / vice-dean of the faculty and is approved by the vice-rector responsible for didactic activity.

4.8.6. Students' assessment

4.8.6.1. Regulations / guidelines available

The framework plan for higher education (cycle I – Bachelor's degree studies, cycle II – Master's degree studies, integrated studies, cycle III – Doctoral degree studies), approved by ME Order no. 1045 of 29 October 2015

http://usm.md/wp-content/uploads/ordinul_nr_1045_din_29.10.2015_plan-cadru_pentru_studii_superioare_ciclul_i_-_licenta_ciclul_ii_-_master_studii_integrate_ciclul_iii_-_doctorat.pdf

FRAMEWORK REGULATION on the organization of the final examination for Bachelor's degree studies, approved by ME Order no. 1047 of 29 October 2015 <http://usm.md/wp-content/uploads/2015/11/final-Reg..pdf>

4.8.6.2. Forms of assessment

The educational plan sets out the *assessment types and methods of the learning outcomes*, including:

- a) *current assessment*: test, essay, report, case study (individual or in group), internship report, etc.
- b) *final assessment*: oral examination, written examination, combined examination, essay, presentation, portfolio, thesis / research project.

It is recommended to diversify the forms of current assessment during the semester.

Academic results of students are evaluated:

- a) during the semester;
- b) at the end of the semester;
- c) upon completion of the study programme within each cycle of higher education.

Final assessments of course units / modules will be done through exams with grades. „Admitted – rejected” grades can be used in mid-term evaluations in modules and in the Physical

Education course. Obtaining the grade to be promoted to a course unit / module implies the allocation of the credits foreseen for it.

Within the training programme based on advanced higher education, the third cycle, doctoral studies, the exams related to the course units / modules are organized upon the completion of the course units / modules.

The annual theses / projects are scheduled within the corresponding course units and are evaluated under the respective course unit.

If the annual thesis represents the cumulative result of activities from several courses, it is an interdisciplinary product and can not be attributed to a course unit, this annual thesis must be a separate entity, evaluated with a grade and estimated with a determined number of credits, depending on the effort required for its development, at the decision of the organizing chair / department / faculty.

4.8.6.3. Provisions for appeals

The student has the right to challenge the results of the final assessment if he / she does not agree with the teacher's decision on the grade given. The exam results can be challenged within 24 hours of the announcement of the results, based on a request made by the student to the dean. The Specialty Chair establishes a re-evaluation committee of at least 3 members, one of which is the teacher responsible for the course unit. The reassessment of the results takes place within 48 hours of the committee being set up. The committee's decision is final and incontestable. The student has the right to benefit from an increase of the grade. The increase of the grade is done by reassessment under the following conditions: The reassessment for the purpose of increasing the grade can be organized after doing all the evaluation tests provided in the study programme (the last year after the ordinary spring session). The student may request reassessment of 2 subjects from the educational plan to increase the grade. Only the student who, excluding the grades from the disciplines for which he / she requires reassessment, has the average grade of ≥ 9 (socio-humanities and economics) and average ≥ 8.5 (exact sciences, engineering sciences, natural sciences, agricultural sciences) can ask for an increase of the grade. The reassessment for the purpose of increasing the grade is performed by a committee created by the head of the department and is made up of at least 3 persons, one of whom is the course holder. The grade changes only in the sense of increasing. The committee's decision is final and can not be challenged.

http://usm.md/wp-content/uploads/2014/05/2014-Regulament-de-evaluarea-randamentului-academic_REDACTAT.pdf

4.8.6.4. Involvement of external examiners

In order to conduct the Bachelor's degree examination, there are established for the Bachelor's degree examination Committees (hereinafter referred to as the Bachelor's Committees) by professional training areas / specialties.

The chairmen of the Bachelor's committees are appointed by order of the relevant ministry, based on the proposals of the organizing institution. Specialists in the respective field (university professors, associate professors, scientific researchers, holders of honorary titles, highly qualified

practitioners), who do not work within the institution concerned, may be appointed as chairperson of the bachelor's committee.

<http://usm.md/wp-content/uploads/2015/11/final-Reg..pdf>

4.8.6.5. Grading system, study credits, and recognition of previous study results.

The educational plan provides the types and forms of assessment of knowledge, theoretical abilities and practical skills: a. current assessment: test, essay, report, case study (individual or in group), internship report, etc.; b. final assessment: oral examination, written examination, combined examination, thesis / project.

Depending on the specifics of the field of study / specialty, specific forms of evaluation can be used: computer-aided assessment, concert, exhibition, portfolio, sports test, etc.

The structure of the course unit, the volume and the duration of the study will be taken into account when determining the assessment method.

4.8.7. Incorporating into the programme and facilitating academic mobility

Framework Regulation on Academic Mobility in Higher Education, approved by Government Decision No. 56 of 27 January 2014.
<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=351368>

The academic mobility of students, doctoral / post-doctoral students and teachers is organized on the basis of:

- 1) international treaties to which the Republic of Moldova is a party;
- 2) inter-university agreements / conventions;
- 3) agreements concluded between higher education institutions with enterprises and organizations from the country and from abroad;
- 4) agreements / contracts concluded by doctoral institutions and universities / scientific centers from abroad;
- 5) mobility programmes offered by various states and international / regional institutions / organizations;
- 6) individual contracts.

The period of study at the host university, including internships, shall be considered as an integral part of the home university's study programme if the host university's study programme corresponds, at least in part, to the home institution's study programme.

For students whose mobility objective is to prepare for bachelor's / master's degree thesis / projects, the maximum mobility period is one semester, as a result of which the students submit an ECTS document (European System of Transferable Academic Credits) that contains the evaluation results of student's activity during the mobility period.

Participation in individual academic mobility programmes is carried out on the basis of the order of the rector of the home higher education institution. Participants in individual academic mobility programmes benefit from the academic recognition of the programme under the terms of this Framework Regulation.

Students have the right to involve and participate in compact mobility programmes both at national and international level in order to complete the training process according to the chosen educational path. Mobility is organized by the higher education institution in accordance with the Regulation on the Mobility of Students and Teachers in Higher Education Institutions approved by the Ministry. It is possible the mobility of students between institutions and within the educational institution between related fields / specialties / specializations, respecting the specific regulations existing at the institutional level without affecting the study formations. In mobility programmes can take part students who have completed entirely the study programme for the previous academic year / semester. In the 1st cycle, mobility can be organized from the second year of studies, except for the last year of study. Students of the second cycle can participate in mobility programmes during one semester, except for the first and the last semester. Agreements between partner universities (faculties) guarantee the recognition of study periods and the transfer of credits for course units / modules performed. Recognition of study periods refers to their duration and content. The period of study in another institution replaces, by recognition, a period of study with a duration and workload (measured in credits) similar to the one the student had at the home university. The courses provided in the mobility contract can be equivalent to the courses in the home institution's educational plan, assimilable within the same field of professional training / specialties, acceptable as an alternative to existing courses. The student involved in mobility programmes on the basis of partnership agreements signed between the home institution and another institution will provide proof of the activities carried out, the exams passed and the credits accumulated upon return. The transfer of ECTS credits, the recognition, equivalence and documentation of student performance throughout the mobility period is done through the Transcription of Grades / Extract from the ECTS transcript which reflects quantitatively and qualitatively the work done by the student. The student is not obliged to negotiate the acceptance / recognition / equivalence with the teaching staff. The recognition / equivalence / acceptance of activities / exams / periods of study is approved by the Dean upon the recommendation of the coordinator / counselor / teacher. Credits obtained previously at similar course units / modules as expected learning outcomes, content, eventually name and extension (number of hours in the educational plan) are automatically equated in both mobility programmes and at student's transfer from one higher education institution to another. The student who chooses course units with a content overlap of at least 2/3 accumulates the credits allocated to only one of them. At the student's request, credits for a course may be equated to credits obtained at another equivalent or higher course (with more hours and a more detailed volume) at another university, faculty or specialty.

http://usm.md/wp-content/uploads/ordinul_nr.1046_din_29.10.2015_regulamentul_de_organizare_a_studiilor_in_invatamintul_superior_in_baza_sistemului_national_de_credite_de_studiu_0.pdf

4.8.8. Academic requirements for enrollment in the study programme

In order to acquire and maintain the status of student, the applicant must initiate and complete:

- a. enrollment / re-enrollment procedure in a study programme;
- b. promotion procedure from year to year.

The way of organizing and carrying out the admission to the first cycle, Bachelor's degree studies and integrated studies is done in accordance with the provisions of the Regulation on the organization and conduct of admission in the higher education institutions of the Republic of Moldova, approved by the Ministry and the institutional regulation.

4.8.9. Monitoring the employability of programme graduates.

At the SUM, the career guidance of students and the follow-up of their professional development is done by the Center for Career Guidance and Relations with the Labor Market http://usm.md/?page_id=107&lang=ro

The Career Guidance Center collaborates with the Dean's Office (in the case of the Law Programme, all 9 departments are responsible for the programme), in order to create a student and graduate database for organizing career guidance activities (trainings, seminars, presentations).

This collaboration is also maintained in the professional tracking process. The Dean's Office determines the number of graduates employed by communicating with institutions in the field of law. The Career Guidance Center establishes the number of graduates employed by communicating with graduates (via email, facebook, telephone).

The competitiveness of the graduates of the study programme on the labor market exceeds 70% of graduates employed in the last 5 years in the courts, prosecutor's office, law offices, notary offices, Ministry of Justice, judiciary executors, Ministry of Internal Affairs, National Integrity Commission, Department of Penitentiary Institutions.

The tracking of the professional path is also conducted according to various criteria:

- employed in the specialized field;
- employed in other areas of professional activity;
- those that are not available (contact is largely lost due to emigration and seasonal activities outside the country).

We consider as a success of the programme the employment in the field of professional training and other fields, because the competences obtained are welcome for individual entrepreneurial activities, activity in the field of economy, services, management etc. The educational institution ensures graduates of the programme the continuation of their studies at the master's in accordance with the Regulation on the organization of Master's degree studies, cycle II.

4.9 PEDAGOGICAL TRAINING LEVEL

The specialist in the field of law is assured by the integrity of the university student's personality, with an emphasis on developing a responsible behavior, active involvement in their own professional training. The training process of the specialist in the field of law is correlated with the directions of strategic development of the SUM - education, research, international relations, communication and image.

Achieving these dimensions is ensured by:

- a) normative and regulatory basis of the SUM (Regulation on Quality Management of Educational and Research Services; Regulation on the Organization of the Educational Process; Regulation for the Evaluation of Academic Efficiency);
- b) by the SUM's teaching staff (their level of qualification, personal and professional image as a specialist in the field, communication and relationship with students);
- c) the conditions for conducting the educational process.

In order to ensure that teachers' level of teaching is appropriate to the programme's mission and outcomes, training courses, thematic seminars on psychology, university pedagogy, rhetorics, ICT are organized by the Department of Continuous Training. The Quality Assurance Committee has a special place in the methodical training of faculty staff, which organizes activities according to university and faculty priorities.

The teaching staff working on a full-time basis (with a full-time position) who provide the study programme in Law benefit from psychological and pedagogical training according to the Order of the Minister of Education of the Republic of Moldova no. 125 of 7 March 2012. Of the total number of teaching staff working on a full-time basis at the faculty of law, among which there are associate professors, having psychological and pedagogical training by virtue of their scientific-didactic title, those who are not associate professors have psychological and pedagogical training within their master's degree studies or hold graduation certificates of the continuous training course at the psychological and pedagogical module.

As a rule, the graduates of the faculty, future university professors, choose to continue their studies at the Master's degree also at the study programme in Law and, at their free choice, they can acquire the necessary psychological and pedagogical skills within the discipline Didactics of the University Education which is provided by the Continuing Training Center.

At the institutional level, the university ensures the maintenance and development of the teaching staff competences by promoting a policy of continuous training of the teaching staff, by organizing, at the level of institution and faculty, free of charge thematic courses for their improvement.

The University promotes and manages the professional career of each teacher by ensuring the continuous training of the teaching staff in accordance with the Strategic Development Plan of the university, faculty and department. In order to achieve these objectives, on 30 March 2010, the Continuing Training Department was set up within the institution, alongside which the Continuing Training Center (CFC) is also active. The objectives of continuous training, the organization and management of the continuous training process can be viewed on the web page http://usm.md/?page_id=610&lang=ro and the Regulation on continuous professional training of the SUM.

The institution periodically organizes continuous training courses for teachers at the Psycho-pedagogical module.

The strategic plan of faculty and specialized departments reflects the policy of promoting staff according to competencies and results, interested in a fruitful activity according to the data described in the Annual Reports of the specialized departments, which are kept at each profile / specialized chair.

The policy of promoting staff according to competencies and results, interested in a fruitful activity, is carried out according to the Regulation on organizing and conduct at the State University of Moldova of **the Teacher of the academic year** and **the Most Successful Didactic Debut** contest. Decisions to support and promote staff according to competencies and results obtained are reflected by awarding the title of **Teacher of the Year** and **The Most Successful Didactic Debut**.

Teaching staff competence allows them to generate training programmes, further develop and improve educational curricula, their pedagogical and scientific outcomes, innovative work in the field of pedagogy, and training field itself. It is worth mentioning that the didactic staff also participate in continuous training seminars for their improvement organized by other institutions in the country, but also abroad.

More and more attention is paid to the didactic strategies aimed at active student learning. Interactive strategies are determined by curricular objectives that require action to apply knowledge and integrate it in order to be able to make value judgments, decision-making, and problem solving. This is done by applying different interactive, active-participatory teaching methods by the teachers.

The application / implementation of the curriculum is ensured by the methodology of: designing the professional training process (the design reflected in the curriculum expresses the curricular approach oriented towards competence training and focused on the achievement of the objectives); carrying out the professional training process (monitored by the Quality Assurance Committee within the faculty, the Quality Assurance Council of the SUM by student questioning, attending classroom hours, analyzing / discussing public lectures); evaluating the professional training process (application of the assessment methodology based on tasks with varying levels of complexity, reflecting curricular objectives).

5 COMPARATIVE ANALYSIS

5.1 INTRODUCTION

Comparative analysis of study programmes within the SUM and European partner universities within the PBLMD project was carried out during the year 2016. Not only were the study programmes at SUM, AAU and UoG universities compared, but also organizational and operational aspects of these universities. Thus, the comparison had a multiaspectual character, which allowed a system analysis of the university system in the three countries that were the subject of the study.

5.2 CRITERIA, PROPERTIES AND INDICATORS

Comparison criteria were formulated in accordance with the methodology attached to WP3 (see Annex 1). However, we note that some criteria have been revised, either due to lack of information or due to the repetition of some compartments (see Annex 3, elaborated on the basis of Table 3).

Table 3. Comparative analysis

Criteria, properties, indicators	SUM	AAU	UoG

5.3 COMMON PATTERNS AND VARIATIONS

The comparison of the three universities under the study allowed the formulation of some common patterns largely related to the organization and operation of universities. However, some differences or variations were found, mainly referring to the structure of the study programmes, the way of adopting them, the endowment of universities with IT facilities that would allow the effective implementation of the PBL model, the involvement of employers in the elaboration of study programmes, etc. See Annex 4 developed on the basis of Table 4.

Table 4: Data reduction model

	Common patterns	Variations
L1: system level		
Criteria 1	Patterns	Variations
Criteria 2	Patterns	Variations
Criteria 3	Patterns	Variations

6 PILOT STUDY PROGRAMME FOR THE “LAW” SPECIALTY

6.1 INTRODUCTION

In order to facilitate the process of elaborating the law study programme with the implementation of the problem-based learning, the data on the application of PBL were collected and analyzed during the study visits at two universities: the AAU University of Denmark and the UoG University of the UK.

The purpose of this chapter is to perform the comparative analysis of the data collected with reference to the specificities of the law study programmes at two European universities, which will allow for a clear vision for the administration of the Faculty of Law regarding the necessity to improve the study programme by: optimizing the structure, content of disciplines, planning a larger number of practical hours in relation to the theoretical ones in order to ensure its high quality by incorporating the PBL method and increasing the employability of the graduates.

The next step in the data analysis process was to identify models of good practice in developing a pilot study programme based on student-centered learning with the introduction of PBL. For this purpose, a pilot project of the study programme for the first cycle, bachelor's degree studies at the Faculty of Law of the SUM, was elaborated to ensure the implementation of educational standards based on the European model, to elaborate the plan for their implementation in all the institutions that organize training in the field of law, to propose the mechanism of their subsequent legalization.

6.2 PROGRAMME OUTLINE

The aim of the specialization is to teach modern and practical knowledge in the field of law. The graduate will know the main areas of the law system of the Republic of Moldova, the fundamental institutions of law, and the obtained theoretical and practical knowledge will give him / her the necessary skills to work as a lawyer.

In this context, the Law specialty aims at achieving the objectives by:

1. Forming the professional skills of the graduate based on the theoretical and practical training in the field of law.
2. Developing research skills in the field of jurisprudence based on scientific component. In this respect, the specialist is trained to investigate contradictory problems in the jurisprudence.
3. Ensuring the conditions for multilateral development of the future specialist, forming his / her civic position and ethical dimension of his / her personality.
4. Să posede suficiente cunoștințe de limbă străină pentru a fi capabil de a lucra în mod eficient în domeniul juridic;

Upon completion of the Bachelor's degree studies (Cycle I), the student shall have the following *general competencies*:

1. Ability to learn independently;

2. Ability to respect and develop values and professional ethics;
3. Ability to exercise the profession as a member of a team;
4. Ability to solve problem situations;
5. Ability to make decisions on its own;
6. Have sufficient skills in the knowledge of foreign language to be able to work effectively in the legal field;
7. The ability to use information technologies in research and legal practice.

Professional competences:

1. Knowledge of the legislation of the Republic of Moldova, European legislation and other international legal instruments;
2. Knowledge of concepts, theories, paradigms and methodologies in the legal field;
3. Use the necessary knowledge to collect data and information on a concrete problem of law;
4. Use of methods applied in the field of law;
5. Apply specific techniques and instruments in the legal field in solving practical problems;
6. Use of a wide range of techniques, methods and procedures for enacting interpretation of normative acts;
7. Initiate and identify the legal problems proposed to be solved in the legal activity process.

The professional competences acquired during the initial training have a substantial contribution to the organization and implementation of justice in the Republic of Moldova. The training provided by the study programme in the field of professional training in Law constitutes the basic training for the professions: judges, prosecutors, court clerks, judicial assistants, heads of court secretariats, probation counselors, legal professions related to the justice sector: lawyers, registrars, mediators, bailiffs, judicial experts, administrators of the insolvency procedure, translators / interpreters need an initial training in the field of jurisprudence.

In addition, all sectors of the national economy (businesses, institutions, public or private organizations) require legal assistance from law specialists.

The European integration to which our country tends creates the imperative need for specialists in the field of international law, national and international human rights protection, etc. and not just qualified specialists in law, but specialists with knowledge of at least one modern language, with advanced computer skills, group communication skills, managerial skills, and so on which are successfully offered by the study programme in the field of professional training Law.

Analyzing the practice of European universities, the team established for the elaboration of the study programme with the application of PBL proposes a pilot study programme to be applied from September 2017 in the training process of the English learning group. The experience of implementing this pilot study programme will allow identification of key impediments and the development of a strategy for improvement and adjustment to the new established objectives, which will help to incorporate these ideas into the educational plan in all the groups of students studying law.

According to p. 24 of the Framework Plan for Higher Education, approved by the Order of the Minister of Education no. 1045 of 29 October 2015, the educational plan includes the set of course

units divided into semesters / years of study. By degree of compulsoriness and possibility of choice, the course units are classified into:

- a) compulsory;
- b) optional;
- c) at free choice.

At the same time, depending on the function in the initial professional training through general competences and specific competencies, the offered course units are grouped into the following components:

- a) the *fundamental* component (code F);
- b) the component of *training general skills and competences* (code G);
- c) the *socio-humanistic orientation* component (code U);
- d) the *specialty* component - basic and secondary, in the case of simultaneous training in two related fields (code S).

According to point 30 of the Framework Plan for Higher Education, the course units / modules in the fundamental component (code F), the training of general skills and competences (code G) and socio-humanistic (code U) constitute the **core of the training programme**, which represents the basic **compulsory** formative structure in the training of the future specialist in **the first cycle** and in **the integrated studies** common to several areas of professional training within a general field of study. Point 32 of the above mentioned Framework Plan provides that the **specialty oriented** course units ensure the individual element of the professional training and represent a package of compulsory / optional course units / modules, based on the logic of the structure of the field, in accordance with the labor market trends, thus ensuring an increased level of relevance of studies and employability of graduates. Point 36 of the Framework Plan provides for the establishment of the individual training path, according to the aspirations of professional development and the employment prospects. The optional course unit at the time of its selection becomes compulsory.

Thus, the courses listed for the application of the PBL are to be selected and incorporated into the curriculum of disciplines with practical application, held by the teachers involved in the project and who have been trained in the implementation of PBL. These disciplines are from the fundamental, specialty and optional categories.

Taking into consideration the decision made at the meeting convened by the administration of the University and the Faculty of Law, which was attended by the team for the elaboration of the study programme with the application of PBL, we consider it appropriate to introduce PBL as follows:

in the 1st year of study, *I semester - Constitutional Law (F);*

II semester - Administrative Law (F);

in the 2nd year of study, *III semester - one of the optional disciplines (diplomatic usages and techniques, juvenile delinquency, medical law, comparative legal systems) at the free choice of the students,*

IV semester - Criminal Law. Special Part (I) (F), EU Institutional Law (S);

in the IIIrd year of studies, V semester - Civil procedural law. General part (S) and Criminal Law. The special part (II) (F),

VI semester - Drawing up civil procedure documents (S) and the Legal Protection of Human Rights (S) discipline;

in the IVth year of studies, VII semester - Comparative constitutional law (S) and European Convention on Human Rights (S).

In order to achieve the proposed concept of the pilot project, the current educational plan will not be modified; only the revision and adaptation of the PBL concept to the curricula of the selected disciplines being required, starting with the identification of competencies, elaboration of a clear methodology for problem formulation and ensuring the guidance of the group work, formulation of assessment methods. In conclusion, the work on the project will accumulate for the most part the practical hours and the hours provided for individual work.

The deepening of practical knowledge as well as the development of professional skills will be ensured through a problem-based training programme in the legal field. The didactic and research process seeks to capitalize the traditions of national and Western legal education.

In order to ensure effective implementation of the PBL model, it will be necessary to introduce and develop the following specific competences into the study programme:

1. Awareness of the key issue in the area of interrelation between the legal fields,
2. Using theoretical and practical knowledge for the development and / or original application of ideas,
3. Making a diagnosis of research problems and formulating judgments based on incomplete or limited information,
4. The manifestation of leadership and innovation skills in the context of studies that are unknown, complex and unpredictable, and which require solving problems involving many interfering factors,
5. The critical evaluation of the strategic performance of the teams,
6. The manifestation of autonomy in the problem-solving process,
7. Communicating research results, methods to a specialist audience, using appropriate techniques,
8. The manifestation of an active behavior towards a series of social, scientific and ethical aspects that occur in collaboration.

Figure 1: Outline of BSc in Law

Year I Semester I	F.01.O01 General Theory of Law	F.01.O.02 Constitutional Law (project)	F.01.O03 Roman Private Law
	S.01.O.04 Legal-State Institutions	G.01.O.05 ICT G.01.O.10 Physical education	U.01. A.06 Philosophy U.01. A.07 Psychology U.01. A.08 Politology

			U.01. A.09 Sociology
Year I Semester II	F.02.O.11 Civil law (introduction and persons)	F.02.O.12 Administrative Law (project)	F.02.O.13 Criminal Law. The general part (I)
	U.02.A.15 History of Romanian Law U.02.A.16 Legal philosophy	G.02.O.17 Foreign language G.02.O.22 Physical Education	U.02.A.18 Economics U.02.A.19 History of European culture and civilization U.02.A.20 European integration U.02.A.21 The culture of interpersonal and organizational communication
Year II Semester III	F.03.O.23 Criminal Law. General part (II)	F.03.O.24 International public law	F.03.O.26 Civil law (real rights)
	S.03.O.25 Contraventional law	S.03.O.27 Financial law	(project) S.03.A.28 Diplomatic usages and techniques S.03.A.29 Juvenile delinquency S.03.A.30 Medical Law S.03.A.31 Comparative legal systems
Year II Semester IV	F.04.O.32 Civil law. The general theory of obligations	F.04.O.33 Criminal Law. Special Part (I) (project)	S.04.O.34 Tax law
	S.04.O.35 EU Institutional Law (project)	S.04.O.36 Family Law	S.04.A.37 Armed conflicts law S.04.A.38 Comparative criminal law S.04.A.39 Information Law S.04.A.40 Organization of legal professions

			S.04.A.41 Legal Regime of Real Estate S.04.A.42 Right to social protection
Year III Semester V	F.05.O.43 Civil law. Translatable Property Contracts	F.05.O.44 Criminal Law. Special part (II) (project)	S.05.O.45 Criminal procedural law. General part
	S.05.O.46 Civil procedural law. General part (project)	S.05.O.47 Environmental Law	S.05.O.48 Criminology
Year III Semester VI	F.06.O.49 Civil Law. Service providing contracts. Succession.	S.06.O.50 Criminal procedural law. Special part	S.06.O.51 Civil procedural law. Special part.
	S.06.O.52 Private international law	G.06.O. 53 Professional ethics	S.06.A.54 Qualification of offenses S.06.A.55 Transport and insurance law S.06.A.56 Consumer protection law S.06.A.57 Drawing up civil procedure documents (project) S.06.A.58 Drawing up criminal procedure documents S.06.A.59 Notarial law S.06.A.60 Legislative technique S.06.A.61 Legal Protection of Human Rights (project) S.06.A.62 International banking law
Year IV Semester VII	S.07.O.63 Business law	S.07.O.64 Criminalistics	S.07.O.65 Labor Law

	S.07.O.66 International trade law	S.07.A.75 Customs law S.07.A.76 Intellectual property law	S.07.A.67 Labor litigation S.07.A.68 Competition law S.07.A.69 Criminal executorial Law S.07.A.70 Civil executorial law S.07.A.71 Comparative Constitutional Law (project) S.07.A.72 Current Problems of the General Theory of Law S.07.A.73 Law of the European Convention on Human Rights (project) S.07.A.74 Methodology for the investigation of certain categories of offenses
Year IV Semester VIII	Specialty internship	Research internship	Bachelor's degree exam

6.3 DESCRIPTION OF THE STUDY PROGRAMME

The educational plan reflects the respecting of the principles of content selection and the creation of conditions of conducting an effective educational process. Taking into account the fact that the educational institution is an institution providing education services and that the education offer must correspond to the student-centered learning demand, the educational plan is structured in such a way that it allows for a relative openness and flexibility in order to ensure the needs of the formation of independent thinking and professional training through the application of the problem-based methods, with less emphasis on the traditional responsibility of transmitting information only. The link between theory and practice is achieved not only by combining different study disciplines, but also by encouraging professional thinking in the development of students' joint projects guided by teachers and external evaluators, through the judicious correlation of studies with internships.

The duration of the studies is four years divided into eight semesters.

The share of disciplines is quantified in ECTS credits, totaling 30 credits / semester, 60 credits / year, 240 credits / cycle I, Bachelor's degree studies.

The educational plan for the study programme in Law foresees 76 course units (disciplines) of which:

39 compulsory disciplines

37 optional disciplines

37 free choice disciplines

14 disciplines with application of the problem-based learning method (**PBL**).

Of these:

Basic formative structure	Credit components	Course units	Orientation towards a specialty
			Number of credits
Common trunk	I. Fundamental course units (F)	14 disciplines: General Theory of Law, Roman Private Law, Civil Law, Criminal Law, Criminal Procedural Law, Civil Procedural Law, etc.	79 credits (33%)
	II. Course units to develop general skills and competences (G)	4 disciplines: Information Communication Technologies, Professional Ethics, Foreign Language; Physical education	10 credits (4%)
	III. Socio-humanistic orientation course units (U)	10 disciplines (of which 2 modules): Psychology, Sociology, History of Romanian Law, Politology, History of Romanian Law, Economics, Legal Philosophy, European Integration (15%).	27 credits (11%)
Individual path	I. Course units focusing on the basic specialty (S)	56 disciplines: Criminal Procedural Law, Civil Procedural Law, Labor law, Contravention law, Financial law, Family law, Customs law, Tax law, Private international law, Business law, Environmental law, Forensic science / Criminalistics, Criminology, International trade law, Intellectual property law, etc.	99 credits + internships (20 credits) + Bachelor examination (5 credits) - (52%), of which: optional (in year II - 14%, in years III and IV - 23%).
	II. Course units in which the central and compulsory element is the project activity in the group (PBL)	14 disciplines: Constitutional Law (F), Administrative Law (F), Diplomatic Usages and	27 credits (11%).

		Techniques, Juvenile Delinquency, Medical Law, Comparative Legal Systems, Criminal Law. Special Part (I) (F), EU Institutional Law (S), Civil Procedural Law. General part (S), Criminal Law. Special Part (II) (F), Drawing up Civil Procedure Documents (S), Legal Protection of Human Rights (S); Comparative constitutional law (S), European Convention on Human Rights (S)	
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The disciplines that develop general instrumental, interpersonal and systemic competences by studying socio-humanistic disciplines, coded by G and U in the educational plan: Informational communication technologies, Foreign language, Physical education, Politolgy, Psychology, Sociology, History of Romanian law, Economics, Philosophy, Legal Philosophy, History of European Culture and Civilization, European Integration, Culture of Interpersonal and Organizational Communication (15%).

The disciplines in the educational plan are presented in a logical sequence so as to provide the student with the continuity of the legal subjects, the development of general and specific competences.

The educational plan includes the total number of hours allocated to each discipline (direct contact hours and individual work hours), the number of hours per week, the form of assessment, the number of credits allocated.

THE CONTENT OF THE EDUCATIONAL PLAN

Programme Content

Code	Module / Discipline	Total hours	Including		Week			Form of assessment	Number of credits
			Direct contact	Individual work	Lecture	Seminar	Laboratory		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

The correlation between the number of hours and credits corresponds to the provisions of the Framework Plan (1 study credit for 30 hours of classroom activity (direct contact) and individual activity). The correlation between hours of direct contact and individual work follows the recommendations of the Framework Plan. The introduction of the PBL method involves the accumulation of most of the practical hours and hours foreseen for individual work.

The content of the educational plan shows that in the 2nd, 3rd and 4th years of studies the number of optional disciplines increases, allowing students to choose the specialty disciplines they will need in practical work, depending on the work/position they will do/hold.

The study programme incorporating PBL is a combination of fundamental and compulsory specialty modules, optional disciplines and the project. The role of the supervisor is well defined. He / she becomes mentor, guide. In the curriculum the premises for the collaboration with employers are set, including for internships within national and international organizations. The role of supervisor in PBL in law studies is achieved through teaching in small groups (2-5 people).

Pursuant to point 65 of the Framework Plan, the obtaining of the promotional mark / grade at a course unit / module implies the allocation of the credits foreseen for it. The number of hours and credits is determined based on the weight of the content unit for the training of professional skills. In order to ensure a thorough training of professional skills and to prevent students from overstressing during the sessions, most of the content units are credited with 4, 5, 6 academic credits. Only disciplines in related areas are modulated.

The study programme comprises 8 semesters, the successful completion of which ensures the allocation of 240 credits.

The academic year begins on September 1 and has a duration of 30 weeks. The academic year has two semesters, of 15 weeks and two sessions each. The academic week lasts for 5 days. In semesters III and IV there are planned 60 hours of initiation internship in the specialty, and in the 8th semester - specialty internship and Bachelor's degree internship.

The duration of the examination sessions comprises the statutory requirements and at least two days are reserved for each exam.

Recovering the credit deficit is done through recovery sessions.

During the academic year, there is planned the Christmas holiday of about three weeks and the summer holiday lasts about 9 weeks. In the second semester, a weeklong Easter holiday is provided.

In the full-time education the study year is quantified with 60 credits, and the semester with 30 credits respectively.

CURRICULUM ON DISCIPLINES

The curriculum of the study disciplines is a normative-regulatory document based on which the study process is organized. Initial professional training based on the curriculum establishes the junction between the learning outcomes of the teaching process and content. All the disciplines in the educational plan are carried out based on the curriculum as a normative- regulatory didactic document. The curriculum of the discipline has the following structure:

- **Preliminaries** (brief presentation of the purpose of the discipline, its role and importance in the training of the specialist, project activity argued as a central and mandatory element);
- **Administration of the discipline**, structure element that reflects the weight of the discipline in the context of the entire teaching process (the total number of hours) and the

share of the amount of hours that the student undertakes with the teacher under different forms of didactic activity: course and seminar, work performed in a group project. The correlation of the hours in the auditorium, the guided hours of the group work (direct contact) and the individual working hours is determined depending on the didactic-methodological assurance of the discipline and is usually:

- 1 hour of direct contact - 1 hour of individual activity;
- 1 hour of direct contact - 2 hours of individual activity.

Here is also included the *Indicative allocation of the themes to the course and the seminar*, the element of structure that determines the weight of the content, a certain problem in the context of the training of the specialist, as well as the correlation between the content, the problem addressed and the way of solving it. This concordance is established on the basis of respecting the didactic principles by deducing on the basis of the concept the predominantly theoretical (course) or mostly practical (seminars and monitoring of group work) didactic approach:

- **The competences** obtained by the student through the study of the discipline with the formulation of the specific competences of training based on problem in the legal field;
- **The general / standard objectives of the discipline** reflecting all the theoretical knowledge, skills and competences that the student acquires by studying the discipline of study from a theoretical point of view and gaining practical skills following the project realization in group with practical applicability;
- **Reference objectives and contents.** This section specifies the student's concrete acquisitions as a result of studying a concrete topic. On the one hand, the contents (traditional element of the analytical programme) are indicated, and on the other hand there are presented the reference objectives describing the student's compartment at the level of knowledge, skills and competences. The correct formulation of the benchmark objectives creates the prerequisite for the training of professional skills of the future specialist.
- **Suggestions for organizing the individual work** by carrying out a project in a group including: the expected product, implementation strategies, evaluation criteria and the deadline;
- **Selective bibliography** includes the sources necessary for the student to acquire the subject material (normative acts, application and interpretation of legal norms, court decisions on distinct cases, monographs, textbooks, scientific articles, etc.). It is absolutely necessary that the recommended bibliography also include the course holder's papers;
- **Evaluating the discipline.** According to the structure of the curriculum, the way of assessing the discipline is also reflected. A serious argument in this respect is the need to establish a functional connection between all the teaching-learning-evaluation aspects of the didactic process;
- **Suggestions for individual work.** The curriculum of disciplines also determines the topic recommended for independent student work. It includes the methodology with a clear and detailed description of the stages group problem solving (2-5): planning, monitoring, coordinating individual contributions, preparing the report, evaluation. This provision

allows the efficient organization of work and the monitoring of the process of acquiring the entire programme.

The curriculum of the discipline is conceptualized according to the paradigm of focusing on the learner and competence training. Although the curricular objectives of the fundamental and specialty disciplines project the acquisition of knowledge, skills and competences in the field of law, the concept of their echeloning: level of knowledge and understanding, level of application, level of integration (with emphasis on the training of decision-making skills and competencies, assessment, design, problem solving), also fosters the training of transversal competences.

The curriculum of disciplines is based on a curriculum approach that projects an education focused on achieving the learning outcomes. The learning outcomes are considered the key elements of the curriculum. These are deduced from the competencies to be formed. As the training of competences is a long-lasting process and their ownership is a result of the effort made by various general culture and specialty disciplines, the learning outcomes are designed and evaluated through general curricular objectives, which in turn are materialized by reference objectives. Their design according to three levels of complexity: knowledge and understanding, application and integration, solving provides a methodological tool for competences training. The contents of the discipline are selected and taught in such a way as to contribute to the achievement of the objectives.

The contents are constantly renewed depending on the legislative changes, by the appearance of the new scientific papers in the field in general and the appearance of the new works of the course owner. More and more attention is paid to the didactic strategies aimed at active student learning. Interactive strategies are determined by curricular objectives that require action to apply knowledge and integrate it in order to be able to make value judgments, decision-making, and problem solving. This is done by applying different interactive, active-participatory teaching methods by the teachers. In disciplines with practical applicability, it is recommended the use of the problem-based learning method, which focuses on operational knowledge, on learning by action, brings students into immediate contact with situations in the professional activity.

An impressive number of hours (1 hour of direct contact - 1 hour of individual activity, 1 hour of direct contact - 2 hours of individual activity) are allocated to the individual work of the student. Individual work is guided by the teacher, who, together with the student, chooses the form of accomplishing the individual work, determines the tasks to be performed and specifies the terms of realization, taking into account the time allocated for individual work. The forms of realization of the individual work are also different and reflect the specifics of the discipline, e.g. the portfolio, the case study, the group problem solving in the legal field, the generalization of the statistical data, the analysis of the activity reports of the Court of Accounts, NBM, etc.

The application / implementation of the curriculum is ensured by the methodology of: designing the professional training process (the design reflected in the curriculum expresses the curricular approach oriented towards competence training and focused on the achievement of the objectives); carrying out the professional training process (monitored by the Quality Assurance Committee within the faculty, the Quality Assurance Council of the SUM by student questioning, attending classroom hours, analyzing / discussing public lectures); evaluating the professional training process (application of the assessment methodology based on tasks with varying levels of complexity, reflecting curricular objectives) (annex model of evaluation test).

The curriculum of the study disciplines is updated annually according to the changes in the educational plan, the changes in the legislation and science, the new achievements in the field of didactic strategies.

The content of the programmes is modernized by taking into account the latest results of the scientific investigations as well as those presented in the specialty literature.

The annual review of cognitive and professional relevance in terms of practical outcomes aims at adjusting them to the competences trained in the discipline.

The curriculum of study disciplines is reflected in the discipline sheets, which are also updated annually.

The concept of specialization in the proposed educational plan is unusual in relation to the specializations existing in other faculties of law, from two points of view: introducing into the educational plan a model of work with projects in a group of students, which will represent the cumulative result of the activities of in several courses, being an interdisciplinary product; on the other hand, this study programme seeks to correlate theory with practice, implements a new co-teaching system, provides guidance to the group of students to solve the problem by the responsible professor and a practitioner in the field (who will assist in assessing group work as an external evaluator) in order to modernize education in the field of law on the basis of Western university experiences.

7 THE WAY TO GO

7.1 INTRODUCTION

Educational institutions in both countries have an institutional development strategy that incorporates curriculum strategy with a focus on student-centered learning (problem-based learning, research-based learning). When creating the study programme, an important role is played by the rate of employability of graduates, the internationalization of studies.

When developing study programmes, it is important to focus on the competences, practical skills that the student will need in his / her later work. Thus, courses are not aimed at familiarizing students with the existing theory only but contain elements that are focused on learning the skills necessary for professional activity. Thus, in the UK at the Faculty of Law, there is a course covering the competences of a legal adviser, which includes: negotiating, interviewing the client, writing documents, etc.

Changing teaching staff' attitudes towards the educational process, as well as the more active involvement of universities in building the professional career of graduates, will encourage the introduction of active learning in the universities of the Republic of Moldova as well.

The policy of both universities offers the opportunity for students to become aware of the future profession prior to obtaining the diploma, either through an annual internship (organized and conducted in the study year 3) - in the UK or through close collaboration with prospective employers - in Denmark. In the UK, many study programmes provide for a study period abroad instead of an internship, in order to gain and accumulate knowledge at international level and to successfully develop various forms of collaboration.

Encouraging an active learning model at the Universities of Denmark and the UK helps to involve students more actively in the educational process and facilitates the improvement of both knowledge and skills.

7.2 FIT-FOR-PURPOSE

With the implementation of the PBL model, there is a need to develop some future recommendations on how to implement PBL in the pilot project. These recommendations are based on comparative aspects identified during the visits.

Both universities are autonomous in the elaboration and modification of the study programme, autonomy being the main motivation of the few higher education institutions to implement a training plan perfectly adapted to the needs of the labor market. ***We consider it appropriate for the study programme to reflect the institutional strategy, which is based on the development of the model of student-centered learning and the implementation of the model in developing the curriculum in accordance with modern concepts and international training requirements.***

At the university level in both countries there is a well-established system to ensure and maintain the quality of the study process, the appropriate methodology is developed. The PBL principles are part of the quality assurance system within the university. ***We consider that it is***

opportune for the Republic of Moldova to involve the specialists in pedagogy and to develop the specific methodology for the training in the legal field.

At Aalborg University there is the „PBL Academy” which is responsible for the development and implementation of the PBL model at the university level. This body has the responsibility to coordinate and cooperate with schools and study boards to ensure the use of the PBL model at all levels. ***We propose that a subdivision with responsibilities for research, development and PBL model promotion be set up within the Continuing Training Center of the SUM. Training staff in the field of IT and endowing study facilities with necessary equipment.***

To improve the learning and teaching strategy of the PBL model, they work on developing and improving study programmes at the level of schools and study boards, each board has a counseling committee to develop student-centered learning and teaching. ***We propose that within each department of the Faculty of Law the research group for the development and improvement of PBL-based teaching should be created, which will investigate the specificity of the PBL application process, taking into account the particularities of the disciplines.***

At the faculty level, meetings are organized where examples of good practice and achievements obtained in student-centered teaching and learning are disseminated. This information is distributed through Moodle for internal users and is made public on the university’s website at faculty level. ***We propose that such an experience be taken over in the SUM as well by developing the ICT infrastructure.***

At both universities an important role in maintaining quality lies with the Professional Associations. Often, practitioners, potential employers and even students or graduates are involved in formulating problems. This consultation contributes to the formulation of complex and real problems, but they are also interesting for the students’ learning process. The implementation of PBL involves integrating transferable skills identified together with employers in the curriculum, as well as developing problems based on the experiences of potential employers’ practice. ***We propose the introduction of the requirement for the approval of the study programme in Law with the mandatory endorsement of professional associations (Union of Legal Advisers, Association of Judges, Union of Lawyers, etc.);***

In Aalborg, students are taught an initiation course in PBL. Students are actively involved in designing the study programme through systematic assessment and participation in the study boards. ***It would be appropriate to take over this experience.***

In both universities, the students’ assessment is conducted in written or oral form, clear criteria are provided for the award of grades/marks for both the written report and the oral evaluation. The external examiner’s involvement in oral evaluation and individual assessment is practiced, even within the group project. Starting from the general PBL methodology of Aalborg University, which includes „small team of students - teacher coordinator – practitioner”, ***we propose for the Faculty of Law, the involvement of practitioners in the evaluation of group work as an external evaluator.***

The university monitors graduate employment. Former graduates are invited to collaborate with the university and accept projects in the company they are employed. They may be invited as external examiners, as part-time teachers or as a invited professor to provide counseling. ***It would***

be appropriate to take over this experience, which will ensure the incorporation of innovations in the learning process and internationalization.

The share of this teaching workload is adequately reflected in the way the work is paid, so that the teacher offers sufficient attention to guiding group work, meetings with the group, and appropriate assessment. *Considering the workload and for the motivation of teachers, we consider it necessary to review the remuneration of their work by increasing the number of hours allocated to group work guidance and student assessment.*

Students have free access to the study blocks and libraries, 24/24 free access to printing facilities by applying the electronic card. Practical work on projects (discussions, sketches, project conception) takes place in places arranged throughout the department (halls, corridors, etc.). *It would be appropriate to take over this experience.*

7.3 CONTENT CHANGE

The introduction of the PBL model at the Faculty of Law by incorporating the problem-based teaching method discussed in the curriculum of the disciplines with practical applicability will be achieved step by step. The curriculum of the disciplines are to be reviewed and adapted to the PBL concept to streamline this process as follows:

Short term:

- Developing a very detailed methodological guideline on the implementation of PBL,
- Ensuring at the department level the annual monitoring process and periodic review of PBL implementation in the educational process,
- All departments shall develop and promote policies for collecting feedback from students in the evaluation process. The department's policies on evaluation feedback should be based on pedagogical reasonings relevant to the disciplines and should be approved by the quality committee,
- Ensuring the extensive use of information technologies to enhance traditional learning combined with a high degree of application of the PBL method,
- Broad use of Moodle platform, social networking and Skype in particular in organizing group work, offering group study rooms at student choice, free WiFi connection within the institution, 24/24 access to the university library,
- More active involvement of students in managing the educational process,
- The curriculum developed for the discipline with PBL incorporation will be based on project activity as a central and binding element and will contain an exhaustive description of the educational objectives including the competences and aptitudes obtained;
- In the curriculum of the disciplines with PBL application, the methodology with a clear and detailed description of the stages of the problem solving in the group (2-5) will be included: planning, which takes place in the following phases: selection of the group members and distribution of tasks: monitoring of the group activity, carried out in the following phases: coordination of individual contributions; discussions, debates and negotiations; preparation of the report: evaluation, carried out in two phases: peer evaluation and the fulfillment of tasks.

- It is recommended, in the evaluation process, that students - members of the design teams – are offered the possibility to appreciate with grades / marks the team colleagues, depending on the contribution they brought in the work process on the project,
- It is recommended to diversify the current assessment forms during the semester,
- Introducing the discipline regarding the training of legal skills will be opportune.

Long term:

- We believe that in the SUM it is necessary to develop an educational plan taking into account the professional training objectives, reducing the number of disciplines and eliminating the general education ones, because students from the faculty of law study exactly what is needed in the practical activity, taking into account the specificity of the national jurisprudence,
- The new study programme should be based on competence, focused on employability (through consultation with employers, professional associations), with emphasis on learning innovations (research-based learning, close links with potential employers, internationalization). It is recommended to sign collaboration agreements between the Faculty of Law and the professional associations with clear provisions on the approval of the study programme and the participation in the external evaluation of the group work,
- We consider that the structure of the semester of study in the new educational plan is oriented towards the project theme. The number of theoretical disciplines to be reduced, to be planned in the form of modules and largely oriented towards the theme of the project. The theoretical hours should not overlap with the hours planned for the realization of the project, which will be interdisciplinary. In this way, the ECTS credits granted to the realization of projects per year at the specialty will be increased (10-15 credits per semester).
- Creating a system for collecting feedback from students and graduates on the quality of the study programme.
- For the implementation of the aforementioned proposals it is necessary to amend some normative acts (eg: Framework plan for study programmes).

	Activity on PBL implementation	Administration level	Deadline
I STAGE	Teacher training on the application of the PBL method	Team established for the development of the study programme	February 2017
	Elaborating the curriculum for teacher training in problem-based learning and its placement on Moodle	The team for the psycho-pedagogical module	March 2017

	Incorporating the PBL teaching method into the curricula of disciplines with practical applicability selected for the pilot project	Team established for the development of the study programme	April 2017
	Training teachers and students on the application of the PBL method	Team established for the development of the study programme and external experts	May 2017
	Endowment of study facilities with equipment for the extensive use of information technologies	University Administration	August 2017
II STAGE	Training students who will participate in the pilot project on the application of the PBL method	Team established for the development of the study programme	September 2017
	Applying the PBL method in training students in English-teaching groups	Team established for the development of the study programme	September - December 2017
	Developping a Methodological Guideline on PBL implementation	Team established for the development of the study programme and the team for the psycho-pedagogical module	December 2017
	Training teachers and students on the application of the PBL method according to the Methodological Guideline	Team established for the development of the study programme and the team for the psycho-pedagogical module	January 2018

	Applying the PBL method to disciplines with practical applicability in the training of students in all groups	Teachers from the Faculty of Law	February 2018
III STAGE	Creating the research group for the development and improvement of PBL-based teaching that will investigate the specificity of the PBL application process, taking into account the particularities of the disciplines	Departments at the Faculty of Law	
	Modification of the Framework Plan for study programmes and the elimination of general education disciplines		
	Developing a new educational plan taking into account the reduction in the number of disciplines, the new educational plan will be based on competence, focused on employability (through consultation of employers, professional associations).	Administration of the Faculty of Law	
	Approval of the study programme in Law with the compulsory endorsement of professional associations (Union of Legal Advisers, Association of	Administration of the Faculty of Law	

	Judges, Union of Lawyers, etc.)		
	The number of theoretical disciplines will be reduced, will be planned in the form of modules and largely oriented towards the project theme. The theoretical hours do not have to overlap with the hours planned for the project, which will be interdisciplinary. In this way, the ECTS credits granted to the realization of projects per year at the specialty will be increased (10-15 credits per semester).	Administration of the Faculty of Law	
	Creating a system for collecting feedback from students and graduates on the quality of the study programme	Administration of the Faculty of Law	

8. CONCLUSIONS

Problem-based learning (PBL) is not just a method or a mere theory of teaching, but a new philosophy, a rethinking of the whole process of learning and teaching, of the relationship between teacher and student. The PBL model in its classical form has been applied over several decades at Aalborg University, but also at other European universities, demonstrating its efficiency, largely due to the high degree of employability of graduates. Today the PBL model is internationally recognized, being of a particular interest for universities, researchers and students in many countries.

In the PBL model the problem is the starting point that directs the entire study process. The problem may be both theoretical and practical, but it must be formulated in such a way that it can be analyzed and solved, sometimes even from an interdisciplinary point of view. With reference to the Law specialty, we mention that most of the teachers are currently those who formulate problems or research subjects, sometimes even presenting some solutions from which students have to choose the right option. We believe that it is necessary to provide students with greater freedom in this respect, giving them the right to formulate some authentic, current problems from their point of view.

The analysis of the SUM institutional framework and the study programme at the faculty of law of the SUM allowed us to make the following conclusions:

- the study programme at the SUM, the “Law” specialty does not fully reflect the current needs of professionalization, there is no focus on interdisciplinary deepening, there are additional disciplines that burden students with unnecessary information;
- most teachers use traditional teaching methods, focusing on the transfer of knowledge, but not on the active involvement of students in the process of knowledge accumulation and the development of new skills in response to new modern knowledge and techniques that require solving problems involving many factors that interact;
- after graduating from university, students have little practical skills, are unable to solve problems, these acquired skills and abilities are not enough to enable them to find a job on the labor market.

Following the comparative analysis of the educational plans of AAU and UoG universities with the current educational plan of the SUM’s Faculty of Law, we have appreciated the structure of the PBL learning process as being highly effective, of great prospect of application in the education in the Republic of Moldova.

The problems we face are related not only to the legislative framework but also to the economic situation in the Republic of Moldova, which can not be compared with that in Denmark or the UK, and where it is weakly developed the practice of working with potential employers, their impossibility to offer places for the conduct of internships for a required number of students, the technical-material base of the university which does not provide a high level of training and research.

Closer collaboration with employers would have a positive impact not only on the process of developing the study programme or the curriculum of the disciplines, but would also increase the chances of employment of graduates of the Faculty of law.

The necessary changes regarding the application of PBL would make the contents of the disciplines more interactive and raise the responsibility of the students for the training in the field, would contribute to develop the students' skills of critical analysis and synthesis of information, abstract thinking, evaluation of competitive argumentation and motivated decision making in solving problems. All these skills are essential to the field of law.

The curricula of the disciplines will specify the learning-teaching method as well as how to evaluate the projects solved in the group.

Students will benefit from this blend of learning, research and partnerships with external organizations, which will ultimately ensure that study programmes are relevant and up-to-date.

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Annex 1. Data collection template

Observation grids

Grid 1. System level

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1: Accreditation of study programmes		
1.1 National external accreditation body		
1.2. Accreditation procedure: methodology and evaluation criteria		
1.3. Relations of the accreditation body with the Ministry of Education		
Criterion 2: Quality Assurance System		
2.1. The existence of a national quality assurance system (QA)		
2.2. The national QA body		
2.3. The relationship of the QA body with universities		
2.4. External quality evaluation procedure: levels, criteria.		
Criterion 3. Programmes with double degrees and recognition of professional experience.		

Grid 2. University level

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1: The governing bodies of the university and the university management bodies		
1.1. Structure		
1.2. Duties		
1.3. The election procedure		
1.4. The governing body in charge of study programmes, teaching-learning and evaluation processes		
Criterion 2: The organizational structure of the university		

Criterion 3: Objectives of student-centered teaching and learning strategy (separate or embedded in the institutional strategy)		
Criterion 4: The key structure responsible for organizing the student-centered teaching-learning process		
4.1. Duties and subordination		
4.2. Structura /Componenta		
4.3. Documents issued		
4.4. Relationships with university's academic structures (faculties, departments, etc.)		
Criterion 5: University Quality Assurance System (QA)		
5.1. Duties		
5.2. Structure		
Criterion 6: Introducing Bachelor degree programmes		
6.1. Structures empowered to initiate, develop and approve a study programme		
6.2. Requirements for the dossier content for new study programmes		
6.3. Body approving the dossier		
Criterion 7. Methods of learning-teaching and evaluation used at university (differences between approaches at different faculties / fields).		
Criterion 8. The structure responsible for cycle II / cycle III		
1.1. Duties		
1.2. Relationship with other university structures responsible for approving the curriculum.		
Criterion 9. Documents on the policies and content of the curriculum		
9.1. STUDY PROGRAMME FORM (CYCLES I AND II)		
9.2. Examination policies and procedures form		

9.3. <i>Semester description</i> form (by programme)		
9.4. <i>Module description</i> form		
9.5. Grading scale		
Criterion 10. Student involvement in university governance and management.		
Criterion 11. Student-centered teaching and learning approach at university level.		
11.1. Mission / Strategy of the university		

Grid 3. Level of faculty / department

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1. The relationship between higher management (university level) and faculty management and / or the department with reference to student-centered teaching and learning.		

Grid 4. Body / structure level responsible for the development of the study programme

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1. Structure of the body responsible for drawing up educational plans and curricula		
Criterion 2. The relationship of this body with the faculty, department and other structures within the faculty / department.		
Criterion 3. Creation of inter- and multidisciplinary programmes.		
Criterion 4. The process of developing and approving new study programmes.		
Criterion 5. The process of approving a new module in an existing study programme.		
Criterion 6. Evaluation practices / methods used.		

Criterion 7. Involving students in the development of study programmes.		
Criterion 8. Management of study programmes		
8.1. Involvement of academic staff in the organization and coordination of a study programme		
8.2. The way this process is formalized		
Criterion 9. Review of a study programme		
9.1. Annual monitoring procedure and periodic review of the programme		
9.2. Performance indicators applied		
9.3. Students feedback: procedure and impact		

Grid 5. Integration of disadvantaged groups of students:

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1. Structure responsible for students with disabilities.		
1.1. Responsibilities		
1.2. Resources		
Criterion 2. Measures / arrangements for students with disabilities.		
Criterion 3. Approaches for socially disadvantaged students.		
Criterion 4. University's capacity with regard to teaching methods for students from disadvantaged backgrounds.		
Criterion 5. Academic support available to students with learning disabilities.		

Grid 6. Infrastructure

Criterion	Description	Source - Normative acts, regulations, guidelines.

Grid 7. Level of study programme

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1. The level of reflection in the institutional strategy of the approach to the learning-teaching process.		
Criterion 2. Focus of the study programme.		
Criterion 3. The structure of the educational plan of the study programme		
3.1. Total number of hours per semester		
3.2. Modules		
3.3. Students' assessment		
3.4. Evaluation of academic staff		
3.5. Progress of learning		
Criterion 4. Type of accreditation: academic / regulatory or professional		
Criterion 5. The level of use of IT, e-learning and / or blended learning platforms		
Criterion 6. Elaborating, improving / modernizing and organizing / managing the study programme		
6.1. Procedure and responsible structure		
6.2. Involvement of students		
6.3. Involvement of employers and other stakeholders (e.g. graduates)		
Criterion 7. Accompanying / support documents / materials of the programme and their public availability		
Criterion 8. Management of the study programme		
8.1. Regulations on the study programme		
8.2. The structure that monitors the implementation of the regulation		
8.3. Rules to determine the workload of academic staff (for different types of		

activities: teaching, supervision, evaluation)		
8.4. Student workload: calculation procedure and impact on curriculum development		
8.5. Outcomes of the study programme and their evaluation		
Criterion 9. Students' assessment		
9.1. Regulations / guidelines available		
9.2. Forms of assessment		
9.3. Measures to avoid cheating and plagiarism		
9.4. Provisions for appeals		
9.5. Involvement of external examiners		
9.6. Grading system, study credits, and recognition of previous study results.		
Criterion 10. Incorporating into the programme and facilitating academic mobility		
Criterion 11. Student evaluation of academic staff and management of feedback results.		
Criterion 12. Academic requirements for enrollment in the study programme		
Criterion 13. Monitoring the employability of programme graduates.		

Grid 8. Pedagogical training level

Criterion	Description	Source - Normative acts, regulations, guidelines.
Criterion 1. The level of reflection in the institutional strategy of The approach to the learning-teaching process.		

Annex 2. Table of data reporting on the State University of Moldova

Table 2: Data reporting table

Formulation of the question, the problem	The material consulted	Findings	Reflections
<p>1. System level Criterion 1. Accreditation of study programmes</p>	<p>Education Code, no. 152/07.17.2014 Government Decision no. 616 of 18.05.2016 for the approval of the Methodology of external quality evaluation for provisional authorization and accreditation of study programmes and vocational education and training, higher education and continuous training institutions.</p>	<p>The national accreditation body is the National Agency for Quality Assurance in Professional Education</p>	<p>External accreditation is a difficult, but necessary process, given that several higher education institutions with serious deficiencies in the educational process have been created in Moldova</p>
<p>Criterion 2. Quality Assurance System</p>	<p>Education Code, no. 152/07.17.2014 Government Decision no. 616 of 18.05.2016</p>	<p>Quality management in higher education is assured: a) at national level - by the Ministry of Education and by the National Agency for Quality Assurance in Professional Education; b) at institutional level - internal quality assurance structures.</p>	<p>The existence of the Agency is a determining factor in ensuring an efficient and qualitative educational process.</p>
<p>L2: University level</p>	<p>SUM Charter, Approved at Senate Meeting no.7 of March 31, 2015; Senate Regulation, approved at the session of the Senate of the State University of Moldova from 6.10.2015, minutes no. 2</p>	<p>The system of the governing bodies of the State University of Moldova consists of the Senate, the Council for Institutional and Strategic Development, the Scientific Council, the Administration Council, the Rector, the Faculty Council, the Senate Office, and the Faculty Office.</p>	<p>The SUM's governing bodies fully reflect the legal requirements on its organization and operation</p>
<p>L3: Level of faculty / department</p>	<p>SUM Charter Framework regulation on the Organization and Operation of the Governing Bodies of the Higher Education Institutions of the Republic of Moldova,</p>	<p>The Faculty Council determines the Faculty's development strategy correlated with the University's strategic plan. The structure of the Faculty is approved by decision of the SUM Senate.</p>	<p>The Faculty of Law and the departments within it do not have organizational and financial autonomy. Student-centered teaching and learning can be implemented more</p>

	<p>approved by Order of the Ministry of Education no. 10 of January 14, 2015</p> <p>Regulation of the SUM faculty, approved by the SUM Senate on 26.02.2013</p> <p>Regulation of the SUM Academic Department, approved at the session of the SUM Senate, of 26 February 2013, Minutes no. 6</p>	<p>The faculty is led by the faculty council. Students are represented in the Faculty Council in the proportion of 1/4 of the total number of members.</p> <p>Employers are not represented in the faculty council.</p> <p>The operative management of the faculty is carried out by the Dean and the faculty office.</p> <p>The faculty of law consists of 5 departments, each headed by a head of department.</p>	<p>quickly if active support is provided by university management bodies, including by the approval of regulatory documents, such as the methodological guideline on the application of the PBL model.</p> <p>It is necessary to include employers as members of the faculty council.</p>
L4: Study board level	SUM Charter	<p>After the endorsement in the faculty council, the study programme documents are submitted for approval to the university senate. The final decision on the initiation of the study programmes is approved by the Council for Institutional and Strategic Development, in accordance with the legal provisions.</p>	
L5: Integration of disadvantaged students	Law no.60 of 30.03.2012 on the social inclusion of persons with disabilities	<p>Within the SUM, there is the Training center for visually impaired students with the use of special software.</p> <p>The SUM's second block of study where the headquarters of the faculty of law is located has recently underwent capital repairs, creating conditions for students with disabilities, including a special elevator.</p> <p>At the level of organizing the teaching-learning process there are individual study programmes for students with disabilities.</p>	<p>The university has enough mechanisms to integrate disadvantaged students</p>
L6: Infrastructure		<p>The lectures, the seminars and the other activities related to the educational process within the faculty of law take place primarily in Block 2 of the campus. Also in Block 2 there are two conference rooms, the Anglofon Hall, the hall the</p>	<p>Block 2, in which the Faculty of Law is based, currently does not have sufficient IT resources to provide student-centered learning.</p>

		francophone group, the court processes simulation room, etc.	
L7: Study programme level	The framework plan for higher education (cycle I – Bachelor’s degree studies, cycle II – Master’s degree studies, integrated studies, cycle III - doctorate), approved by Order of the ME no. 1045 of 29 October 2015	The heads of departments have the decisive role in the elaboration of the study programme, who come with proposals regarding the disciplines to be included in the programme. The programme is approved by the faculty council, and later by the Senate. The structure of the programme is subject to strict rigors as determined by the Framework Plan.	The employer’s opinion is not taken into account when developing the study programme. In addition, students should be more actively involved in developing new programmes or changing existing ones. The university must have greater independence in terms of developing new study programmes.
L8: Pedagogical training	Education Code, no. 152 07.17.2014 SUM Charter	The University promotes and manages the professional career of each teacher by ensuring the continuous training of the teaching staff in accordance with the Strategic Development Plan of the university, faculty and department. The Continuing Training Center plays an important role in the training of teaching staff within the SUM.	Pedagogical training is welcome not only for young specialists but also for experienced teachers. It is necessary to organize periodically trainings, workshops for the exchange of experience, knowledge, new teaching-learning methods.

Annex 3. Comparative analysis of institutional framework and study programmes at the State University of Moldova, AAU University of Denmark and UoG University in the UK

Criteria, properties, indicators	SUM	AAU	UoG
1. SYSTEM LEVEL Criterion 1. Accreditation of study programmes Criterion 2: Quality Assurance System	<p>The national accreditation body is the National Agency for Quality Assurance in Professional Education</p>	<p>The accreditation system in Denmark consists of the Accreditation Council and the Danish Accreditation Institute</p>	<p>Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Council for Financing Higher Education in England</p>
	<p>Quality management in the higher education of the Republic of Moldova is assured:</p> <p>a) at national level - by the Ministry of Education and by the National Agency for Quality Assurance in Professional Education;</p> <p>b) at institutional level - internal quality assurance structures.</p>	<p>In the Danish education system there is no central / national quality assurance body. The quality of the study programmes is subject to external evaluation under their accreditation procedure.</p>	<p>The body that monitors the quality of studies in the UK is called the Agency for Quality Assurance in Higher Education</p>
2. UNIVERSITY LEVEL University governing and management bodies	<p>The system of governing bodies of the SUM consists of the Senate, the Council for Institutional and Strategic Development, the Scientific Council, the Administration Council, the Rector, the Faculty Council, the Senate Office, and the Office of the Faculty.</p>	<p>The council/board is the governing body of the university</p> <p>The Rector</p>	<p>Governing bodies: Council/Board, Rector, Vice-Rector, Academic Committee, Secretary, Student Organizations.</p>
3. Level of faculty, department Criterion: Structure of the faculty / department	<p>The Faculty Council - the decision-making and deliberative body</p>	<p>The Rector determines the internal structure of the university, within the</p>	<p>The university includes faculties and 10 schools</p>

	of the faculty within the SUM. Operative management of the faculty - Dean and Faculty Office. The faculty of law has 5 departments.	limits set by the university council/board. Within each faculty, there are departments, doctoral schools, study councils/boards (and, in some universities, schools).	
4. Institution / structure level responsible for the development of the study programme	After the endorsement in the faculty council, the study programme documents are submitted for approval to the university senate. The final decision on the initiation of the study programmes is approved by the Council for Institutional and Strategic Development, in accordance with the legal provisions.	The Study Board/Council includes an equal number of teachers and students' representatives. The main responsibility of the study board/council is to develop the educational plan, the study guideline, assure the quality of the programme, and also ensure the organization, performance and delivery of the teaching-learning process.	The faculty council is responsible for the academic programmes of the faculty, including academic and performance standards of the programmes that the faculty has to implement in line with the university teaching and learning strategy.
Criterion: Objectives of the Student-centered teaching and learning strategy	The Strategic Plan of the SUM for the years 2016-2020 has as a strategic objective the development and enhancement of the quality of the educational offer.	Problem-based learning (PBL) / project is one of the strategic directions of the Aalborg University's Strategy for 2016-2020	The student-centered teaching-learning process is assured according to the specifics of the faculty
Criterion: Key structure responsible for organizing the process of student-centered Teaching and learning	The governing body responsible for study programmes, teaching-learning and evaluation processes is the Quality Management Department: curricular development and evaluation.	The inter-university structure responsible for the implementation, promotion and development of PBL within the AAU is the PBL Academy.	
Criterion: Involvement of students in university governance and management	25% of the Faculty Council are students. The Senate of the University consists of students	Student representatives are members of all management bodies and university advisory bodies.	At the University of Gloucestershire Student organizations must be created and administered by students on the basis

			of a statute approved by the Council.
5. Integration of disadvantaged groups of students	<p>Within the SUM, there is the Training center for visually impaired students with the use of special software.</p> <p>The SUM's second block of study where the headquarters of the faculty of law is located has recently underwent capital repairs, creating conditions for students with disabilities, including a special elevator.</p> <p>At the level of organizing the teaching-learning process there are individual study programmes for students with disabilities.</p>	There are access means in the University, one-level study blocks, access ways for the visually impaired.	The university is equipped with special slopes/platforms for students traveling with wheelchairs in the campus and within the blocks of study. Financial facilities are provided by applying the Scholarship for Disabled Students.
6. Infrastructure	<p>The University has rooms for theoretical, practical lessons, libraries, conference rooms, etc.</p> <p>Block 2 is not equipped with the technical means to organize the interactive teaching-learning process.</p> <p>There are not enough small rooms in which small groups of students can work.</p>	<p>The University purchases and allocates resources to support and facilitate application of problem-based learning / project. This involves: providing space for group work, meetings with the project supervisor, classes of different sizes and equipment.</p>	The technical endowment of the institution facilitates the active learning process, the Moodle platform is widely used.
7. STUDY PROGRAMME LEVEL	The study programme in law is developed according to a model set by the Framework Plan and contains a large number of disciplines. The determining role in the proposal of disciplines for the study programme lies with	The study programme focuses on employability. It is based on PBL (50% of disciplines). The AAU has independence in developing the study programme.	The study programme contains a small number of disciplines, strictly needed by the future specialist. Particular attention is drawn to the development of practical skills.

	the heads of departments, but not the students or employers		
8. PEDAGOGICAL TRAINING LEVEL	Within the SUM there is the Continuing Training Center, whose work is mostly focused on the training of young specialists. The psycho-pedagogical module is mandatory for all novice lecturers	Continuous training is one of the keys to the success of the AAU's PBL model	Teachers permanently improve their teaching skills. Particular attention is drawn to interactive teaching methods with the use of modern technologies.

Annex 4. Common patterns and variations

	Common patterns	Variations
1. System level Criterion 1. Accreditation of study programmes	The accreditation process, the responsible institutions are clearly specified in the normative documents	<p>Republic of Moldova: ANACIP, accreditation every 5 years</p> <p>Denmark: The accreditation system consists of the Accreditation Board and the Danish Accreditation Institute</p> <p>United Kingdom: The accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Quality Assurance Agency in Higher Education, the Higher Education Funding Council in England</p>
Criterion 2. Quality assurance system	Systems in all three states are meant to improve the quality of programmes in the higher education sector and to help create a more efficient educational market.	<p>Republic of Moldova: Quality management in higher education is assured: a) at national level - by the Ministry of Education and by the National Agency for Quality Assurance in Professional Education; b) at institutional level - internal quality assurance structures.</p> <p>Denmark: There is no central / national quality assurance body in the Danish education system. The Danish Accreditation institution also aims to ensure quality and relevance in the field of higher education.</p> <p>United Kingdom: Agency for Quality Assurance in Higher Education</p>
2. University level	The existence of the governing body and the university management body	<p>Republic of Moldova: Senate, Rector, etc.</p> <p>Denmark: University Board/Council and Rector PBL Academy</p> <p>United Kingdom: Governing Bodies: Council, Vice-Rector, Academic Committee, Secretary, Student Organizations.</p> <p>The existence of a university-level service "Help Zone" that has the competence to assist, help, guide</p>

		students throughout their studies, facilitates the educational process.
3. Level of faculty, department	Within each faculty of the universities concerned, there are departments, doctoral schools, study councils. Each faculty is led by the dean.	<p>Republic of Moldova: The faculty of law has 5 departments, each of which is made up of a large number of teachers (for example, Department of Public Law: 51 teachers).</p> <p>Denmark: The faculty of law has a fairly low number of teachers. But each teacher is assisted in exercising his/her duties by the so-called assistants.</p> <p>United Kingdom: The University of Gloucestershire has three faculties: (1) Faculty of Applied Science; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media, Arts and Technologies.</p>
4. Level of body responsible for study programmes	In all three universities the elaboration of the study programmes is done with the involvement of the internal structures of the universities	<p>The Quality Management Department of the SUM is responsible for monitoring the development of study plans.</p> <p>The Faculty Council is responsible for the academic programmes of the Faculty at AAU and UoG Universities.</p> <p>In both universities within the faculty council an impressive number of students is included who are actively involved in the management of the faculty, the elaboration of the study programmes. Also, future employers who are better acquainted with the needs of the labor market are also involved in the development of study programmes.</p>
5. Integration of disadvantaged groups of students	Universities offer very good conditions for the integration of disadvantaged students (special stairs, etc.)	
6. Infrastructure	All universities have halls for theoretical, practical lessons, libraries, laboratories, etc.	<p>The SUM's technical equipment needs to be completed in order to effectively ensure the PBL.</p> <p>AAU and UoG Universities are equipped with advanced technology, which allows effective application of the PBL method in the teaching-</p>

		learning process. There are many rooms within the AAU and UoG universities that offer students the possibility to work in small groups.
7. Level of study programme Key criteria: Structure of the study programme, number of credits, basic skills	The study programmes at all universities are elaborated according to procedures determined by the legal framework, but also by the institutional acts.	<p>At SUM, Bachelor's degree studies last for 4 years, 8 semesters. The programme contains an impressive number of disciplines.</p> <p>At AAU and UoG universities, the Bachelor's degree studies last for 3 years, 6 semesters in total.</p> <p>Basic skills offered by study programmes: AAU and UoG a) to identify, analyze and solve problems; b) extensive academic knowledge, theoretical, practical and methodological abilities</p> <p>At both universities, the programmes contain a small number of disciplines.</p> <p>Denmark</p> <ul style="list-style-type: none"> • One semester = 30 ECTS • Total: 30 ECTSx6 = 180 ECTS <p>United Kingdom</p> <ul style="list-style-type: none"> • One semester = 60 CATS (each level = 120 CATS) • Total: 60 CATSx6 = 360 CATS <p>The PBL method is found in a more prominent form in the study programme of the university in Denmark, which provides for the development of several research projects.</p>
8. Pedagogical training level	The three universities provide for the pedagogical training mechanism for academic staff to enhance the quality of studies	<p>Within the SUM, pedagogical training is mostly oriented towards young specialists.</p> <p>At AAU and UoG universities, teacher training has a continuous and permanent character, starting from the need to apply the advanced teaching-learning methods with the involvement of modern technologies</p>