

**1st Cycle Bachelor's Degree in Business
Administration:
Comparative Analysis on Institutional Study
Program of Business and Management
Academy of Economic Studies of Moldova
Work Package 2. Benchmarking Report**

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1 INTRODUCTION

When preparing the report, there were researched resources related to the goal and applicable methods of problem-based learning in higher education. Thus, we stated that problem-based learning (PBL) is an active learning, student-centered method.

In the current conditions of rapid changes in all areas of social and economic life, including science, technology and labor market, higher education system must provide opportunities for continuous learning and training adapted to these changes. This includes ensuring of curriculum compatibility that will enable training of skills required in the labor market, optimal study conditions, materials, equipment and modern methods, partnership relationship between teacher and student, student centering, counseling for academic and career guidance. Actually, these are the main features that highlight student-centered learning.

Learning PBL requires that students should learn about a subject through the experience of solving open problems. Students learn thinking strategies and knowledge in the field. PBL aims are to help students develop flexible knowledge, effective problem solving skills, self-guided learning, effective collaboration skills and intrinsic motivation¹. Problem-based learning is an active learning style.

Formed in 1960 in Canada, this method has undergone many adaptations and modifications, depending on the particularities of the education system that was imported, and the study field. In order to have a clearer picture about what his method is and how it could be applied in Moldova, we studied the peculiarities of its use in two countries: Denmark and the United Kingdom, specifically in two universities in these countries, namely University Aalborg and the University of Gloucestershire.

As mentioned above, the use of PBL method has particularities and depending on the learning area. In this report we referred to the Business and Administration areas.

The team working on this report consisted of:

Table 1. The team working on the Report

Nr.	Surname, name	Title, function in AESM	Position in team
1.	Cotelnic Ala	University professor, First-vice director of teaching activity	Team leader
2.	Solcan Angela	Associate Professor, Dean of Business and Business Administration Faculty	Team member
3.	Gaugas Tatiana	Senior University Lecturer, Department of Marketing and Logistics	Team member
4.	Țîmbaliuc Natalia	Senior University Lecturer, Department of Management	Team member

¹Hmelo-Silver, Cindy E. (2004). "Problem-Based Learning: What and How Do Students Learn?". *Educational Psychology Review* 16 (3): 235-266

2 METHODOLOGY

2.1 METHODOLOGICAL BACKGROUND

The purpose of this study is to make a reference-analysis of problem based learning in the EU partner countries: Denmark and the UK. To this end it was developed a standard methodology. It aims at exploring the relationship between internal structures of the university and study programs, including the way in which development and support of the study program are integrated throughout the university. The cohesion of development study program with its support will be analysed at different levels of the institution: the system, the university, faculty administration, and the Program of Study. There will also be studied issues related to the integration of disadvantaged groups of students and available infrastructure .

The use of standard- methodology for drafting this report was necessary as to achieve a reference understanding of how student-centered teaching and learning in EU partner universities is incorporated into institutional structures in general and how they relate with them, and then to explore the same relationship fit for the purpose of their own universities.

The standard- methodology involves highlighting the six levels: system level, university management level, faculty level; study board level; disadvantaged groups; physical environment. Normally, it is possible some overlap between levels. In other cases, the information has been presented only in a compartment to avoid repetitions. It is important that when approaching a problem, to consider its relationship with other levels and the impact it could have on areas within them and the cross level.

2.2 DATA COLLECTION

When elaborating the report, following the above set methodology, data were collected from two universities: the University of Aalborg, Denmark and the University of Gloucestershire, the UK. This was possible due to study visits to the universities (A.Cotelnic, T.Gaugaş - University of Aalborg; A.Cotelnic, N.Țîmbaliuc - Gloucestershire University), full implementation of the Agenda, which included various meetings with academic staff from universities, the staff responsible for a certain level of approach. Following the study visits, reports for each university were developed by everyone who was there. These materials, along with those reflections were really useful in developing this Report.

Table 2: Study visits to EU partners

No. d/a	Visited university	Period	People involved
1.	University of Aalborg, Denmark	February 8th- 12th, 2016	A.Cotelnic T.Gaugaş
2.	University of Gloucestershire	Feb. 29th - March 4th, 2016	A.Cotelnic N.Țîmbaliuc

Following study visits various information necessary for the report was collected, which were presented in the Reflections after each visit (Appendix 2, University of Aalborg and Appendix 3 - University of Gloucestershire). Also of these Appendixes contain tables reporting data, as the below set out.

Table 3: Reporting date template

Question / Problem	Sources consulted	Findings	Reflections
L1: System level			
L2: University management level			
L3: Faculty / Department level			
L4: Study Council			
L5: Disadvantaged student integration			
L6: Infrastructure (physical environment)			
L7: Study board level			
L8: Teacher training level			

2.3 DATA ANALYSIS

In order to analyze data, work team used multiple case study- methodology, each partner country in the European Union is considered a separate case study. The analysis started with a case-analysis by listed university teams from Moldova, who participated in work visits to EU partner-universities made in the inside study programs at Business and Administration speciality in the country (Denmark and UK) based on criteria, properties and indicators.

The across- case analysis, as shown in the Compared teplate (Table 4), enabled the framing of criteria, properties and indicators for each level.

With the basic proposed methodology, the team collected and analyzed data, drafted reference reports for the analyzed study program.

Table 4: Template and guidelines for the preparation of benchmarks, properties and indicators

AAU	UOG	Criteria properties, indicators
Findings based on the levels of cross date comparison which generated criteria, properties and indicators for each level	Findings based on the levels	Level 1, criteria etc.

During detailed analysis of cases there were highlighted more ideas, concepts, principles, allowing the entry of certain findings. In these activities were researched common patterns, and

differences, expressing each particular education system depending on the country. For this purpose a data reduced template was developed which is presented in Table 5.

Table 5: Data Reduced Template

	Common templates	Features
L1: System leve; <div style="text-align: right;"> criterion 1 criterion 2 criterion 3 </div>		

3 THE STUDY PROGRAMME IN BUSINESS AND ADMINISTRATION AT THE UNIVERSITY OF AALBORG

3.1. INTRODUCTION

Aalborg University supports and promotes the implementation and development of the PBL model, being considered a university-veteran in its implementation. The actions included in the development strategy 2016-2021 of University of Aalborg we can highlight the use of PBL model for the development of all study programs, its integration as a learning objective in all curricula, PBL principles are an important part of quality assurance. It is worth mentioning that the motivation of teachers and students is an important component of this model, so new teachers and all students benefit of systematic introduction to PBL courses. From the presentations that we got during the visit, we noticed that all teachers emphasized the importance and advantages of PBL model in the university, being very motivated to develop this model. Among the mentioned advantages we remark: the role of teachers becomes more important because they do not only transfer knowledge, but participate in the intellectual development of young people by encouraging creativity and group collaboration. The projects are interdisciplinary, requiring development of both theoretical knowledge and the application of research to real environmental knowledge from teachers.

The layout of the collected and analyzed information for Business and Administration program at the University of Aalborg is shown below. As mentioned above, this was possible by consulting primary sources at the university, available on the intranet project, and following discussions with the people involved in the study visit to the University.

This section will display the collected data according to the formulated criteria. The key data are included in Appendix 2. The structure of the study program in Business and Administration Program, University of Aalborg, is included in Appendix 4.

3.2 SYSTEM LEVEL

In Denmark, the Basic Law, which regulates the activity in universities is The Danish Act on Universities². According to this, the university may grant degrees for the Cycle I of three years, and Cycle II of 2-year master, and Cycle III of doctoral studies. Universities Act states that the university is free to decide what research-based study programs in Denmark wants to offer its academic field. The offered programs must be accredited by the Accreditation Council (The Act on Higher Education Accreditation Agency³). Accreditation is compulsory for all programs. For the state institutions, accreditation is the basic criterion for budget financing.

For the external evaluation and the accreditation of study programs (existing and new ones) in 2007 there was created the Accreditation Agency by the Ministry of Science, Innovation and Higher

² The Danish (Consolidation) Act on Universities (the University Act), available at http://www.au.dk/fileadmin/www.au.dk/Regelsamlingen/2014/EN_Bekendtgørelse_af_lov_om_universiteter_367.pdf

³ Act on the Accreditation of Institution of Higher Education, available at <http://ufm.dk/en/legislation/prevaling-laws-and-regulations/accreditation/accreditation>

Education (MSIHE) as a public independent body and it consists of the Accreditation Council (AC), Council Secretariat and Academic Secretariat (SA) with assessment functions. AC makes decisions on accreditation, constitutional accreditation or non-accreditation. The council consists of the president (chairman) appointed by the Minister, eight members appointed on the proposal MSIHE (3 pers.), Ministry of Education (3 pers.), Ministry of Culture (1 pers.), Association of Students (1 pers.), Term the eligibility - four years, student - 1 year⁴.

Accreditation Agency is composed of two entities: the Accreditation Council, which is responsible for the accreditation and approval of the university study programs; and the agency ACE Denmark, which is responsible for the analysis and preliminary assessment of the programs. The institution conducts pre-accreditation, accreditation and approval of programs at higher education level. Moreover, the institution, besides, works on developing of some methods and quality assurance techniques, collection and dissemination of relevant experience in national and international accreditation, and will contribute to the further development of the accreditation concept development.

The external evaluation procedures of the programs and the criteria of quality and relevance are adopted by a ministerial order. The assessment is based on five key criteria:

1. Application for the study program on labor force market;
2. Study program based on research in connection with an active environment of high quality research;
3. Academic profile of the study program and the purpose of learning outcomes;
4. Structure and organization of the study program;
5. Continuous ensuring of internal quality of the study program.

A detailed description of the performance criteria and the stages of external evaluation and the accreditation of the existing and new programs, and of the institution as a whole is reflected in these Guidelines, approved in 2013.⁵

Accreditation is compulsory for all programs. For all state institutions, accreditation is the basic criterion for budget financing.

For an existing program, the Academic Secretariat forms an accreditation team of relevant experts, including foreign guests. Based on the results presented by the team, the Academic Secretariat prepares the assessment report. The valid duration of the accreditation is established by the Board of Accreditation, usually 4-5 years for new programs, the Academic Secretariat designs the evaluation report based on documents presented by the institution. In some cases, the board may decide to form an evaluation team.⁶

⁴ Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 pag.475

⁵ <http://en.akkr.dk/guides/>

⁶ Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 p. 474

Accreditation is conducted based on the subjects, but in Denmark since 2013, the entire process of institution accreditation has started. Repeated evaluation and accreditation programs will be transferred to universities. Only new programs will be subject to the accreditation procedure.

When referring to stakeholders in terms of employers and academics, then all display a positive attitude to the accreditation process and understand its importance. At each faculty there is an office (unit) responsible for the quality control, which is part of the accreditation process.

The structure and functions of continuous quality assurance system in the university are predetermined general criteria set out in the University Act and the Minister "Criteria for the Relevance and Quality of University Study Programs and on Procedures for Approval of University Study Programs". The external evaluation and accreditation of the study programs (existing and new), MSIIS created the Accreditation Agency for Higher Education as an independent public body. External program evaluation procedures and criteria of quality and relevance are approved by ministerial order.

University must take into account quality criteria and to develop educational programs and curriculum in accordance with them. It is important for the university to receive approval of the Accreditation Agency, changing from program accreditation to accreditation institution. Quality assurance is part of the accreditation process of teaching and research, in order to justify research resources.

One of the criteria imposed by the ministry is continuous internal quality assurance of the study program. CA developed the criteria of relevance and quality of study programs, which were approved by Order MSII. Since 01.01.2010 all higher education study programs have been assessed based on these criteria.

Accreditation Agency develops guidelines and templates for presenting the programs. There are no professional bodies that contribute to the validation of programs or how they are carried out, but within the university there are advisory bodies at each Council Board, the composition of which shall include competent external and notorious persons.

Higher education programs under the Ministry of Science, Innovation and Higher Education, the Accreditation Agency for Higher Education (ACE) from Denmark prepares the report for accreditation and the CA makes the decision regarding the accreditation based on a report by operators, appointed for programs in the institutions subordinated to MSIIS or experts of the Danish Evaluation Institute (EVA). Due to academic reasons or to test competitiveness of ACE Denmark, CA may decide to use an internationally recognized institution other than ACE Denmark for designing the accreditation reports. On its own initiative or upon application from the university, the Board may base its accreditation decision- entirely or partially- on an accreditation report from another internationally acknowledged institution, to the extent that the report is drawn up in accordance with the quality and relevance criteria established by relevant ministry.

There are no arrangements for double compensations or professional recognition. Professional bodies are responsible for the audit quality assurance.

3.3 MANAGEMENT UNIVERSITY LEVEL

The organizational structure of the university will be presented through the main bodies, which are included in its structure:

The Board is the governing body of the university, sets guidelines for the organization, development and long-term activities. It consists of 9-11 members (external and internal). The interns is represent academic community, and include PhD employees, technical and administrative staff and students. The majority of the Board, however, is represented by the external members. The Council shall elect its chairman from among the external members. Within the framework set by the council, the rector is responsible for the daily management of the university. He is the head of the executive management. He delegates working tasks and responsibilities to the executive members of the management team, which consists of the rector, vice-rectors, university directory and deans. The management team is responsible for the functioning of the university, and as well as for achieving the university strategy and objectives. In order to effectively manage all aspects of academic activity, rector establishes one or more academic boards. These boards can be set at different levels of organization (at university, faculty, department level)

Internal structure includes:

1. Academic Council/Board
2. Faculty
3. Department (in which may be organized research groups)
4. Schools
5. Study boards

Aalborg University has an institutional development strategy incorporating curricular strategy which focuses on student-centered learning. There is an institutional commitment to learning and innovative teaching strategy which is stipulated in the university strategy of 2016-2021,⁷ where in particular the emphasis is on problem-based learning. Thus, the mission of the university is to educate students for the future, to adapt the process of learning, teaching and research to a dynamism of society. The university focuses on the employability of students, this being he advantage of PBL (problem-based learning) model from Aalborg, which allows students a better practice by working on projects with businesses, identifying and solving the real problems of companies and society. It must be mentioned that the project group work, also allows the accumulation of skills to work in a team and thus, according to the opinions expressed by business representatives, it gives students a better chance to adapt faster and easier after being employed. Aalborg University is committed to developing and implementing student-centered and problem-based learning. Schools will develop programs based on the PBL principles updated in 2015. PBL integration as a learning objective in the curriculum of all study programs must be ensured. Information technologies are a component part of problem and project based learning and shall be integrated directly into the model.

⁷ KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at <http://www.e-pages.dk/aalborguniversitet/383/>

Aalborg University also focuses on the internationalization of the curriculum, so as at the first cycle and the second cycle there are study programs taught in English, the mobility of Danish students is encouraged in other universities abroad, especially in semester IV.

Within Aalborg University it is created "PBL Academy" which is responsible for developing and implementing PBL model at the university level, which is based on student-centered learning. This body has the responsibility to coordinate and cooperate with schools and boards of education to ensure that the PBL model at all levels. Schools and councils are responsible for the curriculum development. All information on the principles of problem-based learning and teaching recommendations are published on the university website www.pbl.aau.dk and Moodle platform for internal users.

The curriculum must include the following sections: Legal basis (ministerial orders or acts, faculty and board of studies to be affiliated), conditions of admission, the Degree offered, Duration and competence profile (knowledge, skills, professional skills), Structure of semesters and modules, description of the modules (objectives, activities, forms of examination, evaluation criteria), Rules on written work, including project license, Rules on credit transfer, including the opportunity of choosing modules, components of another program from a university in Denmark or abroad, Rules which refer to the progress of BSc or MSc programs, to the project implementation, examination rules.

The curriculum is developed following the provisions of legal acts issued by the relevant ministry: University Act, Examination Order, Minister Order on the study programs, Admission Order, Minister Order on the grading scale and regulations at university and faculty.

In the university there is a group responsible for quality assurance and development (University's Steering Group for quality assurance and development). This group is responsible for the systematic supervision of internal quality and for improving the quality of the system, for developing the quality within the university.

The proposals on the university curriculum may come up from a teacher, from a group that forms a program or a team at the initiative of research groups. Administrative decisions on study programs are taken at schools and boards of study. Within each program there are appointed coordinators on semesters, who also deals with the organization of educational process and are aware of all the program details of the given semester.

The curriculum is approved by the dean, then subjected to the evaluation at the Academic Board. All student organizations may have proposals on the curriculum. Students participate in curriculum improvement through systematic evaluation and participation on boards of studies and academic board. Business representatives and other external organizations also may come up with proposals, because within the problem-based learning, there is an active collaboration between university and business areas. They can propose to updating or changing the curriculum in order to adapt to the requirements of the real sector, identifying and addressing real problems in the society. The curriculum must meet the university's strategic plan, to be approved by the dean and the faculty council study. It does not require consultation with our finance, heritage, because the university has financial autonomy at faculty and department. It does not require consultation with the library, in the university there is no career development department which could be consulted.

It must be mentioned, that within the faculty there is an experienced person on legal regulations in education, helping the team to create the package of documents for developing a study program since it is required a rigorous legal control.

At Aalborg University the PBL model is used as a method of teaching and learning, it is implemented in all study programs, but there are differences in organization and implementation in different areas (eg. Economics - 50% based on projects, PBL model is used in the first year of study; Law - mini projects in the 1st year of study and projects only in the 3rd year of study)

Within the university there is not a postuniversity institutional graduate school responsible for the cycles II and III. Doctoral studies are organized in doctoral schools at the level of faculty or department. The dean is responsible for setting up and dismantling of the doctoral schools / centers for doctoral studies at the faculty. Each doctoral school is run by a director who is appointed and dismissed by the Dean. Doctoral School directors should be distinguished scientists with experience in conducting doctoral studies. For each doctoral school, the dean establishes a doctoral committee, as members representatives elected by and from among academic staff with a management mandate of 3- 4 years and PhD with one year mandate. The commission is set up to provide students and academic staff influence on the whole process of development, modernization and teaching of the doctoral program. The number of board members is determined by the dean, following the recommendation of the doctoral committee, the dean appoints the chairman and, if necessary Vice doctoral committee. The PhD program comprises 180 ECTS credits.

University offers public information that shall define the curricula cycle I and II, the university curriculum. Rules of admission cycle I, II and III must be made public on the university website.

All programs and modules contain clear descriptions on the content, objectives, program profile. There are specified learning outcomes expected at the level of knowledge, skills and competence. The programs contain descriptions of the methods of learning and teaching and as well as the evaluation. Programs contain no description of potential options of employment after graduation. By 2007, in the higher education institutions from Denmark there was no notion of academic career, which meant that employees had no guarantee that they would sign labor contracts after completing postdoctoral work in stations or assistant professor. Since January 1, 2007, they have been developed new types of employment contracts, allowing continuity in the academic career. Academic career means continuity in academic positions from a start level to the highest position in the same institution. In general, the study board is responsible for establishing the required number of posts for a specific study program. Applications are evaluated by a commission for employment, the approval of which is required for applying to vacant positions.

In the academic staff development and training the Human Resources Department is not involved. Within the it is created a Laboratory of Learning (Learning Lab)⁸, which offers educational qualifications obtained by Adjunktpædagogikum (national qualification) and the possibility of lifelong learning. Similarly, new pedagogical activities in teaching are presented pedagogical innovations in teaching. For new employees, the Laboratory offers basic courses in pedagogy in higher education and teaching courses in PBL model. For experienced employees the lab offers

⁸ <http://www.learninglab.aau.dk/>

workshops with different topics in which they have the opportunity to share knowledge and experience of teaching or to discuss any uncertainties. These workshops vary in theme, but as time length, they can be organized in one day or over several days. There are proposals and online activities in order to provide more flexible teaching qualification, and certification of teaching in English are offered.⁹ The laboratory is connected with a variety of groups, sites with professionals from different faculties within the university, considering the goal and necessary materials for improving the pedagogical aspects in higher education sector, including VILA – the video research laboratory, PBL Academia and UNESCO Center from the university.

At Aalborg University, the students have a major contribution in managing the educational process, being represented in the academic council and study boards, in which students represent 50% of the number of members. They are selected from the student unions for one year.

Within the University of Aalborg there are regulations and rules for the allocation of financial resources, there is a set of rules for hour distribution of different types of activities: hours for lectures, seminars, supervision, examinations.

Student union plays an important and active role in student-centered teaching and learning. It designates the student representatives on study boards, organizes meetings in which issues and proposals for improving the teaching and learning process are discussed.

The university mission supports student-centered teaching and learning. One of the university's development strategies for the years 2016-2021 refers to the development and implementation of the PBL principles in teaching and learning. One of the main pillars of the PBL model is student-centered teaching and learning, the focus is on projects in groups, in which students themselves must identify the research problem, organize group work and to find solutions to real problems.¹⁰

Student-centered teaching and learning is promoted in all university, all study programs must be based on PBL, thus to be student-centered. New students are taught an introductory course in PBL. Students actively participate in curriculum development through systematic evaluation and participation in study boards. The PBL principles are part of the quality assurance in the university.

In the continuing professional development, teachers must go through pedagogical development program, with the participation of people with teaching experience and other more experienced teachers. This program completes with handing in certificates. In order to support student-centered teaching and learning at the college level there are allocated funding for PBL experience and an introductory course in PBL for young teachers is taught.

Financial and administrative support for promoting teaching and student-centered teaching is done by financing and organizing the Laboratory of Learning, Academy PBL, which helps academic staff to make better use of teaching and student- learning centered, open courses in PBL for the new students and teachers as well as workshops on new teaching methods for those with experience.

⁹ Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 p.304-306

¹⁰ KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at <http://www.e-pages.dk/aalborguniversitet/383/>

Organized observations during classes and peer reviews by colleagues are held. At the university level the goal was set to identify the results of existing researches in the practice of using PBL. Furthermore, several research and educational development projects will be launched, their purpose is more detailed research of the model PBL from Aalborg University and identifying ways to develop this practice. Another priority of the university is to use the information technologies in the process of teaching and student-centered learning as well as in student motivation. At faculty, schools and study boards levels are organized research groups to improve the curriculum study programs and to motivate the teachers on the use and improvement of student-centered teaching and learning.

Schools and study boards must design academic programs that include teaching, learning and assessment. All programs shall be oriented towards PBL and be updated in 2015.

3.4 THE FACULTY / DEPARTMENT LEVEL

As previously mentioned, faculties and departments are the internal structure components of the University of Aalborg. The communication structures between the top management and the faculty are: PBL Academy – at the academic and research groups level- at every department level. They work to renew the learning and teaching strategy of the PBL model. At school and study board levels work in being done on the designing and improving curricula, each study board shall have a consultative committee to develop student-centered learning and teaching.

The initiative of creating a new program at cycles I and II, as a rule, comes from a teacher or a group that makes up the program team. At the faculty there is a person experienced in legal regulations in education, that helps the team to develop the set of documents. The Dean signs the group after a thoroughly legal control. The program is approved by the dean, then being measured at the academic board.

At faculty level meetings are held where good practices and achieved performances in student-centred learning and teaching are shared. This information is disseminated through Moodle for internal users and is made available on the university website at the university level.

3.5 THE STUDY BOARD LEVEL

The Study Boards manage one or more study programs and are established and **abolished** by the dean after the consultation with members of the departments responsible for these programs. The number of council members is determined by the dean. Each board of studies shall include an equal number (50/50) representatives of teachers and students, elected by academic staff and respectively students. The Study Board shall elect its chairman for a term of one year, he is elected from among the academic staff fully- employed employed, members of the study- boards. The main responsibility of the study board is to ensure the organization, performance and conduct of teaching and learning process. The Study Boards related to a domain are organized in schools, which are approved by the Rector on the recommendation of the faculty dean. Each school is managed by the head of the school. The Dean, on the recommendation of the respective study board, appoints and dismisses the head of the school. The candidate for the position of head of school shall be a

recognized researcher, know the academic fields which the school is responsible for, possess teaching manager skills and experience. He is responsible for:

- the development and implementation of school policies and strategies;
- presenting of dean's recommendations on school budgets and its study councils;
- in cooperation with the study board, the head of the school provides practical planning and organization of teaching process, tests and other evaluations included in the review;
- with heads of the departments and study boards, the head of the school **monitors** the the assessment of the curriculum and teaching process;
- coordinating all school activities and assuring their quality.

Within the university it is encouraged the development of interdisciplinary or multidisciplinary programs. In this case, the study program is provided by the team within a department, but some modules turn to other departments or professors with renowned guests. For developing interdisciplinary programs there is a separate procedure, common councils are not created. When creating programs may experience problems with your requirements and organizing programs between universities.

The detailed analysis of the evaluation practice in the university allowed to identify innovative methods of assessment, for example, assessing colleagues, video during classes, evaluation on behalf of students, evaluation monitoring in order to ensure that it is effective in terms of learning outcomes, combining written and oral assessment, specific criteria for giving marks, both the written report and the oral assessment. Using an external examiner in oral assessment and individual assessment, even within the group project.

There are no differences between approval of a new study program at cycle I and II, the PhD program is a research program aimed at training PhD students internationally. It comprises **active training** in research field under supervision. For minor changes it is needed the consent of the Study Board, for more important changes it is also needed the approval of the department or faculty level. The changing of an existing program can last from 6 to 12 months.

Students play an active and important role in planning and curriculum development through participation in the study boards (50%) and systematic evaluations of the units, semesters and programs. Students are elected in the student unions and there they report on the results of their work. The difference between the cycles is the fact that doctoral students do not participate in study boards.

The initiative to create a new program at cycle I and II comes, usually, from a teacher, a team that forms the program team or a research group. At the faculty there is an experienced person regarding legal regulations in education, that helps the team to create the package of documents. The dean signs this package after a rigorous legal control. The program is approved by the dean, then being evaluated at the academic board.

In the university it is not provided distance learning, e-learning is implemented through a web portal VBN- research database, used to present the research of the university researchers and to test the projects at the level of plagiarism. It must be mentioned that the university actively uses Moodle in teaching – learning process. Within Moodle platform there are used such instruments as: forums, blogs, Wires, quizzes, dialogues and feedback. Course content, literature module, curriculum, rules

for examination are placed on Moodle. For oral examination Skype can be used, and for group work - social networks.

In a study program particularly, in the management and coordination of the program there are involved: program coordinator (elected by the respective study board), usually there is one for the program in Danish and one for the program in English, semester coordinator, that is responsible to organize modules, to find teachers, quality of programs, courses and supervision of complaints, if any, etc. Coordinators are chosen from among teachers, not from the administrative staff. Secretary of studies deals with the technical aspects of organizing the educational process: schedule, classrooms, etc.

Supervisors are the persons from the academic staff supervising group work within the projects, they meet with each group weekly for 1-1.5 h.

The process for annual monitoring and periodic review of programs involves students' evaluation of modules, semesters and program generally, through anonymous questionnaires administered directly or through Moodle small surveys. The results are analyzed by the semester coordinators, the program coordinators, and the report is presented to the study board. Each discipline and the person in charge must go through a formal evaluation organized within the study board. Similarly, peer assessments are used widely. Review of programs is done each semester, for this purpose eight annual meetings are organized .

As performance indicators are used the assessment of students, teachers, the number of complaints, the distribution of marks received by students.

The feedback of students is obtained from students' evaluation of modules, semesters and of the program in general, through anonymous questionnaires administered directly or through Moodle small surveys. The results are analyzed by the coordinators of semesters, program coordinators, and the report is presented to the study board. So, the role of students is double: they participate and directly influence the assessment of teachers and programs and are able to influence the evaluation and through their participation in the study board.

3.6 INTEGRATION OF DISADVANTAGED GROUP OF STUDENTS

The strategy of Aalborg University for the period 2016-2021 provides the creation of a favorable learning environment for all students. In this regard, at present there are already created *certain facilities for students with physical disabilities*. It really shows, that students with disabilities feel at the university with non-disabled students. Thus, they can enter without any impediment the study blocks. Study rooms are located on the first floor, facilitating the access of disadvantaged people. There is free access for them. Classrooms, sanitary blocks are also provided for access of such persons. Also, there are facilities and access for the persons with **poor-sight**, although the University has no office allotted for students with disabilities.

Students with disabilities have the opportunity to apply for an exemption of no. 30 minimum credits per semester, both for a semester and for more depending on the severity of the situation. It is filed a request for an exemption rate with the documents demonstrating the inability of the student to the study board.

3.7 PHYSICAL ENVIRONMENT

Aalborg University is equipped with modern study blocks, with modern technologies that allow to create a physical environment favorable for learning-teaching. They come to support *problem-based teaching*. The classrooms are well-furnished, equipped with proper technique. There are both large halls for courses and small for teamwork. The library has enough sources to ensure the needs of students. The students have access to WiFi in the campus. Extensive use of Moodle, social networks and Skype, especially in organizing group work, providing group study rooms at the choice of students, free WiFi connection within the campus, access to the university library until 10 pm, IT support for students, and coordinated work with the supervisor, can facilitate the participation of disabled persons. *Studies are financially ensured by the state*. Students pay the costs of accommodation and support. Educational process fosters learning by the fact that students who fail to take the exams in term, have the opportunity to take them in the coming years.

3.8 THE STUDY PROGRAM

The study program reflects the institutional strategy. As mentioned above, the university's development strategy is based on the problem based learning (PBL) curriculum development and implementation of the model in designing the curriculum. In this context, the program Business and Management at cycle I can be considered one of the leading university programs, which has succeeded in introducing problem-based learning in all courses and projects account for 50% of ECTS credits for studies.

The programs are based more on investigating labor market than on benchmarking with other programs, because the PBL model is difficult to compare, being adapted to each university and even each program is focused on employability.

The study program is based on competence, all teachers (except for part-time employees) combine teaching and research activity, the share research activity is 40%. It should be noted that research activity is not only theoretical, but it is integrated in research for a better education.

The study program is permanently updated and improved, that it is constantly developing. The board shall have a Consultant Committee, including business representatives. Thus, they can interfere with proposals on current program and adapting it to the requirements of employers. It should be mentioned that each semester includes a project which aims to identify and solve real problems within the companies. There is an active cooperation between universities and employers. Similarly, students interact with real companies and know the real facts of business, so they are better prepared for subsequent employment.

Business and Management Study Program needs academic accreditation, and has no professional accreditation. Currently, it is implemented new methods of accreditation enabling the transition from program accreditation to the institution accreditation.

The study program emphasizes the innovations by updating disciplines, their content, but also through projects which involve the analysis of real and current issues of society and encourage students to identify new and creative solutions. Guided learning program focuses on research, so teaching is based on research. Students themselves should identify the theoretical approaches they

will need for the project, so they explore and existing theory and conducting research in the project. Working in teams and in real companies, develops and quality of entrepreneurial students. The program focuses on internationalization, with subjects and programs taught entirely in English.

The study program is not distance learning, but it uses information technologies in teaching and learning. For formal teaching, information technologies can be used by organizing the assessment at computer (usually computer exam takes four hours and the results are recorded directly into the computer). Moodle is also used for placement of the course support and theoretical materials. In case of PBL, the role of information technology is even greater: for supervising group work on projects video conferencing, Skype, Moodle through blogs, chats and dialogue are used. Video exams are also being organized, if necessary.

Business and Management study program lasts three years and is organized in six semesters. Each semester has 30 ECTS, so the total program is 180 credit points. Half of the credits are allotted for projects. In the first semester the students make a simpler project and semester 6 ends with elaboration of the license thesis, of a greater complexity.

Initiating a study program can start at any level: at the initiative of a teacher, a team or a research group, from the study board or the Consulting Committee (less frequently, as it discusses more the improvement of program). Developing a new program, its changing and management is the task of the Study Board, consisting of 50% elected teachers for three years and 50% elected students for a year. So, we see that students have an active role in this process, as they can also influence the curriculum by assessing the subjects, semesters and attended programs. The owners / employers also have an important role as they participate in project development and can be external examiners. Consulting Committee is made up of business representatives, usually the university graduates who can come up with ideas and solutions to improve the program.

The former graduates are invited to collaborate with the university and accept projects in the company where they are employed. They may be invited as external examiners as part-time professors or visiting professor to do consultancy.

In a particular study program, in the management and coordination of the program are involved: the program coordinator (elected by the respective study board), usually there is one for the Danish program and one for the English program, the semester coordinator who is responsible for organizing the modules, finding the teachers, the quality of programs, supervising courses and **appeals**, if any, etc. Coordinators are chosen from among teachers and not from administrative staff. Secretary of studies deals with the technical aspects of the organization of study process: schedule, classrooms, etc. Teachers are responsible for the development and quality of the course, they enjoy freedom in teaching, which assumes the right to choose their own teaching style.

As documents accompanying the study program are course description, description program semester description, study guides and regulations. They are publicly available, as are printed and made available to students and published on the university website and Moodle platform.

Study Board is responsible for compliance with program regulations.

Program monitoring is done through systematic evaluation of programs and courses from students and colleagues assessment. The results are analyzed the study boards, if any problems arise, they are discussed at faculty level. At faculty level the programs are revised every six months and

are organized 8 annual meetings. For improving the program there can be used students' opinions or business proposals.

The annual workload of teachers is 1000 hours. The week of work is 37 hours. Approximately 492 hours / semester are intended for teaching, another part is for supervision and evaluation. 20 hours are allotted for a group, supervision of project team work and weekly meetings for 1 hour - 1.5 hours for the project in the 5th semester are allocated 55 hours / group. For the preparation of the materials the coefficient is 1: 4 hours. Cumulative teachers can be assigned a maximum of 780 hours per year, in this case 2,30 hours for preparation are allocated for 1 hour of teaching. In the case of evaluation, 10 hours and 0.5 hours/ student are allocated for the written examination, and for the oral examination 0,7 hours/student.

The workload of students is measured in transferable credits. Thus, one ECTS credit equals 27 hours of work for students.

Expected outcomes of learning involves accumulation of knowledge, skills and competencies in this area. They are formulated and presented in the course curriculum description.

Student assessment can take various forms: short, long examinations written with open questions, multiple- answer tests, oral exams. In the context of PBL, all exams are in the form of a project, which consists of the presentation of the written report and individual oral examination. The advantage of this model lies in the combination of group work, problem solving, holistic approach (problem-theory and methodology), reflection, communication and abilities. Innovative assessment forms are also used, eg.: computer exam, video exam, peer evaluation through Moodle platform.

The University advances specific requirements for progression, which are reduced to:

- the linear learning model, which provides analytical progression from macro to micro level, each learning module is based on the previous ones;
- from the fundamental elements to the field ones, specialty;
- holistic progression - solving real business problems on the first day, increasing the complexity of the issues, circular learning model.

At the University level there are developed and used anti-plagiarism regulation, which stipulates strictly all penalties for cheating or plagiarism. Within the university there is a special portal VBN that tests all projects, bachelor's and master theses at the level of plagiarism. Three situations were found based on the severity of plagiarism:

- severe (gross) plagiarism - more than 5% is the exact copy or if more than 50% includes other forms of plagiarism in this case the student is expelled from university;
- plagiarism - less than 5% accurate copying, from 5 to 50% other forms of plagiarism in this case is thrown out of the exam;
- plagiarism simple - less than 5% accurate copying, the student is given a warning.¹¹

¹¹Guidelines on Rules regarding disciplinary measures for students at Aalborg University (Translation), p.2. Available on the intranet project

In case of complaints, the student writes a complaint to the Study Board describing the situation and argumentation of the contestation. Council notifies examiners of this complaint, and they write an explanation, or, rather, to reasoning for that appreciation which is presented to the student. After its analysis, the student decides to go further and agree with the opinion of the examiners. If the student decides to pursue the appeal, it is created a committee that decides to re-examine the student or to remain the same mark. The complaint must be in writing and include an explanation of the reasons for the complaint and the deadline for filing a complaint is two weeks after the publication of the test result. If the complaint relates to the basis of the assessment or examination process, once the faculty office receives the complaint, it will be sent to the evaluators. The evaluators have two weeks to submit an opinion on the objections raised in the complaint. The faculty office then sends the student's opinion and gives him the opportunity to comment on the assessors' opinion within a period of at least one week.

The Universitæta may decide:

- To provide a new evaluation (re-evaluation) with new assessors - only written exams;
- To provide a new examination (re-examination) with new assessors;
- Without providing the opportunity to re-evaluate.

The procedure is described in internal documents¹².

In Denmark, the scoring system based on 7 scales, consisting of five positive grades 0, 2, 4, 7, 10, 12 and two negative grades 00 and -3 is used.

As mentioned above, an external teacher is also invited to the project evaluation according the the in assessing the model PBL.

Student mobility is embedded in the program structure, so students are encouraged to move to mobility in the fourth semester, which is facilitated by being given the opportunity not to write project.

Each course and teacher must go through a formal assessment organized by the Study Board. Students participate in teacher assessment by periodically completing the questionnaires and appreciate the quality of teaching, the semester and the program as a whole. The assessments are analyzed in the study board.

In order to enter the program, students must take into account the requirements of the admission regulations. The admission requirements are set by the Ministry upon the recommendation of the university.

Students contribute greatly to the program development , primarily through direct assessments and participation in the study board (50% are students).

Within the university, administrators analyze student assessments and complaints in order to solve them.

There is no internal structure that would be responsible for overseeing graduate employment.

¹²Complaints Complaints procedure for examination at the Faculty of Social Sciences, Aalborg University. Available on Intranet Project

Employability is discussed in student unions and Employment Office.

As mentioned above, distance learning is not used in the program, but technologies play an important role in organizing the teaching – learning process. The Moodle platform (26 631 users in 2146 disciplines and 209 administrative staff), Mahara an e-portfolio platform used for group work and surveillanceion. Active forums, quizzes, access to files, Skype and social networks are actively used. To make anti-plagiarism checks, the university has developed a special platform - VBN, a research portal and databases.

3.9 THE LEVEL OF PEDAGOGICAL TRAINING

Every teacher has to go through the pedagogical development program, with the participation of people with teaching experience and other teachers with more experience. This program completes with certification. In order to support student-centered teaching and learning, the faculty is allocated funding for PBL experience and is offered an introductory course in PBL for young teachers.

Financial and administrative support for the promotion of student-centered teaching and learning is done by funding and organizing the Learning Lad, the PBL Academy, which helps academic staff to make more effective use of students –centered teaching and learning, organizes PBL initiating courses for students and new teachers, as well as workshops on new methods in teaching for those with experience.

The Learning Lab offers pedagogical qualifications obtained through Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. Similarly, new pedagogical activities and teaching innovations are presented. For new employees, the Laboratory offers basic pedagogy courses in higher education, as well as initiating courses in the PBL model. For experienced employees, the Lab offers workshops on different themes, where they can share new knowledge and teaching experiences, or discuss some uncertainties. These workshops vary in theme, as well as a duration, they can be organized in one day or over several days. Online activities are also proposed so as to provide more flexible pedagogical qualifications, and English teaching certification is offered. The lab is linked to a variety of groups, networks of specialists from different faculties within the university, taking into account the purpose and resources needed to improve pedagogical aspects in higher education, including VILLA - the video research lab, Academia PBL and the UNESCO Center in the university.¹³

Observation during classes and peer reviews are provided. At university level, it has been established to identify the results of existing research in the practice of using PBL. Furthermore, several research and development projects will be launched, with the aim of exploring more thoroughly the PBL model of Aalborg University and identifying ways to develop this practice. Another priority of the university is the use of information technologies in the students-centered teaching and learning process, as well as the students' motivation. At faculty, schools and study

¹³ Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 p.304-306

board level, research groups are being set up to improve the curriculum of study programs and to motivate teachers on using and improving student-centered teaching and learning.

The Department of Human Resources is not involved in the development and training of the academic staff. A Learning Lab is created within the university

Student-centered teaching and learning is promoted throughout the university, all study programs must be based on PBL, so it must be student- centered. New students are taught an introductory course in PBL. Students actively participate in the curriculum development through systematic assessment and participation in the study boards. The PBL principles are part of the quality assurance system within the university

4 BUSINESS AND ADMINISTRATION STUDIES PROGRAM AT THE UNIVERSITY OF GLOUCESTERSHIRE

4.1 INTRODUCTION

The University of Gloucestershire in Cheltenham, the UK is a classical one, which includes 10 faculties (schools, including the School of Business). The University has three campuses in the center of Cheltenham and Gloucester. During the visit to the mentioned institution, we had the opportunity to attend classes, to discuss with university staff from different departments, as well as with students both cycles, Cycle I, bachelor and Cycle II in the master's degree. It was an interesting and useful experience in terms of professional, teaching and academic exchange. Then, studying and processing the various regulations, guidelines, and internal instructions of the university allowed us to perform the analysis below.

With reference to Section 4, there was drafted Appendix 3, which provides the information gathered from Gloucestershire University, the basic elements that characterize the undergraduate studies in the UK, and Appendix 5, which includes the structure of the undergraduate program of the Business and Management Study Program of Gloucestershire University.

4.2 THE SYSTEM LEVEL

The University of Gloucestershire does not submit to other organs in order to offer ratings / grades (A, B, C ...) / diplomas.

In the UK Quality Assurance Code, there are no rules but expectations, and they do not determine the process (ie they are not detailed or do not force teachers to teach in a particular way).

However, the changes made by the university must be approved (minor changes are internally approved, and if the changes are major and will affect an entire specialty, then they must be approved by the Quality Assurance Agency (QAA).

Thus, the University provides and confirms on its behalf¹⁴, a set of certificates and diplomas, in accordance with the National Qualifications Framework of the United Kingdom (NQF), which includes the UK Higher Education Qualifications Framework, Wales and Northern Ireland (FHEQ). The endorsements are given on the basis the specified credits, and these credits can be accumulated through successful completion of the specified modules. University papers are approved by the Academic Council. The range of possible papers offered by the University, as well as their level within the FHEQ, are (for the academic year 2015-2016) presented below:

¹⁴ Academic Regulations for Taught Provision

The Title Awarded	NQF level / FHE Q	Minimum number of credits to be granted	Minimum number of credits at the level
Certificate of Foundation Studies	3	120	120 credits at level 3
Certificate of Professional Studies	It is defined individually	It is defined individually	It is defined individually
Graduate Certificate	4	60	60 at level 4
Higher National Certificate	4	150	90 at Level 4 and 60 at Level 5
Certificate of Higher Education	4	120	120 at Level 4
Foundation Grade (FdA; FdSc; FdEng)	5	240	120 at Level 4 120 at Level 5
University Diploma	5 or 6	60	60 at Level 5 or 6
Higher National Diploma	5	240	120 at Level 4 120 at Level 5
Diploma of Studies	5	240	120 at Level 4 120 at Level 5
Higher Education Diploma	6	120	90 Level 6
BA; BSc; BEd; LLB; BEng; BFA	6	300	120 at Level 4 120 at Level 5 60 at Level 6
	6	420	120 at Level 4, 240 at Level 5 60 at Level 6
BA Foundation, BSc Foundation; LLB Foundation; BEng Foundation	6	420 (for conferring Level 3)	120 at Level 3; 120 Level 4, and Level 5 120 60 Level 6
	6	540 (level 3 for conferring stages with a period of 1 year)	120 at Level 3; 120 at Level 4 240 at Level 5 60 for Level 6
BA; BSc; BEd; LLB; BEng; BFA (Honors)	6	360	120 at Level 4, 120 at Level 5 120 at Level 6
	6	480 (for conferring the stages over 1 year)	120 at Level 4, and Level 5 240 120 Level 6
BA (honors) with the foundation; LLB (honors) Foundation; BSc (honors) with the foundation; BEng (Honors) Foundation	6	480 (to be granted to Level 3)	120 at Level 3, 120 at Level 4, 120 at Level and 120 at Level 6
	6	600 (for conferring Level 3 and internships with a period of 1 year)	120 for Level 3; 120 for Level 4, and 240 for Level 5 120 for Level 6

Professional Certificate of Graduation in Education	6	60	60 for Level 6 (or 30 for for Level 6 and 30 for Level 7)
Certificate in Management Studies (CMS)	6	60	60 for Level 6
Diploma of Management Studies (DMS)	7	60	60 for Level 7
Certificate of Postgraduate in Education	7	60	60 for Level 7
Postgraduate Certificate (PGCert)	7	60	60 for Level 7
Postgraduate Diploma (PGDip)	7	120	120 for Level 7
ME; MSc; MEd; MBA; LLM; Meng	7	180	180 for Level 7
MRes	7	Not credible	Not credible
MA / MSc (through Research)	7	Not credible	Not credible
MPhil	7	Not credible	Not credible
PhD	8	Not credible	Not credible
Certificate of Advanced Graduate Studies	8	80	80 at Level 8
Diploma of Advanced Postgraduate	8	160	160 at Llevel 8
Professional Doctorate with Components of Education (EdD, DBA, DMC, DSE, dengue)	8	Not credible	Not credible

The National Quality Assurance Agency is the Quality Assurance Agency for Higher Education (QAA)¹⁵, an independent body charged with monitoring and counseling on standards and quality of higher education in the UK.

The QAA is committed to verifying that the three million students working on a UK qualification will get a higher education experience they expect.

Higher education in the UK is growing and diversifying, and the QAA is committed to protecting standards and supporting quality improvement for students - whether they are studying at a university or college in the UK, or at any other global location where courses lead to higher education qualifications in the UK.

The scale, shape, structure and purpose of learning provision is changing in the UK and around the world. It is necessary to anticipate and respond to these changes in order to protect the reputation of higher education in the UK, to support the economic opportunity for the UK, and to ensure those who invest in learning.

¹⁵ <http://www.qaa.ac.uk>

Through its consultative role, the QAA works at government level through individual organizations. However, the role of the QAA extends to the international evolution of quality assurance by joining as a member of the European Association for Quality Assurance in Higher Education and the International Network for Quality Assurance Agencies in Higher Education.

In order to be able to award a higher education degree recognized in the UK, an organization must have been authorized by statute, through the Royal Charter, by the Private Council, or by an act of Parliament. The private council is responsible for current decisions on awarding degrees (DAP) in the United Kingdom, as well as the right of an institution to be called a "university" or "university college" (university or UT).¹⁶.

There are three different types of power that can be awarded: Fundamental Diploma Awarding (FDAP), Teaching Assignment Teaching (DTPa), and awarding powers of research degrees DTPa.

An organization applying for diploma awarding (DAP) must be able to demonstrate that it is "an academic community of self-critical cohesion with a proven commitment to quality assurance systems and effective quality improvement "and must meet all the conditions and criteria set out in the Government's Guide.

Candidates for the university degree (UT) in England and Wales must already have experience in teaching core disciplines (DTPa). The criteria are set on the BIS site. Candidates for UT from Scotland and Northern Ireland must also have PhD degrees and have to meet certain numerical criteria as described in the 1999 Guidelines.

Applicants will first apply to the government ministry or the designated body (in England, this is the Higher Education Funding Board for England). The request is then sent to the QAA for examination and control.

The requests are analyzed in accordance with the criteria and guidelines developed by the Government. Criteria and applicable guide depends on the type of powers (rights) the applicant and the region require in the UK. During a detailed QAA check, the evidence submitted by the applicant is evaluated on the basis of the criteria.

The QAA provides confidential counseling to the Privy Council. The ACDAP Advisory Board receives applications through the relevant government / body department (in England, this is the Higher Education Board for Financing) and determines if the request can proceed. If the request can continue, the QAA appoints a team to perform a thorough review and an ACDAP report. Based on the APA's recommendation, the QAA Board then provides some confidential suggestions / advice.

The Advisory Board for the Granting of Qualifications (ACDAP) is the QAA expert committee for monitoring applications of obtaining the right to provide diplomas and to make recommendations to the QAA Board. Its members represent a number of higher education institutions as well as at least two major employment sectors.

The QAA appoints a testing team that tests the evidence provided by the applicant to determine if the criteria set out in the relevant Guide are met. This involves visits to the requesting organization and a planned schedule of observations, discussions, and meetings.

¹⁶ <http://www.qaa.ac.uk/faqs#DAP>

Once the result of a request has been announced, the review team report is published on the QAA website. There is a privacy and disclosure policy with regard to QAA records.

Higher education organizations funded by public funds will have teaching and awarding powers of study and research diploma for an indefinite period of time. All remaining organizations, including applicants for foundation foundation powers, will gain power over a six-year period after which they can apply to the Private Renewal Board (in the case of a satisfactory result of the QA).

Sector organizations publicly funded higher education will have teaching skills and award of diploma and research indefinitely. All remaining organizations, including asylum skills award foundation degrees will gain power over a period of six years, after which they can apply to the Privy Council for renewal (in the event of a satisfactory quality evaluation analysis).

4.3 LEVEL MANAGEMENT UNIVERSITY

The University Executive Committee is responsible for all aspects of university development and leadership. The Council is the governing body of the university.

The Executive Committee responsibilities include:¹⁷

- university strategy
- academic disposition
- financial issues
- human resources problems
- issues related to marketing, student recruitment, external relations and communications
- eissues related to students' experience and welfare issues.

The Executive Board of the University currently comprises nine members, including Vice Chancellor as Chairman.

The Council is the governing body of the university and is responsible for the university's educational character and mission, the approval of annual earnings and expenditure estimates, the appointment of senior staff, and the Constitutive Act (revised September 2011) containing formal governing agreements of the university.

The Council now comprises 18 members: 14 external members and four members of the academic community, including vice-chancellor, representatives for both academic and staff members, and the president of the Students' Union.

The Council has created the following committees to assist with its work:

- Audit Committee
- Council and foundation group
- The Employment Policy Committee
- Financial Committee and for general purposes
- Governing Board and nominations

¹⁷ <http://www.glos.ac.uk/governance/council/Pages/university-council.aspx>

- Remuneration Committee

The University guarantees the proper use of personal and university data through its information governance framework. This includes policies related to records management, data protection, freedom of information and copyright.

Gloucestershire University has a record management policy that forms a framework for creating, keeping and removing information.

Gloucestershire University provides information on the University's data protection policy, how students can apply for access and how to request data protection information.

A Freedom of Information (FOI) request can be made by consulting the official policy and procedures of the university, available on the website glos.ac.uk.

The university's copyright statement and other copyright information on copying materials for academic purposes are included on the university's website and are of concern to the university.

The University has a free access policy to all research activities published by employees and postgraduate students.

The university is divided into faculties. Gloucestershire University has three faculties; The Faculty of Applied Sciences, the Faculty of Business, Education and Professional Studies and the Faculty of Media, Art and Technology.

The specialties offered by Gloucestershire University are:

1. School of Art and Design.
2. Business School.
3. Computer and Technology School.
4. School of Education.
5. School of Health and Social Assistance.
6. Humanist School.
7. School of rest.
8. Media School.
9. The School of Natural and Social Sciences.
10. School of Sports and Exercises.
11. Research at Gloucestershire University.

Gloucestershire University is proud to be leading position in providing professional business diplomas in the UK.

University keeps strong ties with professional bodies and business community; the courses run by the Business School are designed to provide the skills needed for students who want to work in business. The Business School has over 30 years of experience and has managed to develop an innovative portfolio of Business, Marketing, Human Resource Management, Supply Management programs.

Business School:

- is in the top 10 universities in terms of graduate employment
- provides accredited programs by professional bodies

- is committed to developing sustainable management
- focuses on the international aspects
- offers diplomas and research across the world
- is the first in the top for DBAs professionally
- puts great emphasis on research.

The University offers varied opportunities for undergraduate students, but also masters and PhDs, supported by rigorous research in the field. The university focuses on developing practical skills for students, as well as facilitating finding a job for graduates. This is possible by inviting different real-time guests to classes to provide insights from experience. The university is used to invite legal entities, both for academic purposes, and to facilitate the future employment of students. These opportunities, along with teaching methods, develop the skills needed for the job. Audience dimensions and group size encourage the establishment of peer-to-peer relationships and ensure the attention of each student's teacher. Staff members have both academic backgrounds and extensive practical or business experience, are easy to reach and provide support everywhere, creating an excellent student experience.

The University offers a range of facilities and ways to help students with the problems they face during their studies:

- Provides a personal tutor for whom he / she comes with academic advice throughout his or her studies
- helping to find a home on or outside the campus
- provides support in applying for funding, paying fees and applying for scholarships

The university also offers:

- counseling for students with disabilities
- support with reference to students' mental health and well-being
- counseling services
- provides childcare counseling
- help with academic questions and academic writing skills
- information on academic services such as sport, music, belief and Student Union (student unions)

For any question or difficulty, students can go to the Help Zone on their campus.

The Strategic Plan of the University (2012-2017) identifies students and the Student Union as one of three important student partnerships, being noted that they are "critical partners who ensure the success of the University". The Student Charter published in 2012 contains a commitment from the University and the Students Union to work in partnership to enhance the quality of learning and to allow students and their representatives to be involved in a wide range of opportunities to improve their curriculum. The Charter also sets out what students expect from their employment with the University. collaborative partnership arrangements vary depending on the nature and size of the partnership and the local context¹⁸.

¹⁸ Review of Higher Education University of Gloucestershire, April 2015, p.31

Formal involvement of students takes place at all levels. There is the representation of students in a number of university-level committees including the Academic Board, Academic Standards and Quality Committee, Academic Portfolio Committee, Learning and Teaching Committee, Student Life Committee and University Committee in Research Qualifications. The Life Group Campus aims to provide students with the opportunity to represent views on a range of campus based on non-academic experiences and service providers to have up-to-date information for students about the evolution of the situation. The Students support areas (HelpZones) in each campus are the primary point of contact for students and provide student support services. --A strong emphasis is also put by the University the culture of an informal discussion with students, which leads to increased learning opportunities.

The University is constantly concerned with ensuring a high quality of the entire study process, which would allow the training of highly qualified specialists. In order to achieve this, there is a management structure focused on quality assurance. The components of the governing structure set by the university to ensure and increase academic quality are as follows¹⁹:

1. **Study Boards** are the primary quality assurance units within the organizational framework, and are responsible for evaluating, revising and improving the quality and standards of course modules;
2. **Examination Board** is responsible for ensuring consistent and accurate assessment of students on modules held by a subject of community;
3. **Advocacy Board** is responsible for supervising the work of the Examination Board and for decisions and for the consistency of these decisions, on the final results for students;
4. **Academic Standards Faculty and Quality Committee (FASQC)** are the bodies responsible for monitoring, evaluating and reviewing all faculty courses, and have responsibilities for franchise courses for partners;
5. **Academic Standards and Quality Committee (ASQC)** provides for university-level operation and quality control processes on behalf of the Academic Council;
6. **The Collaborative Insurance Committee (CPC)**, which, on behalf ASQC provides the University with a means of monitoring its approach to quality and standards of collaborative insurance;
7. **The Academic Regulatory Committee (ARC)** revises and maintains the academic regulations and procedures the University on behalf of ASQ;
8. **The Teaching and Learning Committee (LTC)** is an institutional forum for quality improvement and advises the Academic Council on policy issues related to the students learning experience;
9. **The Academic Board (AB)** carries out general quality management within the University and has ultimate responsibility for ensuring academic standards.

The supervision of all quality assurance procedures within the University is within the competence of the Academic Council. Responsibility for various aspects of it is delegated to a number of sub-committees at University, Faculty and Study Program level.

¹⁹ University of Gloucestershire: Academic Quality Handbook and Partnerships

The University has a well established set of principles that shape the context in which these structures and procedures operate. These are:

1. The evaluation of academic quality is as close as possible to the actual teaching and learning process;
2. Quality assurance within the University functions as a continuous process;
3. Quality Assurance in the University is a dynamic process rather than a static process, and is closely related to other internal processes;
4. Quality assurance is proactive and forward-looking, rather than retrospective and reactive;
5. Quality assurance and quality improvement in the University are considered to be interdependent and reciprocal, and the University aims to ensure the improvement of quality assurance processes;
6. Quality assurance in the university is responsive to national developments and, in particular, it is informed by the QAA UK Quality Code for Higher Education, while the remainder is determined by the University's mission and values.

Internal Quality Audit (IQA) provides an opportunity to examine more closely selected aspects of the functioning of quality assurance policies, and works both as a quality assurance mechanism, ensuring that processes work as well as a means of improving quality, allowing good practice to be identified and disseminated. The Audit Group normally includes an external member and a student. Recently, the Internal Quality Audit included the Academic Review Tutors (which resulted in the implementation of the Personal Tutoring System), and management of the University's feedback.

Academic development of teacher

Gloucestershire University organizes a wide range of events and opportunities for its employees (both directly involved in the process of teaching and those facilitating the process) with the aim of delivering quality services and continually improving the qualifications of employees. Employees can engage in such events as:

- Discussions and workshops on improving teaching-learning methods
- Workshops on applied technologies in the teaching process
- Discussions and workshops on research
- Workshops for research managers

All teachers are encouraged to observe the work of their colleagues and discuss their findings and results. Yearly, assistive practices are performed at other university lecturers' hours to gain experience, learn new practices, or offer advice and suggestions to colleagues. As a result of the visits made, meetings are held to discuss and reflect on the strengths and weaknesses of the teachers. These meetings can be done individually or at the department level.

All young specialists wishing to pursue an academic career are asked to participate in certain mandatory events that would help them in the following activities. They are asked to attend a one-day workshop organized by UK PSF and a half-day workshop focused on presentation and oratory skills.

Teachers who have less than 3 years of academic experience are encouraged to document their reflections on the experience of teaching, self-analysis of strengths and weaknesses, goals for

different periods of time, and indicating the steps taken to achieve these goals. A good way to keep such reflections is portfolios.

Portfolios are a good way of self-evaluation not only for young teachers, they are widely used by teachers with various academic degrees and experience in the field. The volume of portfolios varies depending on the position of the employee and the responsibilities he / she fulfills, for some positions it is necessary to include two references in the personal portfolio.

The evaluation of courses and teaching methods is done by students annually. This information is very important for identifying students' needs and the extent to which these needs are met. The results of the questionnaire help teachers adjust the presentation format or practices used in the next year. These questionnaires do not have a standard form, no specific volume, and are selectively included in the course description.

Students in year 3 (graduates) are involved in an extensive, nationwide questionnaire to determine the ratings of universities.

4.4 THE FACULTY / DEPARTMENT

All students belong to one of the faculties of the university. Each faculty engages in related fields and is responsible for certain areas, offers university and postgraduate and research courses. Apart from conceiving and delivering taught programs, the faculties are responsible for conducting the research and commercial activities of the university in their fields. Students benefit from this focus of work, research and partnerships with external organizations to ensure that taught programs are relevant and up-to-date.

The initiator of a new undergraduate program is the Department, where a program committee is formed²⁰, which argues, then elaborates the curriculum of the program. The program is discussed within the Department, then the Faculty Academic Committee. A special role is assigned to professional associations. Their opinion is mandatory for some programs, but not for the "Business and Management" program. Very detailed requirements for the design, development and monitoring of study programs are described in the Quality Code²¹. Here are specific indicators that allow the evaluation of the programs. An indicator is also the degree of involvement of students in the development of new programs.

4.5 THE LEVEL OF THE STUDY BOARD

Student assessment and methods used are described in the Study Program Level section. In addition to student assessment, teacher evaluation by students, peer evaluation, is used.

²⁰ Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chişinău, 2015, p.419

²¹ UK Quality Code for Higher Education, . Part B: Assuring and Enhancing Academic Quality. Chapter 1: Programme Design, Development and Approval

As far as the evaluation is concerned, the University has well-established rules in which it is mentioned how students are being examined, ie what are the basic requirements. But it is the students who must take care to know these rules.

Exams can take many forms and can be: Standard (written, unseen and closed book), Seen (written), open (written), digital, oral, and practical)²²

Exams can take place at the end of a module or examinations (called tests), and the form of examination is approved through specific study program procedures. Examination can be individual or group work.

Also, the notion of coursework, which may be individual or group, appears, and the validated assessment will specify one of the following: Standard (written essays, reports, or similar works); Practical (creative, field or laboratory); portfolios; Presentations or other types of transient assessment; dissertations; Projects.

The views of an external evaluator are also taken into account. External examiners do not appreciate the papers. Grading is the responsibility of the university examiners. The role of the external examiner is to advise the Board of Examiners, but the decisions on the notes are those of the board as a whole. However, the Council should at all times take into account the views of the external examiner.

In the case of external examiners (outside the university), it is insisted on completing a form explaining and commenting on each examiner and the place where the examination took place.

So far, the reports that have been presented clarify the comments on each partner that should be more helpful to partners in receiving direct feedback about their role in maintaining academic standards and providing students with learning opportunities.

The University has reviewed the content of courses containing franchise items (that is, part of the course is taught by an external party) so that elements provided by external parties are taken into account at the course level.

This is complemented by the development of counseling relationships and for partner co-ordinators (PCs) and academic liaison mentors (ALts) (those who are part of a partner organization and who work directly with academic leaders of courses), ensuring that staff from partner organizations are included in the examination of the issues that led to and stem from the key quality assurance processes of the university.

These responsibilities are clearly set out in the collaboration delivery planner and have been reapproved in collaborative activities at the partnership forum. The Collaborative Partnership Director (DCP) and the Faculty Heads of Quality Assurance and Standardization (FHQS) get together in meetings where issues of collaboration with local and foreign partners are discussed.

The issues related to annual monitoring and reviews (AMR) as well as periodic review and revalidation (RPR) are addressed through periodic meetings of the partnership council in order to

²² University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.4**

create a greater sense of involvement from partner staff in key insurance processes of university quality.

Changes have been made to the AQPH in order to include the opportunity for the representative organizations of the partner organizations to be more directly involved with UOG course teams at events organized to discuss monitoring and / or reviewing courses where they play a role provision of services.

In order to have students' feedback, they are usually given open questions to which they answer.

4.6 INTEGRATION OF PERSONS WITH DISABILITIES

Disability is defined in accordance with the Disability Discrimination Act (1995) as: "a physical or mental deficiency that has a substantial long-term adverse effect and influences your ability to perform everyday normal activities." It includes specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia. Confirmation of a disability must be validated with appropriate evidence obtained from the student from the age of 16 and ideally in the last 2 years.

Everyone has different needs, Gloucestershire University offers help and advice both by phone and by email (@ glos.ac.uk). The student must provide evidence in the form of a doctor's letter or a professional assessment in order to benefit from certain facilities and support.

The support service for students with disabilities, medical conditions, dyslexia and learning difficulties as well as the learning support service provides individual counseling and confidentiality guarantees. This service offers:

- university counseling visits before submitting the admission file
- advice on diagnosing specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- support with application for the Disability Students Scholarship (DSA)
- advice on access for people with disabilities
- awareness training
- liaising with academic staff and student services in support needs

People with disabilities can also benefit from financial facilities by applying to the Disabled Students Scholarship. This scholarship is available to any student who wants to study and has a physical or mental disability, or learning difficulties such as dyslexia. In order to be eligible for this scholarship, a form that is readily available on the university's website is required. The student can apply to the scholarship after being already enrolled in studies or doing so early, completing the DSA1 form. Students with low frequency learning are also eligible for the scholarship as long as the course they are enrolled lasts for at least one year. Students who do postgraduate studies can also benefit from a scholarship (which will cover all the student's expenses), which is different from that offered to the university students.

Academic support for people with disabilities consists in counseling provided by university specialists regarding the types of available support to help them manage their studies. This may include extensions on written assignments, extra time for exams, and / or the provision of marks recipients, communicators, tutors, study abilities and mentors.

If a student has a specific learning disability, he / she will need to provide a copy of the diagnostic assessment to get access to study support. If the student needs to be evaluated by a specialist, the university can provide advice on finding a properly qualified assessor. Counselors for disabled people can, also, provide advice on special funds and scholarships for disabled students in order to help them cover the costs of a diagnosis assessment.

The university classrooms have accessible rooms on all campuses. These rooms tend to be larger than the others, bathroom facilities are more accessible and flexible, so as to suit the need level.

The university bus and local buses Stageacoach provide a low-level access for people with mobility difficulties. Some students with disabilities may also be entitled to an accessible parking permit. There are accessible parking areas on each campus.

The appointment to see one of the advisor for disabled students can be made directly or through one of the Help Areas in each campus.

The University will provide all the necessary facilities from the moment the student informs the administration of his needs. Students can go to the Support Service for Disability, Dislexia and Education before starting a new course to ensure that their needs are met. Future students will have to register with this service to get the best available support to them.

The University is very committed to the confidentiality policy and will discuss the disabled student's situation only with his/her agreement.

4.7 PHYSICAL ENVIRONMENT

Student services provide extensive counseling and support over time that students spend at the university. Each campus has a student in the Help Zone that will provide help and support. There is also an international student support team on each campus. The Student Union (Student Unions) also provides a number of tips and services.

Over 500 free-access computers.

Each campus has over 150 free-access computers, either in the libraries or dedicated rooms, some of which provide 24/7 access (every day, throughout the day). Both Macs and PCs, as well as most of the software required to perform academic tasks, are available. Students are provided with printing, photocopying, scanning, folders, etc.

Free WiFi.

The University offers free wireless internet access for staff and students with a valid university user name and password. The wireless network is available in all campuses and libraries, bars, canteens and many other locations throughout the university. Wireless printing and scanning is available on every campus library.

Library in each campus with resources on relevant topics.

Each campus has its own library with a dedicated service team and specialists on disciplines. Extensive libraries help students from first-year students to PhD students.

At the disposal of the students there are libraries open late and virtual libraries that work non-stop.

- ✓ Each library is open until late at night during the semesters
- ✓ 24/7 access to a wide range of e-books, magazines and databases anywhere in the world
- ✓ More than 100 laptops are available in the three libraries with loan periods from two hours to a week
- ✓ Access to a range of media equipment, including cameras, camcorders, and dictaphones, as well as digital editing software is available on all library PCs
- ✓ Access to borrow resources from other libraries
- ✓ Online chat to answer students' questions
- ✓ Group study areas with coffee facilities
- ✓ Quiet research areas
- ✓ Computer with open access and learning related course

The library is not just for students. There is no need to be a student or a member of the current staff to have access to university libraries (physical or virtual). Individuals or legal entities wishing to access information from the university libraries can do so by applying to membership.

4.8 LEVEL OF BUSINESS AND MANAGEMENT STUDY PROGRAM

The Business and Administration Study Program (Business and Management is the name in Gloucestershire University) aims to train business professionals by offering them a wide range of essential skills in modern business. The study is extremely relevant and practical with a strong professional focus and offers students the opportunity to really differentiate themselves in competition in a variety of functional business areas including finance, marketing and human resources management.

This program provides the opportunity to acquire knowledge and understanding of the entire range of business and management disciplines in the course of preparation for a management career. For the first two years students learn the main functional areas of business and related fields. In the last year, they choose to broaden and deepen their understanding in one of these functional areas. The program offers students the development of both theoretical knowledge in management, business, and practical, applicative skills. As a result, there is a strong professional approach, with emphasis on the application of knowledge in practical situations. This allows the development of a variety of abilities: analysis, synthesis and decision making - all of these are essential for a career in business. So, the Business and Administration study program is based on competencies, by providing students with those skills that would allow them easier insertion into the workplace and a more real employability.

The development, validation, changes and review of courses are done every 5 years. Course monitoring and evaluation (here it is not the process or methods of teaching, but the success and feedback of students) is done 1-2 times a year.

Student involvement is encouraged. There are student trade unions and "Voice" (the status of a student to represent a community: specialty, faculty, etc.). Trade unions and "Voice" meet the administration monthly in order to discuss current issues.

The "Externality" phenomenon is practiced - an external teacher (another university) is assigned to each course to assess the evaluation method and the results provided by the student's internal teacher. Also in this process, the external teacher will offer his colleague suggestions for improvement.

The virtual learning environment of the University is the main way in which students study, and increasingly also refers to the research activities. This allows them to keep in touch with module leaders and receive written feedback on tasks. All modules have a presence on VLE, which also provides links to learning and teaching support resources, including course manuals and module guides as well as those provided by the Library and Information Service such as publications periodicals and electronic books. The University sets minimum requirements for the information provided on the VLE course. Students have commented favorably on the use of the virtual environment as an e-learning environment, indicating that most students use these resources on a daily basis. Teachers and course managers confirmed the quality of training provided by the team VLE and promptly responded to individual help requests. The University has planned to upgrade VLE, to increase its ability of being used interactively, and to integrate the use of text matching software with on-line work for students. The university is encouraged to articulate an institutional strategy to increase the minimum requirement for VLE²³ course support.

So, the Business and Management program is scheduled for 3 years of study in order to obtain the Higher Education Diploma. The total workload is 120 CAT (Credit Accumulation and Transfer Scheme) per year. 1 ECTS is equivalent to 2 CATS. One CAT is the equivalent of 10 hours of student effort. To obtain the bachelor's degree, it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS. There is no need for a professional association to accredit this program. As reference points for the development of this program are the FHEQ and the General Business and Management Reference Statement.

The learning and teaching strategy of the program is supported by the four priorities within the university learning and teaching strategy:

Independent and collaborative learning. The whole program is committed to supporting student learning. The foundation of learning abilities is developed and consolidated through 4 modules. These modules help students become more efficient and independent. Using formative assessments is an opportunity to check understanding of each one's knowledge.

Learning for life and employment. It is done by using authentic evaluations that reproduce real business work by providing opportunities to engage with studies in real businesses and to develop a personal and professional portfolio through the opportunity to carry out a one- year internship, use

²³ Higher Education Review of University of Gloucestershire, April 2015, p.26-27

of real cases in teaching and evaluation. Students are asked to submit a proposal to improve the work of a local organization in managing business operations. For this, they need to be actively involved in the organization in the fact-finding phase.

Learning for the future. Using simulations based on the use of Information Technologies, which allows real life modeling and allows to apply knowledge, to adapt to simulation scenario change, and think out-of-the-box, dealing with simulation, incorporation "sustainability" as a basic theme, which requires thinking about wider issues that refer to communities and the environment. It focuses on 6 modules on strategic nature and the future of business management.

Learning based on research. Within this strategy there are some modules. Strategies for Globally Responsible Leadership is an example of a module that has been introduced to combine both a growing area of research of interest and staff research interest. Teaching materials, such as case studies, have been developed. Another module, Corporate Responsibility Management, analyzes current ethical dilemmas and the challenges faced by businesses. Ensuring that students have a research dissertation module. This also includes sessions taught on research methods. By using teamwork, which allows students to manage their own learning, as well as to learn from each other.

The above demonstrates that in the University in general and the Business and Management Study Program, in particular, active learning methods are designed to engage students in a range of learning activities, in addition to courses, seminars and group exercises. The university teaching philosophy includes overuse of case studies, projects, and as well as the use of a variety of learning technologies.

All the subjects taught are divided into obligatory, fundamental and others. The mandatory disciplines are indicated. What we consider to be important is, that it is mentioned the learning outcomes of each discipline and, on the other hand, which disciplines provide the expected learning outcomes. Each study discipline of the program specifies which learning methods to use and in what proportion.

The evaluation strategy supports the objectives of the programs, the learning outcomes, and the teaching-learning strategy. It aims to enable the students to demonstrate the theoretical knowledge and practical skills in Management through active involvement in business issues. The assessment methods come to support students in their willingness to get employed.

The key points on which the reasoning is based are, as follows:

1. *The matrix of evaluation methods* reflects the varied nature of the activity of a business professional (for example, written report, presentation, business planning).
2. *Assessment methods* that involve preparing students for knowledge of the international environment from the perspective of their activation in companies from other countries.
3. *"Authentic" assessment*, ie the use of methods that reproduce the real work done in the business world.
4. *The "academic" character* of some assessments (eg exams) prepare students for future career development studies.

5. *Reflective assessments* prepare students to cope with business complexity, adapting to rapid business environment change.

Also, each program reflects how the assessment will be done: oral, written or otherwise. The University publishes separate principles and procedures for assessing students with disabilities. Nor are they discriminatory, they only contribute to better training of students with disabilities. The academic assessment of students with disabilities is carried out in accordance with the academic regulations of the University. The University also has clear rules on how to pass the exam, which is to be verified and how the process takes place. Detailed procedures are contained in:

Assessment: Handbook of Principles and Procedures, 2015/16.

The form of assessment and the submission date are communicated to the students through the guide to that module. The evaluation report, the evaluation program and the evaluation criteria are approved by a permanent group of the Examiners Board before the start of each modul module²⁴. Throughout the module, students will receive a brief assessment specifying the task to be completed and any further details about the assessment requirements. The evaluation tasks are designated as classes. Students are required to undergo formal examination dates established by the Examination Board or other appropriate authority. Absence or failure of the assignment may lead to failure determined by the Board of Examiners.

Late submission of work without supporting documents shall be sanctioned in accordance with the following criteria:

- Up to and including seven days of delay - the maximum score will be 40%;
- More than seven days delay - 0%.

All papers submitted for reevaluation by due date and without the approved documents and attenuating circumstances will receive the 0% score.

Also, in the Regulation to which we refer, it is mentioned that the overall pass mark for a module is 40%. If one module includes two or more evaluation elements, the final score of the module is expressed as a whole number according tp the arithmetical rules.

The weighted average of the rating elements is rounded according to the arithmetical rules.

A student is entitled to a single opportunity to reassess the final mark for the module to which this is in the range 30-39%. But the student who has obtained a pass mark can not require the mark to be increased.

The current scoring system is as follows:

The performance for each assessment element in a module is ranked as follows:

Percentage	The result for the element rating	Grades
70-100	Passed	A
60-69	Passed	B

²⁴ Academic Regulations for Taught Provision, p.14

50-59	Passed	C
40-49	Passed	D
0-39	Failed	F
0	Not completed	N

Or as it follows,

The result element rated	Grades
Satisfactoriy	S
Unsatisfactory	UF
Unsatisfactory due to non-completion	A

Overall performance of the module is graded as follows:

Percentage	The result of module	Grades
70-100	Passed	A
60-69	Passed	B
50-59	Passed	C
40-49	Passed	D
40-100	Qualified fails; basic specified element nonbinding failed - the right to a revaluation	QF
30-39	Failed with the right of revaluation	R
0-29	Failed without the right of revaluation	F

In the university there is the possibility of *appealing*. These are regulated. Here are the provided situations in which appeals can be submitted:

- a. At the time of the assessment, there were circumstances that negatively affected the student's performance that the student could not communicate to the Board of Examiners before they made the decision.
- b. There has been an administrative or procedural irregularity during the course of the assessment of a significant nature to affect the mark obtai obtained.²⁵

Also, general appeals procedures are also described in the Quality Code for Higher Education.²⁶

Plagiarism: It is expected that the work done by the student and embodied in the form of work will be done by himself. In the internal regulations of the university there is a clear definition of what plagiarism means, which is defined as the unrecognized use of the work of others. This means

²⁵ University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.13**

²⁶ UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints

that students do not have to copy, paraphrase, or present another work as their own. There are also other forms that are associated with plagiarism.²⁷

In the fall of 2015, Gloucestershire University's use of Turnitin plagiarism detection software was declared. This statement was communicated by the Academic Development Unit (ADU) through the Turnitin staff sessions. Templates and guidelines for the development of module guides, assessment slides, and course manuals have been accordingly updated in order to include the statement. All module guides, assessment slip and course manuals include this information and this will be reiterated in September 2016 and at staff conferences.

The statement of use was communicated to the collaboration partners through the monthly bulletins submitted by the collaboration partnership team and a podcast on plagiarism and Turnitin will be made available to all collaboration partners. The Collaboration Team with Partners reworks the Plans (CDPS) into the 2016/17 operating manuals, which will include anti-plagiarism guidance for partners.

The university develops a policy that takes into account the current technological options of plagiarism and incorporates wider assessment methods during the 2015-2016 academic year, led by the colleagues in the ADU. The implications for policy development and impact for collaborative partners will form a key aspect of these developments in order to support the prevention and identification of plagiarism and other offenses associated with the provision of educational services, including through partners.

The progress made in implementing these policies will be reported in the annual evaluation sessions by discussing quality assurance issues both within the university and with regard to the external partners.

Employability. One of the five major objectives of the University Strategic Plan is employment. The Employability Strategy sets out how the University will increase the professional insertion capacity of its graduates, increase the chances of getting graduate-level jobs or provide adequate opportunities to further study.

The University has developed a series of initiatives to increase students' chances of engaging and support them in planning their future careers²⁸. The Degreeplus initiative, which began in 2012, brings together a range of systems and services that include support for placement, internship, volunteering and part-time work, and has led to a significant increase in student engagement in these opportunities. Your FUTURE PLAN initiative, backed by a new on-line career center, aligns the personal tutor scheme with the personal career planning for each student. The Intensive Student Year project contributed through the curriculum to the development of skills for employment. A strong relationship with employers has been established through the Local Enterprise Partnership and Growth Hub, which also contributes to the curriculum development.

²⁷ University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.69**

²⁸ Higher Education Review of University of Gloucestershire, April 2015

4.9 LEVEL OF PEDAGOGICAL TRAINING

Within the University, various student-centered methods are used, such as the use of problem-based education, the use of simulations, economic games, case studies, the kahoot learning platform, flipping, which is a training strategy and a mixed-learning way, which reverses the traditional learning environment by providing training content, often online, outside the classroom. Activities are moving, including those that could have traditionally been considered topics in the classroom. Students watch online courses, collaborate in on-line discussions, or conduct homework research, and get engaged in classroom discussions with a mentor guidance.

In general, several possible ways of working with students were presented:

- ✓ *Individual work*, which means reading the notes, reading, self-preparing the answers to the set of questions;
- ✓ *Working in teams of 2-3 people*: preparing answers to questions, clarifying ideas, comparing individual responses and reaching a common team denominator;
- ✓ *Working in teams of 4-5 people*: debating the topics and reaching the team's point of view, preparing the plenary session responses, using the flip-chart, presenting the team's point of view by one or more team members
- ✓ *"Pyramid" or "snowball"* (combining groups or adding individuals to groups at a time): solving group problems, group meetings to compare the work / answers / views of small groups together; the formation of small groups focusing on particular aspects of the theme, and then discussing these issues with the whole group to form an overview.
- ✓ *Aquarium* ("Fish" discuss a problem, while outside observers noted criteria used) - solving / discussing in groups;
- ✓ *"Observers" or "cross group" or activity puzzle "* - one person from each group joins another group to inject new ideas into discussion groups are split, then reformed in order to exchange ideas;
- ✓ *Formal debate*.

Gloucestershire University organizes a range of events and opportunities for its employees (both directly involved in teaching and those who facilitate the process) in order to provide quality services and to continuously improve staff qualifications. Employees may be involved in such events as:

- Discussions and workshops with reference to improving teaching and learning methods
- Workshops on applied technologies in teaching
- Discussions and workshops on research
- Workshops for research managers

All teachers are encouraged to observe the work of colleagues and discuss the findings and obtained results. Annually, there are organized practices of observing other teachers in university classes in order to gain experience, learn new practices and offer advice and suggestions to colleagues. As a result of these visits, meetings are held to discuss and reflect on the strengths and weaknesses of teachers. These sessions can be performed individually or at the level of the entire department.

All young professionals who want an academic career are invited to participate in obligatory events which would help them in further activities. They are asked to attend a one-day workshop organized by UK PSF and a half day workshop oriented to presentation and oratory skills.

Teachers who have an academic experience less than 3 years are encouraged to document their reflections on the experience gained from teaching, make a self-analysis of the strengths and weaknesses, write goals for different periods of time, indicating the measures taken to achieve these goals. A good way to keep these reflections are also portfolios.

Portfolios are a good way of self not only for young teachers, they are used extensively by teachers with different academic degrees and experience. Volume portfolios varies depending on the position of the employee and the responsibilities he/she carries, for some positions two references are necessary to be included in personal portfolio.

Annual evaluation of the courses and teachers' teaching methods is done by students. This information is very important to identify the needs of students and the extent to which these needs are met. Survey results help teachers adjust presentation or practices used in the following year. The questionnaire data does not have a standardized shape, no specific volume and are selectively included in the description of the course.

Students in year 3 (graduates) are involved in an extensive, nationwide questionnaire to determine the ratings of universities.

5 DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The analysis and interpretation of the data is an important step in any study. Usually they follow after the stage of collecting the data. Data analysis requires a certain way to organize them. Depending on how right and proper that the issue was examined did this depends largely, and reliability of results obtained. The interpretation of data analysis involves drawing conclusions, determining the relationships and processes that support the findings in search of wider meanings of those found etc.; It is important in this respect, that the interpretations should not be wrong, exaggerated or underestimated, be impartial, not out of context.

Within Work Package 2 of the Project was submitted as a goal to make a comparative analysis of data collected with regard to the institutional framework and the specific of Business and Administration study programs from two European universities.

This benchmarking and as well as the comparison criteria are reflected in **Appendix 6** to this report.

5.2. CRITERIA, PROPERTIES AND INDICATORS

Based on the methodology submitted for conducting this research there were established some research levels: the system level, university level, faculty level, department, study board level, level of disadvantaged students groups, infrastructure level and study program level. For each level they were highlighted and formulated some criteria that enabled the organization and systematization of collected data. The highlighted criteria allowed to have a vision of common points for each level in the two analyzed universities, but also to highlight some peculiarities.

The basis for highlighting the criteria is first, the proposed methodology, and relevant information for each university, but also the availability of that information.

1. *System Level*. The considered basic criteria relate to:
 - 1.1. Accreditation of study programs,
 - 1.2. The national system of quality assurance.
 - 1.3. Professional bodies involved in accreditation.

Submitted criteria allowed us to have an overview of the system to ensure and maintain quality in universities in Denmark and the UK.

2. *Level of University Management*. The criteria that have been identified are:
 - 2.1. Administrative, Management and Organizational Bodies of the university;
 - 2.2. Institutional strategy of the university curriculum incorporating strategy focusing on student-centered learning;
 - 2.3. Quality Assurance Body at the level of the university,
 - 2.4. Pedagogical formation of teaching staff and their continuous training ;

These criteria allowed us to analyze the governing bodies of the university, the degree of collaboration and their hierarchical levels, to get close to the problem-based learning.

3. *Level of faculty / department.* As a basic criterion is:

3.1. The role of the faculty in communication with the involved parties in the student-centered teaching and learning.

Highlighting this criterion allowed us to analyze the level of involvement of faculty in providing a more efficient student-centered learning.

4. *Level of Study Board.* Submitted criteria relates to:

4.1. Structure of the body responsible for education;

4.2. Analysis of the evaluation practice;

4.3. Way to develop a new study program;

4.4. Incorporation of IT into curricula;

4.5. Regular monitoring and analysis of the programs;

The criteria before were really useful to us to understand the way of study programs development, involvement of various parts in the process, the way of external examiners' evaluation and involvement.

5. *Integration of disadvantaged groups of students.* At this level there were selected the following criteria:

5.1. The existence of a body which is in charge with the students with disabilities;

5.2. Ways of working with students from disadvantaged backgrounds related to teaching.

The outlined criteria allowed us to have an overview of the possibilities that we have students who are part of the disadvantaged group to do studies together with other students, to what extent universities provide favorable conditions for the studies of these people.

6. *Infrastructure (physical environment).* As a criterion was used:

6.1. Providing facilities tailored to the needs of persons with disabilities;

6.2. Existing facilities for students in problem-based learning support.

These criteria have allowed us to analyze the facilities created by universities in order to ensure a favorable environment for studies.

7. *Level of Study Program.* At this level there were formulated a number of criteria, developed according to the submitted methodology and discussed with the leaders of Business and Management program at the University of Aalborg, Olav Jull Sørensen and the University of Gloucestershire, Colin Simpson.

5.3. EMERGING MODELS

The table below summarizes the most important criteria for the study carried out, common patterns that occurred during the analysis and the occurred variations.

Table 6. Emerging Models

	Common Patterns	Differences
L1: Level System		
Criterion 1. <i>Accreditation of study programs</i>	<p>It is necessary the accreditation of study programs, including obtaining financing from the state. At the system level there are specified methodology, procedures, indicators, accreditation period.</p> <p>Universities can choose accreditation body.</p> <p>There can be accredited both study programs and University entirely</p>	<p>Different names to the bodies responsible for accreditation. There are peculiarities at the level of methodology, indicators.</p> <p>In Denmark for external evaluation and accreditation of study programs (existing and new) in 2007it was created the Accreditation Agency by the Ministry of Science, Innovation and Higher Education as a public independent body and consists of the Accreditation Council (AC), the Council of Secretariat and Academic Secretariat (SA) with function of assessment. AC takes decisions on accreditation. In 2013 it was adopted a new law on accreditation.</p> <p>In the United Kingdom: Accreditation of study programs is the involvement of three organizations: Privy Committee, Quality Assurance Agency for Higher Education, Higher Education Funding Council from England.</p>
Criterion 2. <i>The national system of quality assurance</i>	<p>There are national bodies designed to monitor and hence, ensure and improve the quality of education in universities. Quality assurance is part of the accreditation process of teaching and research, resources for research in order to argue the resources for research.</p> <p>One of the criteria imposed by the ministry is to continuously ensure the internal quality of study program.</p>	<p>Danish Accreditation Agency is also responsible for quality assurance issues. Structure and function of continuous quality assurance system in the university are predetermined general criteria set out in the University Act and the Minister 'Criteria for relevance and quality of university study programs and on procedures for approving study programs ".</p> <p>In the UK the National Board of QA Quality Assurance Agency for Higher Education (QAA).</p>
Criterion 3. <i>Professional bodies involved in accreditation</i>	<p>For the Business and Management Program the accreditation is not required by professional bodies</p>	<p>In Denmark: There no are professional bodies that contribute to the validation of programs and how they are carried out, but within the university there are advisory bodies at</p>

		the level of each Study Board, the composition of which shall include competent external and notorious people.
L2. Level of University Management		
Criterion 1. <i>Governing Bodies, Management and organization of the university</i>	There are administration bodies and management bodies	<p><i>Denmark:</i> University Council and Rector. It is a unitary structure of governing.</p> <p><i>The UK:</i> Administration Bodies: Council, Vice-Rector, Academic Committee, Secretary, Student organizations.</p> <p>The existence of a university-wide "Help Zone" which is competent to assist, help, guide students throughout their stay while study, facilitates the educational process.</p>
Criterion 2. <i>Institutional university strategy incorporating a curriculum strategy with a focus on student-centered learning</i>	There are such strategies in both universities with emphasis on student-centered learning	<p>In the University of Aalborg there is an institutional commitment towards innovative learning and teaching stipulated by the 2016-2021 academic strategy, where, in particular the emphasis is on problem-based learning, and the employability of students.</p> <p>UOG Strategic Plan (2012-2017) envisages the development of student-centered education.</p>
Criterion 3. <i>Quality Assurance Bodies at university</i>		<p>The University of Aalborg there is a group responsible for quality assurance and development (University's Steering Group for quality assurance and development). This group is responsible for supervising the systematic internal quality and improving quality, developing quality areas at the university.</p> <p>UOG is always concerned with ensuring the high quality of the whole process of education, which would allow the preparation of highly qualified specialists. To achieve this goal there is a management structure based on quality assurance, but the supervision of all quality assurance procedures within the University is in the competence of the Academic Council.</p>
Criterion 4. <i>Pedagogical training of teachers and their training</i>	Teaching staff must submit evidence of pedagogical training. Conditions	In the University of Aalborg it is created a Learning Laboratory (Learning Lab), which offers

	are created to ensure this, and for continuous training of teachers.	educational qualifications obtained through Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. It must be mentioned PBL Academy that favors this direction. In UOGit is welcomed the participation of teachers, especially young ones at different held events.
L3. Level of Faculty / Department		
Criterion 1. <i>The role of faculty in communicating with the parties involved the student-centered teaching and learning</i>	Faculties and Departments are components of the internal organization of the university, where the meetings take place in order to share examples of good practice and performances in student-centered teaching and learning.	
L4. Level of Study Board		
Criterion 1. <i>Structure of the body responsible for education</i>	Responsible for developing curricula	
Criterion 2. <i>Analysis of evaluation practice</i>	Both universities use various methods of assessment, evaluation of colleagues, monitoring of evaluation, including an external evaluator	
Criterion 3. <i>Methods of developing a new study program</i>	There are clear provisions of how to develop a new study program	At the University of Aalborg the initiative to create a new program at cycle I and II comes usually from a teacher, or teaching staff collectively forming the program team or a research group. At the faculty there is a person with experience of legal regulations in education, helping the team to create the package of documents. Dean signs the this package after a rigorous legal control. The program is approved by the dean, then being measured at the academic council. The initiator of a new program of study at undergraduate level in UOG is the Department, within which a program committee is formed to argue, then develop a curriculum program. The program is discussed in the department, then the Academic Committee of the Faculty. A special role is assigned in the Quality Code.
Criterion 4. <i>Involving students in curricula development</i>	Students are actively involved in developing curricula.	In Denmark students are involved in 50% in study boards, but also in other bodies. Students role is double: participate and influence directly the assessment of teachers and programs

		and are able to influence the evaluation and participation in the board of studies.
Criterion 5. <i>Monitoring and regular analysis programs</i>	Annual analyses, including feedback from students, employers.	The University of Aalborg the review of programs is done each semester for this purpose eight annual meetings are organized.
L5. Integration of disadvantaged groups of students		
Criterion 1. <i>Existence of a body that takes care of students with disabilities</i>		The University of Aalborg have not noticed the existence of this body The UOG is headquartered Help Zone
Criterion 2. <i>Ways of working with students from disadvantaged backgrounds in teaching</i>	All conditions are created so that they are not marginalized.	
L6. Infrastructure (Physical Environment)		
Criteria 1. <i>Providing facilities tailored to the needs of persons with disabilities</i>	Both universities have infrastructure that provides access to studies and provides learning opportunities for students with disabilities	
Criterion 2. <i>Existing facilities for students in problem-based learning support</i>	Both universities have a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.	Danish studies are provided by the state, in the UK - based on tuition fees
L7. Level of Study Program (Business and Administration)		
Criterion 1. <i>Program Structure and Administration Business</i>	In both universities the study duration is three years or six semesters;	
Criterion 2. <i>The workload of the students</i>	The workload is calculated in transferable credits. Per year is equivalent to 60 ECTS.	In Denmark each study year is equivalent to 60 ECTS or each semester, 30 ECTS. 1 ECTS equals 27 hours of work a student. In Britain the workload for a year is 120 CAT. 1 ECTS equals 2 CAT, CAT is one equivalent of effort of the student 10:00
Criterion 3. <i>Evaluation criteria students</i>	Each program contains information about the types of examinations, how they are performed, the requirements for the answers students have to offer. -There are Regulations that explain in detail every possible situation. -Evaluation is based on certain skills that students must prove	University of Aalborg in widespread use project team and provide a specific evaluation In UOG published principles and procedures for assessing students with disabilities separate.
Criterion 4. <i>Involve teachers, students, graduates, employers in the design, management and improvement program</i>	In the design, development and improvement of a study program involving multiple actors: teachers, students, employers, graduates	

<p>Criterion 5. <i>Preventing and punishing cheating and plagiarism</i></p>	<p>At the institutional level there are regulations which clarify what is the situation of plagiarism, which are consequences.</p>	<p>The University of Aalborg there is a special portal VBN that tests the level of plagiarism of all projects, bachelor's and master theses.</p> <p>Gloucestershire University in the fall of 2015 uses software Turnitin plagiarism detection</p>
<p>Criterion 6. <i>Complaints students</i></p>	<p>There are regulations stipulating conditions where claims may be submitted, how to solve them.</p>	
<p>Criterion 7. <i>The current grading system</i></p>	<p>There is clear provision of the grading system, what the requirements are to get each of those grades, which passing mark is.</p>	<p>In Denmark, the scoring system is based on 7 scales, consisting of five positive grades 0,2,4,7,10,12 and two negative grades 0 and -3, is used.</p> <p>In the UK the scoring system is expressed in percentage and in letters. Thus 70-100% equals to A, 60-69% - B; 50-59 ° C; 40-49 - D. These are the passing grades. Below 40% are not passing grades.</p>
<p>Criterion 8. <i>The role of external examiner</i></p>	<p>External examiner is required in both universities for a greater objectivity of student assessment.</p>	<p>In UOG it is practiced the phenomenon "Externality" - each course is assigned to a teacher from outside (another university) who will assess the evaluation method and the results provided by internal teacher students. Also in this process, the external teacher will give his colleague suggestions for improvement.</p>
<p>Criterion 9. <i>Employability of graduates</i></p>	<p>Study programs are geared toward employability.</p> <p>Examiner presence is mandatory external assessment, consult graduates, employers in curriculum development.</p>	<p>The University of Aalborg it is practiced developing real-estate projects with real problems.</p> <p>In the UoG, it is welcomed and stimulated the internship during one year. Several initiatives are being developed, which aim is to contribute to a better employment of graduates</p>

6. FINAL CONCLUSIONS

The purpose of this report is to study comparatively the institutional framework that provides student-centered learning in two universities: the University of Aalborg, Denmark and Gloucestershire University, UK. In order to achieve this goal, all levels, which contribute to the proper conduct of the teaching-learning-evaluation process in these universities, have been analyzed. At the program level, the Business and Administration study program was analyzed.

Thus, we can see that at the system level in both countries, universities can offer their own degrees. This is possible if the programs or universities are accredited by the respective bodies. Obtaining accreditation confirms that the university through these programs offers quality studies. Ensuring and maintaining the quality of studies is a permanent concern for universities. In the United Kingdom there is the Quality Assurance Agency in Higher Education, which regulates various situations, and in Denmark, the accreditation body is also the one that is concerned with quality assurance at national level. Although in these countries an important role is given to professional associations, including in the accreditation of study programs, for Business and Administration, this accreditation is not necessary.

At each of the two universities analyzed there are elaborated university development strategies incorporating the curriculum strategy with emphasis on student-centered learning. In the University of Aalborg strategy, a separate chapter deals with problem-based learning (PBL). Internally, each university has a distinct structure that deals with quality assurance issues, which are also responsible for conducting a regular quality audit.

Students are perceived as partners of the teaching-learning-evaluation activity. They participate in all the governing bodies of the university at the faculty level, participate in the elaboration of the study programs, in their periodic evaluation, the evaluation of the teachers and the study modules.

Every teacher who commences teaching at these universities is required to pass certain pedagogy trainings, which allow them to better understand the student-centered teaching methods in order to be able to use them, to understand and to observe during their activity philosophy teaching in the university. Trainings are provided by the university.

We mention ensuring a learning-friendly infrastructure for all students, including those with disabilities.

The Business and Administration study program exists at both universities studied. In both cases the duration of the studies is 3 years, respectively 6 semesters. Student-centered teaching methods are widely used. In both universities an important component of the study process is teamwork by developing different projects. However, there are some peculiarities in the process of studying, in the structure of that program, in the workload a student needs to undertake to promote a module, but also the whole program. The scoring system used in these countries is different. But, I am very clearly specified all the requirements, all the procedures to be respected.

Universities have developed plenty of different Instructions, Regulations, Guidelines, Procedures for any process, for every possible situation to occur. It is the obligation of each student

to read, know and comply with these laws. What is worth mentioning is that evaluation takes place on the basis of assessment of learning outcomes, ie the extent to which the student has achieved the competencies that assured them that module.

The teaching process is also focused on research, which means that each teacher in parallel with the teaching activity is also involved in the research activity and the research results are used in the teaching activity. The teaching process is also focused on employability, which means that the skills the students accumulated during the years of graduate studies should provide them an assured employability. To ensure this thing during the development of curricula they work with the employers, with the former graduates. They are also those who participate as a teacher invited for certain modules or as an external examiner.

Cheating and plagiarism are not tolerated, being considered an intellectual theft and punished very harshly. Information technologies are widely used both in teaching activity and in the evaluation of students. It is stimulated student mobility, particularly in semester IV.

Modules included in the curriculum ensures that the students gain the skills needed to be employed in the workplace.

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18. <http://progspecs.glos.ac.uk/Live/15-16/MAN/001%20Business%20and%20Management%20Studies.pdf>
19. <https://privycouncil.independent.gov.uk/work-of-the-privy-council-office/higher-education/>

Appendix 1: Methodology Template

Each working group will store all data files collected on the intranet project <https://pblmd-moodle.samf.aau.dk/>. Working team leaders are to ensure that all data files are stored on the intranet project.

1. Compliance with the institutional goal

This part aims at exploring the relationship between the internal structures of the university and the study programs, including how the design and support of the study program are integrated across the university. The cohesion of the study program elaboration with its support will be examined at the level of the management of the university, faculty, as well as at the level of the Senate. The issues related to the integration of disadvantaged student groups and the available physical environment will be studied.

Each Task Force team will use this part of the methodology to develop a reference understanding of the module where student-centered teaching and learning at EU partner universities is incorporated in and relates to general institutional structure and then to explore the same relationship, appropriate to the purpose of their own universities.

NOTE: The questions below are divided into 6 levels; there might be an overlap between the levels. It is important when we ask a question to consider its relationship with other levels and the impact it might have on the domains within them and at the transversal level.

System level:

- University has the power / authority to accredit / validate their degrees? If so, skip to the section below.
- If not, what is the external process?
- What is the legal status of the accreditation body? How is it formed? Does it publish a guideline and criteria for accreditation? Are they available to the public? Request a copy and include an analysis of the key elements in your report.
- Is accreditation periodically performed? There is a faster way to grades / fields of study us? How long does the ordinary process take place? Is the accreditation based on the institution or the body / subject?
- How is accreditation regarded by the factors involved?
- Is there a national system of Quality Assurance? Is it independent from the accreditation? What is the legal status of the body QA? How is this body constituted? Does it publish a code of practice? If so, get a copy or access code and include an analysis of its key elements in your report.
- How does the body national body of QA influence th curriculum and internal quality assurance? How is it considered by the factors involved?
- Are there benchmarks on objects / disciplines or equivalent indicators that programs have to address?²⁹

²⁹ In Great Britain (UK), and probably anywhere else, there are some guidelines and constraints outside HEI/HEI are being exercised. These may be professional bodies (eg.in case of jurisprudence in England, where any degree qualified in the field of law must be validated by the Society of Lawyers/ Law Society); State agencies (eg. the subject of reference

- Are there any relevant guidelines or reference reports provided by state agencies that constrain or otherwise affect the presentation of programs? Explain whether these reference indicators refer to the content, presentation or evaluation of the program.
- Which professional bodies contribute in some way to validating or supervising programs and how these processes are being carried out?
- What external validation agencies are involved in programming and how they are done?
- What are the arrangements for granting double compensations or professional recognition?

Level of University Management:

- What is the governance, management structure and organization of the university?
- Does the University have an institutional strategy that incorporates a curriculum strategy with an emphasis on student-centered learning or is there a separate curriculum (learning and teaching) strategy? Is there an institutional commitment to innovative learning and teaching, is ICT more used, emphasis is placed on employability, the internationalization of curricula? Linguistic acquisition, intercultural skills? Have you obtained or accessed documents and included in your report?
- What is the structure of the key university / committee responsible for student-centered teaching and learning? What are its terms of reference? What is its composition? How often does it meet? Are there provisions for the accelerated promotion of curriculum development? What delegated powers does it possess and whose organ is subordinated to it? Does the relevant committee produce guidelines / good practice guides for curriculum proposals? What is the relationship between this organ and the Faculties / Schools / Departments / Colleges of the University?
- Is there a separate committee and / or office to ensure and improve internal quality? What are its responsibilities and how is it provided with resources (the number and level of permanent / cumulative, academic or administrative staff)?
- At what level in the University's curriculum can proposals be launched and possibly provide a definition of different organs to be sure there is an understanding of the terms? If necessary, create a glossary of terms for each university and include those definitions.
- Which other organs influence the process of curriculum development and approval, for example, is there a business case requirement for all new programs? Should the relevant business case demonstrate how the proposal corresponds to the university's strategic plan? Which senior committee or senior manager must approve the business plan? Would it anticipate / require departments, such as those responsible for finance, heritage, library, career development, legal issues, ethical issues to be consulted?]
- What learning, teaching and evaluation approaches are used in the university? What differences do there exist between and / or within different disciplines / faculties?
- Is there a post-university institutional school? Is this responsible for the second cycle and the third cycle? What are its terms of reference? What is its relationship with other bodies

reports/benchmark statements provided by HEFCE); or other validation agencies (eg. EDAMBA, etc.). This can be significant because these agencies sometimes dictate the curriculum and assessment style (eg insisting on exams).

responsible for approving the curriculum? [You may want to develop this more in schools / doctoral programs].

- What public / published information is available on all aspects of the university's curriculum policy and content? Are these available on a free web page? Content has to be analyzed as part of the benchmarking process.
- Do the program and module descriptions contain clear findings on anticipated learning outcomes? Learning methods, evaluation and evaluation criteria? Do the program descriptions show the potential ways of enjoyability after graduation? Who monitors / is responsible for ensuring this?
- Are academic staff required to have a formal 'teaching' qualification? If so, then what institutions offer / validate the qualification? What formal requirements exist for continuous development and training? How is it monitored and evaluated? What body of the University is responsible for this? Is the Human Resources Department involved in training and developing academic staff? What standards are being followed in teaching teachers? Are there guidelines, common national standards / methodologies to follow? Which training courses are organized to develop teachers' skills?
- How are students represented at the university level? What role do students play in the governance, management and organization of the University? Note: It is important to understand how students are nominated / nominated in relevant bodies and how they report to their voters.
- What key performance indicators (KPIs) are typically used at university level in relation to teaching and learning resources (such as Teacher / Student Ratio (SSR)); expenditure per student on library resources, time allowances for teaching and evaluation; class average size, etc)?
- What is the role of student union in student-centered teaching and learning?
- How is student-centered teaching and learning supported in the university mission?
- How is student-centered teaching and learning promoted throughout the university if it is generally promoted?
- What is the role of continuing professional development (CPD) in supporting student-centered teaching and learning?
- What financial or administrative support is given at the university level to support student-centered teaching and learning approaches? These could include funding for pedagogical research, curriculum development projects, etc. and could be granted through central funds or through concrete research units with budgetary autonomy.
- What is the overall leadership structure at university level for academic programs that include teaching, learning and assessment?

Level of faculty:

- What are the communication structures and the relationship between the university's higher management level and the faculty level of student-centered teaching and learning?
- What is the role of the faculty in the elaboration of the new study program?
- How does faculty share and access examples of good practice within the departments?

Level of the study board:

- What is the structure and relationship of a Study Board (or level) with the department, faculty, and research centers within the department?
- Is there a procedure for interdisciplinary or multidisciplinary programs? Does this require the creation of single committees / councils and how do they relate to the general structure? Are there any problems creating these levels? What are the problems?
- In-depth analysis of the evaluation practice: use of innovative assessment methods, evaluation of colleagues, the role of formative and summative evaluation, evaluation types, blind and double marking, monitoring of the evaluation to ensure that it is effective in achieving the learning outcomes, analyzing the assignment of marks both within an object and among other objects throughout the University) to ensure fairness and comparability, the use of external examiners, labeling systems with clear definition of criteria (Note: integrating assessment into learner-centered learning and linking it to learning outcomes is crucial).
- What is the process for: (a) approving a new study program - is there any difference between cycle one, cycle two and cycle three? (b) Approval of a new module in an existing study program? What level of change, quality enhancement in a study program or mode requires full institutional approval? How long does the process take for each of these? Note: It is important to understand the approval cycle.
- What role do students play in curriculum planning and development? Is there a difference in their role between cycles? Note: It is important to understand how students are designated / nominated in relevant bodies and how they report back to their constituents.
- What procedures (if different from those listed above) exist for developing new study programs?
- How is e-learning implemented and to what extent it is embedded in the programs?
- How are staff members involved in managing and coordinating a particular study program (program coordinators, semester coordinators, supervisors)? How is this aspect formalized?
- What is the process for annual monitoring and periodic analysis of programs?
- Are there any performance indicators?
- What is the process for obtaining feedback from students? How is it managed and what impact does it have? Does this result in feedback on student results?

Integration of Disadvantaged Student Groups:

- Is there a University / office staff dedicated to disabled students? What are the responsibilities and resources of the office?
- What special arrangements are made for disabled students (including under the UN Convention on the Rights of Persons with Disabilities)?
- What are the university's capabilities to work with disadvantaged students in relation to teaching approaches?
- What special approaches exist that focus on socially disadvantaged students?
- What approaches are being followed to include students from non-academic backgrounds, if any?
- What kind of support is available for students with learning disabilities?

Physical environment:

- Is the physical environment suited / adapted for students with physical disabilities? Is there an adaptation program for students with physical disabilities?
- What student facilities exist that support student-centered teaching and learning: group study rooms, student dormitories, extended university hours, free WiFi on campus, IT support for students

2. Program of study according to purpose

This part aims at exploring the structure of a current study program at each partner-EU University, with emphasis on operational, functional, normative and technical details. The level of analysis is a particular study program.

Each Working Group team will use this part of the methodology to develop a reference understanding of the structures, procedures and process related to the design and management of study programs in the partner universities in the EU and to explore the same issues in their own university, in the that pilot study program.

Level study program:

- To what extent does it reflect the institutional strategy? [See also the above]
- To what extent does this reflect the findings of equivalent reference topic?
- Is it based on competence?
- Does it focus on 'employability'?
- This is subject to professional accreditation or regulatory (particularly important for medicine, but probably appropriate for other objects / subjects)
- It emphasizes innovation, research guided learning, entrepreneurial quality, internationalization?
- To what extent it uses information technologies (IT) and / or blended learning?
- What is the structure of the selected program? (Workload, semesters, modules, evaluation of students, staff evaluations, learning progression). It would be useful to determine whether this also applies to the second stage?
- How is the program developed, improved and managed? What role do students in this process? What role owners / employers? Are consultants / other stakeholders involved?
- Are consulted / involved alumni?
- What are the functions of the project coordinator, the coordinator of the semester and teachers in the program?
- What documents accompanying / support there is in relation to the curriculum? (Course description, regulations, guides, learning outcomes, assessment guides). Are these publicly available?
- What are the existing rules of the program and who is responsible for ensuring that they are followed?
- How are monitored, analyzed, improved and implemented the structure and content of the program?
- As calculated and monitored workload of staff? As calculated norm for allocating hours (related to academic staff) for different types of activities (teaching, supervision, assessment) (based on ECTS, formula, or history)?

- As calculated and monitored student workload and how it contributes to the formulation planning and curriculum development?
- What are the anticipated results of learning? As reflected in the assessment of learning outcomes? How communicate the results of student learning and how they are evaluated
- How is student assessment? What forms of assessment are practiced? (Written examinations / open questions, multiple response options tests, oral exams, project presentations. There are forms of innovative assessment, for example, peer assessment, assessment based on TI?)
- What are the requirements for progression?
- What measures are taken to prevent and punish 'cheating and plagiarism? How are they recorded and evaluated?
- What are the procedures for students' appeals?
- What is the current grading system? What are the credit transfer arrangements and accreditation of prior learning (APL)?
- What is the role of the external examiner?
- How is mobility of students incorporated to the program and how it is facilitated?
- How is teachers' assessment / feedback held by the students? How are the results of feedback processed?
- What are the academic entry requirements imposed to students for the program?
- How do students contribute to curriculum development?
- How are administrative programs supported and what are the responsibilities of administrators in direct student support? (eg providing answers to submitted applications; conducting evaluations; managing academic journals, etc.).
- Is graduate employment monitored? If so, how and for how long?
- What kind of software, e-learning programs (eg Moodle, MOOC's, Knowledge Apps, moderated forums) are used, how are they used, what checks are made in order to avoid plagiarism?

Appendix 2: Data collection Aalborg University

Table data reporting, University of Aalborg, Denmark

Question / Problem	Sources consulted	Finding	Reflections
<p>L1: Level System</p> <p>Accreditation of study programs</p>	<p>-Site of the Danish Institute for Accreditation http://en.akkr.dk/accreditation-in-denmark/</p> <p>-Act on the Accreditation of Institutions of Higher Education June 2013 http://ufm.dk/en/legislation/prevailing-laws-and-regulations/accreditation/accreditation</p>	<p>Act 2013, unlike in 2007, places emphasis on institutional accreditation rather than on programs. The accreditation of HEIs is carried out by the Danish Accreditation Agency. We have established the structure of this organ, its powers.</p>	<p>It is useful to analyze the academic accreditation process more thoroughly and in detail.</p>
<p>National quality assurance system</p>	<p>http://ecahe.eu/w/index.php/ACE_Denmark</p> <p>Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015</p>	<p>The Accreditation Agency is made up of two entities: the Accreditation Board, which is responsible for accrediting and approving university degree programs; and the Agency, ACE Denmark, which is responsible for the preliminary analysis and evaluation of the programs. This organization is also responsible for quality assurance in the HE.</p>	
<p>L2: Level University Management</p> <p><i>Institutional strategy of the university, incorporating curriculum strategy with a focus on student-centered learning</i></p> <p>Quality Assurance Bodies at university level</p>	<p>KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at http://www.epages.dk/aalborguniversitet/383/</p> <p>Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015</p>	<p>Aalborg University has an institutional development strategy that incorporates curricular strategy with a focus on student-centered learning. There is an institutional commitment to learning and innovative teaching that is enshrined in the 2016-2021 academic strategy, in particular, focusing on problem-based learning.</p> <p>At the University of Aalborg there is a Group responsible for quality assurance and development. (University's Steering Group for quality assurance and development) This Group is responsible for systematically supervising internal quality and for improving the quality system, developing the quality domains within the university.</p>	<p>Strategy contains important directions of University development for the next five years.</p>

<p>L3: Level Faculty / Department</p> <p><i>The role of the faculty in communication with the parties involved in the student-centered teaching and learning</i></p>	<p><i>The Danish (Consolidation) Act on Universities</i></p>	<p>Faculties and Departments are parts of the internal structure of the University of Aalborg. The initiative to create a new program at the 1st and 2nd round comes, as a rule, from a teacher or colleague who forms the program team. The faculty is an experienced lawyer in education who helps the team to develop the document package. The Dean signs this package after a rigorous legal scrutiny. The program is approved by the Dean, then subjected to evaluation at the academic board.</p>	
<p>L4: Level Board of Education</p> <p><i>Structure of the body responsible for education</i></p> <p><i>Analysis of evaluation practice</i></p> <p><i>Way to develop a new study program</i></p>	<p>Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015</p> <p>Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015</p>	<p>At the levels of schools and study boards it is worked at developing and improving curricula, each study board shall have a counseling committee to develop learning, student centered teaching.</p> <p>The University uses various methods of assessment, colleagues, monitoring evaluation, including an external evaluator.</p> <p>There is no difference between the approval of a new study program cycle I and II, the PhD program is a research program aimed at training Ph.D. students internationally. It includes active research training under supervision. For minor changes it is required the approval of the Board of Studies for greater change and the approval department or faculty level. Changing an existing program can last from 6 to 12 months.</p>	
<p>L5: Integrating disadvantaged students</p>	<p>KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at http://www.e-pages.dk/aalborguniversity/383/</p>	<p>The University's strategy provides the creation of a favorable learning environment for all students. At the moment, some facilities for students with physical disabilities have been created. They can without any hindrance enter the study blocks. Classrooms are located on the first floor, facilitating access for disadvantaged people. There is free access to them. Classrooms, sanitary blocks are also provided for access by such persons. There are also facilities for access for the visually impaired, although the university does not have a assigned office for disabled students.</p>	<p>Impressive facilities providing access to education for the persons with disabilities</p>
<p>L6: Infrastructure (physical environment)</p>	<p>Observations during the study visit the university website www.aau.dk</p>	<p>University infrastructure corresponds to the tasks of the university and contribute to the smooth running of the teaching-learning process.</p>	<p>Classrooms are equipped with the latest technology, there are rooms for teamwork.</p>

L7: Level Studies Program	Structure of Bsc in Economics and Business Administration (From autumn 2013), the https://pblmd-moodle.samf.aau.dk/moodle/folder/view.php?id=20	The study program consists of six semesters, each semester of 30 ECTS, an ECTS equals 27 hours of student work. The ratio between the theoretical and projects hours is 50% to 50%.	The terms of presentation of works, compliance with anti-plagiarism is what should be taught and students from Moldova.
The structure of the study program			
Student evaluation	Examination Regulations; Exam P1 -1 <u>P1 project work-1</u> All https://pblmd-moodle.samf.aau.dk/moodle/folder/view.php?id=20	Student assessment can take various forms: short examinations, long written with open questions, multiple choice tests, oral exams. PBL in the context of all exams are in draft form, consisting of the submission of the written and oral individual examination. The advantage of this model lies in the combination of group work, problem solving, holistic approach (problem- theory- methodology), reflections, and communication and abilities. There are used and innovative assessment forms, eg .: exam computer exam video, peer assessment by Moodle.	
<i>Avoiding and sanctioning cheating and plagiarism</i>	Guidelines on Rules regarding disciplinary Measures for students at Aalborg University (Translation *)	In the university there is a special portal VBN which tests the level of plagiarism of all projects, bachelor's and master theses. There are stated three situations based on the severity of plagiarism: -plagiat grave (gross) - more than 5% is the exact copy or more than 50% include other forms of plagiarism in this case the student is expelled from university; -plagiat - less than 5% exact copy from 5 to 50% other forms of plagiarism in this case is thrown out of the exam; -plagiat simple - less than 5% exact copy, the student is provided a warning.	
<i>Complaints students</i>	Complaints procedure for examination at the Faculty of Social Sciences, Aalborg University	We noticed the appeal procedure notes described in the Report.	
<i>The current grading system</i>	https://pblmd-moodle.samf.aau.dk/moodle/folder/view.php?id=20	We found the 7- point scoring system in the Universities	
L8: Teacher Training Level	http://www.learninglab.aau.dk/	The University of Aalborg created a Laboratory Learning (Learning Lab), which offers educational qualifications obtained by Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. PBL Academy mention that favor this direction.	Conditions are created for students and newcomers to the university teachers fall in PBL

Report on the study visit to the University of Aalborg (Denmark)

During 06.02-13.02.2016, we had the opportunity to visit the University of Aalborg (Denmark) in the framework of the Erasmus Project + "Introducing Problem Based Learning in Moldova: Towards Enhancing Students (PBLMD)". This visit was very useful and interesting, because the University of Aalborg was one of the first to implement the PBL in the higher education system with a unique experience in this field. The PBL model in Aalborg includes the project based on real, authentic issues, the individual organization of group work and collaboration. This model provides students with the opportunity to independently acquire knowledge, skills and competences at an advanced academic level. The University of Aalborg creates opportunities for its students to cooperate with external partners in solving scientific problems by applying theoretical and research-based knowledge in a real environment. Thus, unlike traditional universities, this university encourages the development of communication and collaboration skills.

Analyzing the information presented during the visit, here can be highlighted the following important issues that support and ensure the successful implementation of the PBL model at the University of Aalborg:

At university / faculty/ department level:

- 1) The University supports and promotes the implementation and development of the PBL model, so in the actions included in the development strategy 2016-2021 of the University of Aalborg, we can mention the use of PBL for the development of all study programs, its integration as a learning objective in all curricula, being an important part of quality assurance. I would like to mention that motivation of teachers and students is an important component of this model, so new teachers and all students have systematic input courses in PBL. From the presentations I had during the visit, I noticed that all the teachers emphasized the importance and advantages of the PBL model within the university being very motivated to develop this model. Among the advantages mentioned were: the role of teachers becomes more important because it not only transfers knowledge but participates in the intellectual development of young people by encouraging creativity and group collaboration. The projects, being interdisciplinary, require the development of both the theoretical knowledge and the application of the research in the knowledge of the real environment by the teachers.
- 2) During the meeting with the students, they highlighted the advantages of the Aalborg model: multilateral development, having the opportunity to identify and solve real business problems, to cooperate with external partners and to be more creative.
- 3) The University assures and develops close relationships with external partners, especially the business environment and public bodies, only in the Business Administration studies there are over 80 companies that collaborate with the students and give them the opportunity to know and solve real problems of society relevant to the course or profession.
- 4) The University allocates all the resources necessary to ensure the implementation of the PBL model: it offers enough spaces of different sizes for organizing and conducting work in groups, the possibility of prior reservation of these auditors and their use until 10 pm. Another important resource is information technology, the university uses Moodle in PBL development, and a special VBN software that supports the model, and is very useful at

internal communication level (project reports, playlist verification, course support placement, management information university profiles, teacher profiles, etc.) as well as external ones (useful information and reports for the government, all publications, etc.)

At the study program/ curriculum level:

- 1) The central role of the project within the curriculum is allocated not less than 50% of the total credit points. The number of disciplines is smaller and they serve as support for the project.
- 2) The interdisciplinary nature of the project, which aims to give students the opportunity to identify real problems and the theoretical knowledge they would need to solve them, so problems can be very different and creative, as well as the necessary knowledge from different fields and disciplines .
- 3) Ensuring interaction with the supervisor, as the Aalborg model focuses on group work, increases the importance of collaborating not only members within the group but also between the group and the supervisor. It must ensure that students' formulation of the problem falls within the proposed field, serves as a starting point for solving a genuine problem and will enable the learning objectives developed in the curriculum to be achieved.
- 4) Physical environment of the university:
 - The university blocks of study are equipped with special access roads for people with disabilities. Classrooms are located on the first floor, providing access for disadvantaged people.
 - The study rooms are equipped with modern technologies, which would allow the video examination to be organized if needed.
 - The extensive use of Moodle, social networks and Skype, especially in organizing group work, as well as co-ordinating work with the supervisor, can facilitate the participation of people with disabilities.
- 5) Based on the above, we consider the following three issues are of greater relevance:
 - The role of the university in motivating teachers and students to use the PBL method in teaching and learning. Everything must start with a change of mentality, teachers need to be more open to new challenges, change leadership and leadership. It would be a great challenge for the Academy of Economic Studies of Moldova and we think that for the entire higher education system, because it is mainly based on teaching and transfer of knowledge, less encouraging individual learning. The academic framework in our society is regarded as an expert, who must know everything. The formation of a group of young, energetic teachers willing to develop themselves, open to new AESM experiences as initiators in PBL and later as trainers for academic staff would be a start. I think that by organizing in-service trainings and trainings in PBL and its benefits, participating in mobility to see how this model is implemented in practice could overcome this problem.
 - A major challenge for using PBL in AESM would be to develop a new curriculum to support and sustain this model. As mentioned, work on the project should be the focus

of the study program and be allocated no less than half of the total points of credit. The current programs include a project and the annual thesis, the rest are courses, which have a major share, and usually there are many more per semester (up to 7). Implementation could begin by combining multiple disciplines into a disciplinary course, Economics which could include 2 current courses Macroeconomics and Microeconomics.

- If we refer to the physical environment, it should be noted that the creation of a special infrastructure for people with disabilities is a real challenge for Moldova, where due attention is not given to these groups of people and they are usually marginalized. Unlike the University of Aalborg, AESM has multi-level study blocks with stairway entrances and with the exception of a newly built new block, the others have not been provided with special access paths for people with disabilities. However, the university has started some actions for this purpose and in some blocks the entrances and elevators have been adapted to facilitate the access of disadvantaged people. An opportunity to overcome this challenge can be the capitalization of libraries as spaces for teamwork on the project, which are located on the first floor and currently do not have many visitors.

Gaugas Tatiana,

Lecturer, Academy of Economic Studies of Moldova

Report on the study visit to Aalborg University, February 8-12, 2016

The study visit at Aalborg University was interesting and useful, with multiple possible take-backs and adaptations for the university system in the Republic of Moldova.

I. Identifying areas considered most relevant:

a) University / faculty / department level

1. *The logical structure of the university subdivisions* with the clear division of all responsibilities and obligations. Although at first glance the structure is overloaded to plan and record all academic activities, eventually every element of this structure has its role and concrete task throughout the structure.
2. *Employing academic staff and accounting for activities* carried out during the academic year. It is a different procedure from the one existing in the Republic of Moldova. Each person is employed on a salary (no more), the didactic norm being composed of two elements: teaching and research. The rapport between these two elements is 60:40. This report is actually a formal one because it is flexible enough depending on several factors, including the teacher's inclination: towards teaching or research.
3. *University cooperation with the business environment.* It is an effective communication in which both parties understand the benefits of collaboration and try to help each other. Of course, there are also economic agents who are not very open for collaboration, but, in the opinion of the employers present at the meeting of 10/02/2016, we have found that in some situations universities are not enough co-workers.

b) Level of study program

1. The methodology for designing / managing / reviewing the curriculum. It is a complex procedure that involves both teachers and students but does not require external approvals (Ministry, Quality Assurance Agency, etc.). It is a very interesting and useful experience of the university regarding the program managers in general, the managers of the semesters. It seems that things are very well set up so everything is coordinated.
2. Structure of the curriculum, which includes balanced theoretical courses combined with the projects. It impresses the organization of students' individual work, their attitude to projects.
3. Student assessment. It is not only the students' knowledge that evaluates the possibility of applying this knowledge in concrete situations and the achievement of those learning outcomes that are required according to the study program.

c) Physical environment for underprivileged students

1. *Ensuring facilities for students with physical disabilities.* It is clearly seen that students with disabilities feel in the university with students without disabilities. Thus, they can without any obstacle enter the study blocks. There is free access to

them. Classrooms, sanitary blocks are also provided for access by such persons. There are also some facilities for access for the visually impaired.

2. *Facilities that support problem-based teaching.* The technical-material basis existing in the university has impressed us. This favors studies. The classrooms are well set up, equipped with the appropriate technique. There are both large and small room for teamwork. The library has enough sources to meet the needs of the students. Students have WiFi access on campus.
3. *Studies are provided financially by the state.* Students incur the costs of accommodation and maintenance. The study process favors learning by the fact that students who fail to pass the examinations on time, have the opportunity to take them in the following years.

II. Reflections on a problem at each level.

1. *Employing academic staff and accounting for activities* carried out during the academic year. We consider this a very important issue, if it is also considered in terms of didactic normalization. This information is useful because we have seen an approach different from the one existing in the Republic of Moldova, where teachers are totally dependent on the number of students, and normalization only takes into account didactic activity. It is this approach and makes the problem nominated interesting to be studied further. I am absolutely aware that this is not only a matter of university, but primarily of the system existing in the country. I consider useful to find ways to take over from the observed system:

- Every teacher is only employed on a salary. This allows him / her to devote himself herself to the issues of self-development, work with the students. The didactic activity includes not only teaching hours but also coordination, examination, etc.;
- Research is an important part of the teacher's work. It is planned, accounted for and considered as an activity that takes time to be accomplished. Research results are used in teaching activity.
- In order for this system to be implemented in the Republic of Moldova it is necessary to change the attitude towards the educational system, generally at the system level, to review the status of the teacher. It is also necessary to change the mentality of both academic staff and students.
- The implementation of the mentioned system would allow teachers to be more actively involved in studying modern teaching methods and their more active involvement in research.

2. *Methodology of designing / managing / revising the curriculum.*

Each study program is managed by a school team within a school, which is also part of the faculty. The basic document for a study program is the curriculum, which includes a series of elements: the legal basis, the admission conditions, the title offered, the duration and the competencies insured, the description of the modules (prerequisites, objectives, activities, examination forms, evaluation criteria).

A program of study is provided by the program team within a department, but for the development of modules, other departments within the faculty or even to other faculties are involved.

The process of study is structured on modules and is organized on the principle of problem-based education, where the team-based projects constitute 50% of the total hours allocated to the program.

The program is not loaded with many disciplines. The existing ones contribute to the obtaining of the necessary competencies for the elaboration of the projects, for highlighting the problem, finding the solutions for the existing problem.

Teacher involvement in curriculum development, its review, and semester coordination contribute to greater engagement from teachers. What is very important is that students are also involved in curriculum development.

The experience could be taken up at the level of elaboration, monitoring, involvement. However, we think that a great deal of effort has to be done to explain to the teachers why it is necessary to involve everyone, what are the benefits for teachers and students. Obviously, not everyone will accept at first to get involved, but, perhaps not all of them have the vocation to work with students, to instruct them to learn to set their educational road.

- 3. *Provide facilities for students with physical disabilities.*** I think it is a challenge for the universities of the Republic of Moldova, where not always students without disabilities feel comfortable. The attitude should be fair, identical for all students, regardless of their health conditions. Access to study blocks for such persons is limited, as there are not always access ways, elevators, doors of the size required to provide access to study rooms for people in wheelchairs. Not far from fitted bathrooms. Of course, the existence of these facilities does not increase the number of students, but it is a necessary condition for ensuring human rights. Certainly, this requires additional financial resources, which is why I do not believe that in the near future universities could have such facilities. But for the distant future ... possible.

Cotelnic Ala, AESM

18/02/2016

<p>L3: Level Faculty / Department</p> <p><i>The role of the faculty in communication with the parties to the student-centered teaching and learning</i></p>	<p>http://www.glos.ac.uk/governance/pages/governance-and-structure.aspx</p>	<p>All students belong to one of the faculties of the university. Each faculty engages in related fields and is responsible for certain areas, offers university and postgraduate and research courses. Apart from conceiving and delivering taught programs, the faculties are responsible for conducting the research and commercial activities of the university in their fields. Students benefit from this focus of work, research and partnerships with external organizations to ensure that taught programs are relevant and up-to-date.</p>	
<p>L4: Level Study Board</p> <p><i>Structure of the body responsible for education</i></p> <p><i>Analysis evaluation practice</i></p> <p><i>Way to develop a new education program</i></p>	<p>University of Gloucestershire at Cheltenham and Gloucester. Assessment: Handbook of Principles and Procedures, 2015/16, p.4</p> <p>UK Quality Code for Higher Education,. Part B: Assuring and Enhancing Academic Quality. Chapter 1: Program Design, Development and Approval</p>	<p>Exams can take many forms and can be: Standard (written, unseen and closed book), Seen (written), open (written), digital, oral, and practical.) Exams can take place at the end of a module or examinations (called tests), and the form of examination is approved through specific study program procedures. Examination can be individual or group work.</p> <p>Also, the notion of coursework, which may be individual or group, appears, and the validated assessment will specify one of the following: Standard (written essays, reports, or similar works); Practical (creative, field or laboratory); portfolios; Presentations or other types of transient assessment; dissertations; Projects.</p> <p>The initiator of a new undergraduate program is the Department, where a program committee is formed, which argues, then elaborates the curriculum of the program. The program is discussed within the Department, then the Faculty's Academic Committee. A special role is assigned to professional associations. Their opinion is mandatory for some programs, but not for the "Business and Management" program. Very detailed requirements for the design, development and monitoring of study programs are described in the Quality Code. Here are specific indicators that allow the evaluation of the programs. An indicator is also the degree of involvement of students in the development of new programs.</p>	<p>There are different ways of examination, but all of them are oriented to verify and ensure students obtain certain skills.</p>
<p>L5: Integrating disadvantaged students</p>	<p>http://www.glos.ac.uk/life/support/Pages/disability-and-dyslexia.aspx</p>	<p>The support service for students with disabilities, medical conditions, dyslexia and learning difficulties as well as the learning support service provides individual counseling and confidentiality guarantees. Every student campus has a Help Zone office that offers the necessary help.</p>	<p>The existence of the help desk for students with learning difficulties is very important for these categories of students.</p>

L6: Infrastructure (physical environment)	http://www.glos.ac.uk/ife	The university has the necessary resources to conduct an effective teaching-learning process. The students have every opportunity to learn: well-equipped classrooms, WiFi, computers, libraries etc.	
L7: Level Studies Program			published principles and separated procedures for assessing students with disabilities.
The structure of the study program	http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degrees.aspx	The Business and Administration program is scheduled for 3 years and 6 semesters, respectively.	
Student evaluation	Assessment: Handbook of Principles and Procedures, 2015/16.	The workload for one year is 120 CAT. 1 ECTS equals 2 CAT, 1 CAT is equivalent to 10 hours of student effort. To obtain the bachelor's degree, you need to accumulate 360 CATS. Each module has 15 or 30 CATS. It is clearly stipulated the types of exam that are used in each module, the requirements submitted, the learning outcomes the student must prove, the requirements for obtaining a certain qualification, the consequences of non-observance of the deadline for submission of the papers or the failure to attend the examination.	
<i>Avoiding and sanctioning cheating and plagiarism</i>	University of Gloucestershire at Cheltenham and Gloucester. Assessment: Handbook of Principles and Procedures, 2015/16	In the internal regulations of the university there is a clear definition of what plagiarism means. This means that students do not have to copy, paraphrase, or present another work as their own. There are also other forms that are associated with plagiarism. In the winter of 2015, Gloucestershire University's use of Turnitin's plagiarism detection software was declared.	
<i>Students' appeals</i>	UK Quality Code for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints	In the university there is the possibility of appealing. These are regulated. This sets out the situations in which appeals may be advanced.	
<i>The current grading system</i>	Academic Regulations for taught Provision		
L8: Pedagogical training level		In UOG welcoming the participation of teachers, especially young ones at different events.	

Report on the visit to the University of Gloucestershire

Between February 28, 2016 and March 5, 2016 I had the opportunity to visit the University of Gloucestershire in Cheltenham, UK. During the days spent at the institution we were able to attend classes, talking to university employees from different departments and students are both cycle, bachelor and cycle II Master. It was an interesting and useful experience in terms of professional and academic teaching.

Following the visit data we could see the similarities and differences between the educational systems of Moldova and the United Kingdom; university where assets - Academy of Economic Studies of Moldova and one I visited - Gloucestershire University; department to which he belongs - Department of Management, Faculty of Business and Administration and analog Gloucestershire.

Next I would like to mention some elements of the education system in the UK, supported by the administration of Gloucestershire:

1. **Training and monitoring the performance of teachers in early years.** Gloucestershire University offers help and support young teachers through training their staff skills development and encourage a personal portfolio where they could record successes reserves, strengths, weaknesses and their future plans.
2. **Mutual Assistance in class teachers.** In Gloucestershire, teachers used to attend regular hours spent by their peers. Following observations made, teachers provide support through advice and constructive criticism. At the same time, this practice is used by young teachers to learn from their more experienced colleagues and colleagues from different departments who want to exchange their practices and teaching methods.
3. **Use of information technologies in teaching.** Gloucestershire Teachers are encouraged to use technologies, appropriate discipline and the work they perform in teaching. These modern practices facilitates the integration of information by students and how to assess students by teachers.

Level faculty or expert, we could identify some methods that have proved successful in Gloucestershire, United Kingdom and may be of interest for the Academy of Economic Studies of Moldova:

1. **Using interactive methods and focused on practical activities in the assessment of students' knowledge.** Gloucestershire is widely used in teamwork both during classes (lectures and seminars) and as a form to develop specific projects or tasks, simulations, case studies. It is recognized how effective group work and teachers in Gloucestershire did not hesitate to exploit this method of teaching and knowledge assessment.
2. **Practical application in the real sector of the theories learned in class.** Gloucestershire University and develops lasting relationships based on trust with businesses and public organizations. They are asked to provide the actual problem situations, and students are invited to develop solutions for the data. Such anchoring in the real sector helps students better understand the material they are studying and the specific market in which we will follow after graduation.
3. **Allowing doing work for a long period of time**(12 months). This alternative is optional, students can choose for an internship or for a long course of study is restricted. Practice benefits are undeniable, from professional experience obtained and deal with language and

formally presented after the internship. Department placement students practice out all these advantages, but freedom of choice is at the discretion of the students.

It is obvious that all these possibilities and opportunities offered by the University of Gloucestershire can take place only in the presence of well-developed infrastructure. The existence of structures and special features create an environment that encourages performance and success. Some of these features as:

1. **Area aid offered to students** (Help Zone). This is an internal structure of the university which aims to help students resolve difficulties encountered. Students vary in complexity problems: they could cover medical insurance, psychological assistance or training in drafting various disciplines. Once the structure has proved very useful application and has grown in popularity since it was founded.
2. **The existence of facilities for students.** The category can include canteen facilities, with various types of food; a private space dedicated to prayers arranged so as to be according to most religions; areas for group work that students can book in advance and they can enjoy in the study; technical equipment in all offices for teaching, etc.
3. **Campus design.** Finally, I would like to mention the importance of the university environment on mood and desire to teach students. Tastefully combining old buildings and modern design of the new ones is the attitude that will encourage the students - namely sustainable development. Colors are used in the design and encourage acceptance of diversity, tolerance and inclusion of all in education, regardless of appearance, disability, age, gender, religion, ethnicity, etc.

Next I would like to highlight some important points to three levels above. At university I consider particularly important application of the methods and information technologies in teaching and evaluation of students' knowledge. Information technologies offer benefits of saving time spent explaining tasks and to provide feedback after analyzing the projects and achievements of students. The University of Gloucestershire is using various technologies such as: Moodle, Adobe Connect, Audacitz, Kahoot, GoPro, Microsoft Publisher, Podcast, Quicktype etc. These useful safety practices can be implemented in institutions in Moldova, more, some of them are available but not fully exploited. At the same time it must take into account the potential difficulties that may arise in the implementation of these technologies. The central issue from my point of view, as resistance from teachers. Often, teachers are reluctant to change their teaching, remaining in their comfort zone and maybe feeling threatened by change. I believe these limits easily overcome through training available that will help teachers learn new practices and to seek benefits. Certainly, since the teachers will apply some of these methods will be surprised by the benefits achieved by optimizing activities, reducing the time and effort and personal development by leveraging technical skills. Of course, introduction of advanced technologies involve significant initial investment: financial, human, time. Some software offered for free, however, and many are already in possession of universities, only they were not used to their full potential. Students adapt to new teaching and assessment methods may also present a challenge, but it is demonstrated that students are generally more receptive, intuitive and able to assimilate information through information technologies than previously estimated.

A useful practice that hopefully we can take and apply to teaching at the Academy of Economic Studies of Moldova is focusing on group work. Teachers in Gloucestershire are firmly

convinced that the ability to work in any profession group are absolutely necessary, therefore encourages groups and assess knowledge formation based on team results. There is much evidence of success in group superiority compared to that achieved individually - the synergistic effect is indisputable. Teams can be created deliberately so, when composition of members chosen at random - with no particular strategy or by the teacher, based on different theories. Demonstrated that diverse groups of ethnicity, gender, the previous results are stronger and higher efficiency compared with those created in sympathy or friendship. This is an important lesson to be learned by students as early as possible - in any profession need to work with other people, not always these people will be compatible in vision or be like, but it is important to find ways of communicating and develop interpersonal skills to achieve its objectives. Group work is not just a task that will help students develop social skills, teamwork purpose is to carry out a project or practical study on an issue. This is an important lesson to be learned by students as early as possible - in any profession need to work with other people, not always these people will be compatible in vision or be like, but it is important to find ways of communicating and develop interpersonal skills to achieve its objectives. Group work is not just a task that will help students develop social skills, teamwork purpose is to carry out a project or practical study on an issue. This is an important lesson to be learned by students as early as possible - in any profession need to work with other people, not always these people will be compatible in vision or be like, but it is important to find ways of communicating and develop interpersonal skills to achieve its objectives. Group work is not just a task that will help students develop social skills, teamwork purpose is to carry out a project or practical study on an issue.

A less tangible but very suitable changes proposed above is academic climate. Especially in the process of systemic change occurs confusion, uncertainty and resistance, so it is very important to create a "zone of support" for students and teachers. This structure dedicated exclusively to providing support as an endowment necessary and useful, because it would provide answers to general and specific questions. Students often face problems arising from ordinary negligence, but not clarified which may adversely affect their performance. A special place in answering these questions would minimize the negative effects of derutării initial acclimation period the student life. But not all questions are banal and simplistic, Some students may have difficulty accessing official state bodies (for foreign students) or other type of questions a teacher or guardian can not answer. You may need to consult a specialist in psychological and ethical problems in such situations dean, department or teacher is competent to provide help. That is why a specialized structure is essential systemic restructuring of an institution.

In the process of globalization and erase barriers between countries and cultures need to reform a traditional system, accessible only to those who grew up in a certain society. The changes at the system level, an institution, courses and mentality are urgent and necessary to create a competitive and challenging form of higher education.

Natalia Țîmbaliuc, University Lecturer, Management Department, BAA, AESM

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Annex 4: Program structure at AAU

Structure and Business and Economics Program Management (For Fall 2013)

6. sem.	optional 1 ECTS: 5	optional 2 ECTS: 5	Thesis ECTS: 20			
5. SEM.	Finance corporativee ECTS: 5	Analysis of the full study Firm Firm and ECTS: 25				
4. sem.	Data analysis and statistics ECTS: 10	Market analysis ECTS: 5	Marketing ECTS: 5	Strategies Project and the strategies ECTS: 10		
3. sem.	Business Law ECTS: 5	Managerial accounting ECTS: 10	Scientific Methods II ECTS: 5	Organization Theory and Project ETCS 10 ECTS: 5		
2. sem.	Economics ECTS: 5	Financial accounting ECTS: 5	Fundamentele Economiei Affairs ECTS: 5	Scientific Methods I ECTS: 5	Information Management and Systems ECTS: 5	Project ECTS: 5
1. sem.	Understanding the Problem-oriented Society	Methodology of Social Sciences ECTS: 5	Economic, social and political (Including projects) ECTS: 13			

Appendix 5: Structure of Business and Management program at UOG³⁰

Disciplines Romanian version	Subjects in the English	Number of CAT	Semester
Compulsory			
Personal and Professional Portfolio	Personal and Professional Portfolio	30	I, II
Global Business Environment	The Global Business Environment	15	I
Context Management	management Contexts	15	II
Understanding the business and financial information	Understanding Business and Financial Information	15	II
Principles of Marketing	marketing Principles	15	I
Report and essay writing for non native English speakers	Report And Essay Writing for Non-Native Speakers of English	15	I
English for academic purposes and professional	English For Academic And Professional Purposes	15	II
Business operations management	Managing Business Operations	30	III, IV
Human Resource Management	Managing Human Resources	15	III or IV
marketing management	marketing Management	15	III or IV
Accounting Finance and makers	Finance And Accounting For Decision Makers	15	III or IV
International Business Management	Managing International Business	15	III or IV
2 English for academic purposes	English for Academic Purposes 2	15	IV
Academic writing for non native English speakers	Academic Writing for Non Native Speakers of English	15	III
Development and sustainability strategy	And Sustaining Building Strategy	30	V, VI
Optional subjects			
<i>Management changes</i>	<i>Managing Change</i>	15	V
<i>Strategic marketing</i>	<i>strategic Marketing</i>	15	V or VI
<i>Corporate Financial Management</i>	<i>Corporate Financial Management</i>	15	VI
<i>Dissertation Research</i>	<i>Research Dissertation</i>	30	V, VI
<i>Trial investigation</i>	<i>Investigational Study</i>	15	VI
<i>Advanced academic skills</i>	<i>Advance Academic Skills</i>	15	V or VI
<i>Strategies for Global Responsible Leadership</i>	<i>Strategies for Globally Responsible Leadership</i>	15	VI
Other disciplines			
Management operations globally	Managing Operations Globally	15	V
Corporate accounting	Corporate Accountability	15	V or VI

³⁰ <http://progspecs.glos.ac.uk/Live/15-16/MAN/001%20Business%20and%20Management%20Studies.pdf>

New business	New Business Enterprise	15	VI
Cultural aspects in management	Cultural Issues in Management	15	V
Business Development by people	Developing Business Through People		

The legend:

Bold text - Compulsory (compulsory)

Text in italics - Optional subjects (Core)

Free-format text - Other disciplines

Appendix 6: Benchmarks, properties and indicators

AAU	UOG	Criteria properties, indicators
<p>The accreditation system in Denmark consists of the Accreditation Council and the Danish Institute for Accreditation</p>	<p>Accreditation of study programs is the involvement of three organizations: Privy Committee, Quality Assurance Agency for Higher Education, Higher Education Funding Council for England</p> <p>In the UK the National Board of QA Quality Assurance Agency for Higher Education (QAA).</p>	<p>System Level</p> <p>Criterion 1. Accreditation of study programs</p>
<p>Danish Accreditation Agency is tasked with quality assurance issues</p>	<p>Business and Management Program is not required accreditation by professional bodies</p>	<p>Criterion 2. The national Quality Assurance</p>
<p>No professional bodies that contribute to the validation of programs and how they are carried out, but the university there advisory bodies at each Board study, the composition of which shall include persons competent external and notorious.</p>		<p>Criterion 3. professional bodies involved in accreditation</p>
<p>University Council and Rector. It is unitary leadership.</p>	<p>University Council and Rector. It is unitary leadership</p>	<p>University level</p> <p>Criterion 1. Governing Bodies, Management and organization of the university</p>
<p>The University of Aalborg there is an institutional commitment to learning and innovative teaching envisaged by the 2016-2021 academic strategy, where, in particular the emphasis on problem-based learning, and the employability of students.</p>	<p>UOG Strategic Plan (2012-2017), and academic Strategy (2014-2017) aims at developing student-centered education.</p>	<p>Criterion 2. Strategy Institutional university curriculum incorporating strategy with a focus on student-centered learning</p>
<p>There is a group responsible for quality assurance and development (University's Steering Group for quality assurance and development). This group is responsible for overseeing the systematic internal quality and improving quality, developing quality at the university.</p>	<p>Overseeing all quality assurance procedures within the University is in the competence of the Academic Council.</p>	<p>Criterion 3. Quality Assurance Bodies at university</p>

<p>The University of Aalborg created a Laboratory Learning (Learning Lab), which offers educational qualifications obtained by Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. PBL Academy mention that favor this direction.</p>	<p>In UOG welcoming the participation of teachers, especially young ones at various events organized within the institution.</p>	<p>Criterion 4. Pedagogical training of teachers and their training</p>
<p>Faculties and Departments are components of the internal organization of the university, where the meetings take place in order to share examples of good practice and performances in student-centered teaching and learning.</p>	<p>The role of the department is exercised by schools created within the University.</p>	<p>Level faculty / department</p> <p>Criterion 1. The role of faculty in communication with the parties to the student-centered teaching and learning</p>
<p>Responsible for the development and monitoring of studies.</p>	<p>Responsible for the development and monitoring of studies.</p>	<p>Studies Council level</p> <p>Criterion 1. Structure of the body responsible for education</p>
<p>The university uses various methods of assessment, colleagues, monitoring evaluation, including an external evaluator.</p>	<p>At the University there are a variety of assessment methods. It is important to be suited to the purpose.</p>	<p>Criterion 2. Analysis of evaluation practice</p>
<p>The initiative to create a new program cycle I and II comes usually from a teacher, collectively forming the program team or a research group. College is a person with experience of legal regulations in education, helping the team to create the package of documents. Dean signed the group after a rigorous legal scrutiny.</p>	<p>The initiator of a new program of study at undergraduate level in UOG is the Department, within which to form a program committee, arguing, then develop curriculum program. The program discussed the department, then the Academic Committee of the Faculty. A special role is assigned professional associations. Submitted requirements to design, development and monitoring of studies are described in the Quality Code.</p>	<p>Criterion 3. method of developing a new education program</p>
<p>Students are involved in the measure of 50% on boards of studies, but also in other organs.</p>	<p>Students are actively involved in all governing bodies</p>	<p>Criterion 4. Involving students in curricula development</p>
<p>Review is done each semester programs for this purpose organized eight annual meetings.</p>	<p>Review the programs is five years.</p>	<p><i>5. Monitorizarea criteria and regular analysis programs</i></p>

<p>The University of Aalborg have not noticed the existence of this body.</p> <p>All conditions are created so that they are not marginalized.</p> <p>There are infrastructure, providing access to education and provides learning opportunities for students with disabilities</p> <p>The University has a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.</p> <p>The program is provided during 6 semesters, 3 years.</p> <p>Each year of study is equivalent to 60 ECTS or each semester, 30 ECTS. 1 ECTS equals 27 hours of work a student.</p> <p>University of Aalborg in widespread use project team and provide a specific evaluation</p> <p>In the design, development and improvement of a study program involving multiple actors: teachers, students, employers, graduates.</p> <p>There VBN portal to test the level of plagiarism all projects, bachelor's and master theses.</p> <p>There are regulations stipulating conditions where claims may be submitted, how to solve them.</p>	<p>UOG is headquartered in Zone Help.</p> <p>Help In addition to office areas, there tutor who can help them.</p> <p>Classrooms, library, Wi-Fi areas, college campuses are tailored to the needs of persons with disabilities.</p> <p>Both universities have a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.</p> <p>The program is provided during 6 semesters, 3 years. (Year 1 - Level 4, Level 5 year II year III - Level 6)</p> <p>The workload for a year is 120 CAT. 1 ECTS equals 2 CAT 1 CAT are equivalent to 10:00 effort of the student.</p> <p>In UOG published principles and procedures for assessing students with disabilities separate.</p> <p>In the design, development and improvement of a study program involving multiple actors: teachers, students, employers, graduates.</p> <p>Gloucestershire University in the fall of 2015 uses software Turnitin plagiarism detection.</p> <p>There are regulations stipulating conditions where claims may be submitted, how to solve them.</p>	<p>Integration of disadvantaged groups of students</p> <p>Criterion 1. Existence of a body that takes care of students with disabilities</p> <p>Criterion 2. Ways of working with students from disadvantaged backgrounds in teaching</p> <p>Infrastructure (physical environment)</p> <p>Criteria 1. Providing facilities tailored to the needs of persons with disabilities</p> <p>Criterion 2. Existing facilities for students in problem-based learning support</p> <p>Level study program</p> <p>Criterion 1. Program Structure and Administration Business</p> <p>Criterion 2. Length Working student</p> <p>3. Evaluation criteria students</p> <p>Criterion 4. Involve teachers, students, graduates, employers in the design, management and improvement program</p> <p>Criterion 5. Preventing and punishing cheating and plagiarism</p>
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<p>In Denmark using the scoring system based on scales 7, which consists of five positive grades 0,2,4,7,10,12 and 00 and two negative marks -3.</p>	<p>In the UK grading system is expressed in percentages and letters. Such a mark is equivalent to 70-100%, 60-69% - B; -C 50-59; 40-49 - D. They are passing marks. Below 40% there is no promotion</p>	<p>Criterion 6. Complaints students</p>
<p>External examiner is required in both universities for greater objectivity of student assessment.</p>	<p>In UOG practiced phenomenon "Externality" - each course is assigned a teacher from outside (another university) will assess the evaluation method and the results provided by internal teacher students. Also in this process, external teacher will give his colleague suggestions for improvement.</p>	<p>Criterion 7. The current grading system</p> <p>Criterion 8. The role of external examiner</p>
<p>The University of Aalborg practice project development under real businesses with real problems.</p>	<p>In UOG welcoming and stimulating internship during the year. It develops several initiatives that aim to contribute to better employment of graduates</p>	<p>Criterion 9. Employability of graduates</p>

