Comparative Analysis on Institutional Study Program of Business and Management

Cahul State University „Bogdan Petriceicu Haşdeu"

Work Package 2. Benchmarking Report

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1   INTRODUCTION

The purpose of this study is to conduct a comparative analysis of law studies programs at Aalborg University and Gloucestershire University, whose experience and best practices will serve as a basis for drafting proposals to modify the study program in Entrepreneurship and Business and Administration , from the Faculty of Economics, Engineering and Applied Sciences, from Cahul State University. The experience gained from these universities will essentially contribute to the implementation of new and modern teaching methods, centered on the student. These methods mean that all students are trained to apply theoretical knowledge in practice, solving a problem. At the same time, this model encourages students to develop their communication skills, group work, and analytical vision on how to solve the problem.

One of the student-centered methods used in a number of universities in Europe are Problem-based Learning (PBL), where less emphasis is placed on memorizing a curriculum or pure theory, and mainly addresses issues specific projects. This type of educational approach includes individual research that promotes the individual characteristics of a student's creative initiative and thinking. Students learn strategies of thinking and knowledge in the field. The PBL aims are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem based learning is an active learning style.

The working team on this report consisted of:

Table 1. Composition of the working team on the report

Nr. do	Surname, Name	Title function in USC	Position in team
1.	Rosca- Sadurschi Ludmila	Lecturer super. prof., Head of Department EMAS	Team leader
2	Popa Andrei	DSc., Professor, USC Rector	Team member
3.	Gîrneţ Slavic	Lecturer super. prof.,	Team member

2   METHODOLOGY

2.1   THE METHODOLOGICAL BACKGROUND

The purpose of this report is to carry out a baseline analysis of problem-based learning in the partner countries of the European Union: Denmark and the UK. For this purpose a methodology was developed. It 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 co-decision of the elaboration of the study program with its support will be examined at different levels of the institution: the level of the system, the level of management of the university, the faculty, as well as the level of the study program. Also, issues related to the integration of disadvantaged student groups as well as the available physical environment will be studied.

It is worth mentioning that the workshop organized in Chisinau from 19-22 January 2016, attended by the representatives of the University of Aalborg (Erik de Graaf, Claus Spliid and Lars Peter Jensen), was of particular importance in knowing the essence of problem-based learning, Denmark, as well as the representatives of six universities from the Republic of Moldova, including the State University. During this workshop the detailed features of the PBL method were discussed, the importance and the necessity of introducing this method at the universities of Moldova.

In order to achieve favorable results, the research activity was structured in several stages, namely:

- At the primary stage the institutional context of integrating a study program at the University of Aalborg and the University of Gloucestershire was analyzed.
- In the second stage, the data derived from normative acts regulating, directly or indirectly, the higher education system, statutes and other institutional acts of the universities from the EU partner countries in the project were collected and analyzed.
- A comparative analysis of the criteria was then carried out, pointing out common points and differences.

2.2   DATA COLLECTION

In order to collect primary and secondary data, study visits were made at AAU University of Denmark and UoG University in the UK. Also, the relevant information from the websites of the specified Universities was used, the literature was consulted. Some details have been specified via e-mail.

Table 2: Study visits to partners / universities in EU

No. d / a	University visited	Period	People involved
1.	University of Aalborg, Denmark	8 to 12 February 2016	A. Popa L. Rosca Sadurschi
2.	University of Gloucestershire	February 29 to March 4, 2016	L. Rosca Sadurschi S. Gîrneţ

Following the study visit reports were developed for each university by each person, and materials with those analyses, they were attached to this Report (Appendix 1).

3   BSc in Business Administration at Aalborg University

3.1. Introduction

The University of Aalborg (AAU) is one of the first universities to introduce the PBL methodology in 1974, applying it to some specialties, especially in the field of economic sciences. Today the PBL methodology is adopted at all faculties of the university. For this teaching-learning mode, the University of Aalborg is recognized at both national and international level. It is also worth mentioning that this university occupies the first place in the country as regards the employability of the graduates of the study programs. Problem based learning is one of the strategic objectives of the University of Aalborg for the period 2016-2021, and its principles are fundamental principles that develop design, independent thinking and training. The integration into the organizational context of the University of Aalborg of PBL principles takes place in the following way:

- Explain explicitly the principles of PBL as a result of learning in curriculum content and all study programs;
- Professional development of academic staff according to PBL principles and use of ICT in the teaching process.

3.2   System level

Universities are autonomous institutions within the public sector administration supervised by the ministry of Higher Education and Science. Universities offer higher-education studies based on research at bachelor, master's and doctoral levels. Each study program is accredited. There is professional and institutional accreditation. Changes are now being made to move from program accreditation to institutional (academic) accreditation. Accreditation of programs, including English instruction, is done by the accredited International Accreditation Agency for Higher Education (ECA). The Agency was created by the Ministry of Science, Innovation and Higher Education as an independent public body and consists of the Accreditation Council, the Council Secretary and the Academic Secretariat with evaluation functions.

The University in Denmark is free to choose bachelor's or master's programs, but these programs need to be accredited, so it is important for the university to be the Accreditation Council agreement.[1] (in accordance with the legislative provisions on the functioning of the Accreditation Agency for Higher Education).

Accreditation is done at the request of the institutions, based on a prepared package of documents, structured according to the provisions of the guide. It provides requirements with several criteria (student assessment, teachers' consultation). The Accreditation Advisory Board, consisting

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[1] ROMEO V.ȚURCAN, LARISA BUGAIAN, *Analiza comparativă a autonomiei universitare instituționale în Danemarca, Lituania, România, Scoția și Suedia,* Tipografia „Cavaioli", Chișinău, 2015. p.474-475. ISBN 978-4003-5-0

of auditing experts, evaluates at faculty-school - study boards levels, which are responsible for designing the study progeam and improving it.

The external evaluation procedures of the programs and the criteria of quality and relevance are approved by ministerial order.

Quality is largely ensured through accreditation, teaching and research. At the "study board" level, there is a counseling or monitoring committee, which includes business / employer experts.

The structure and functions of the continuous quality assurance system are predetermined by the criteria generally defined in the University Act and the Order of the Minister "Criteria for the Relevance and Quality of University Study Programs and on Procedures for Approval of University Study Programs". The institution providing study programs must demonstrate that it has:

- ✓ Policies and procedures for quality assurance;
- ✓ Approval, monitoring and periodic review of programs and titles;
- ✓ Evaluation of students;
- ✓ Ensuring the quality of teaching staff;
- ✓ Learning resources and student support;
- ✓ Informati systems;
- ✓ Informing the public.

3.3 Management University Level

University Aalborg Council is the highest authority at Aalborg University (AAU), and the University Rector is responsible for the day-to-day management of the AAU. The Rector is the Chief Executive Officer and sets out the tasks and responsibilities for the executive management.

Source: http://www.en.aau.dk/about-aau/organisation-management/
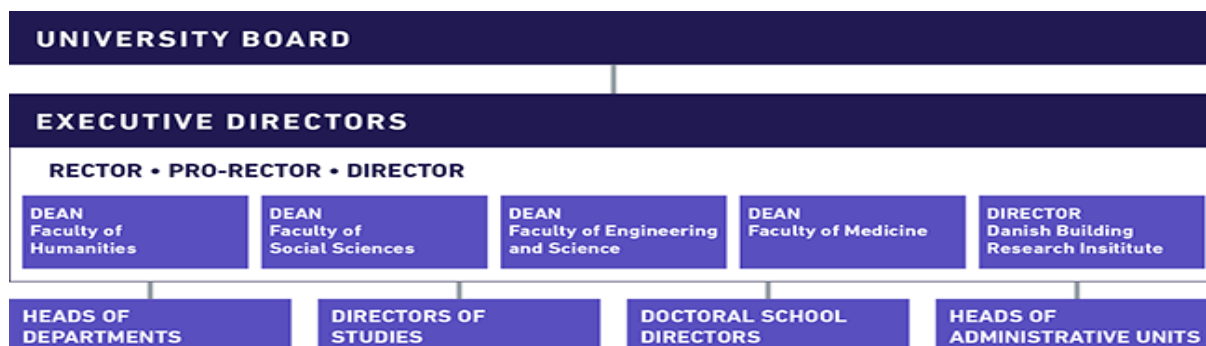
The majority of the Council, however, is represented by external members.

The Council elects its chairperson from among its external members. Within the framework set by the council, the Rector is responsible for the day-to-day management of the university. He is the chief executive. He delegates tasks and responsibilities to the members of the executive management team, consisting of the rector, vice-rectors, the university director and the deans. The management team is responsible for running the university, as well as for achieving the strategy and achieving the university goals. In order to effectively manage all aspects of academic activity, the Rector establishes one or more Academic Councils.

The Statute of the University describes the general objectives of the University and establishes the structure of the University's management and general organization. They also lay down rules on the election of members of the University Council, academic councils and study councils, and lay down general rules on accounting.

Source: http://www.en.aau.dk/about-aau/organisation-management/
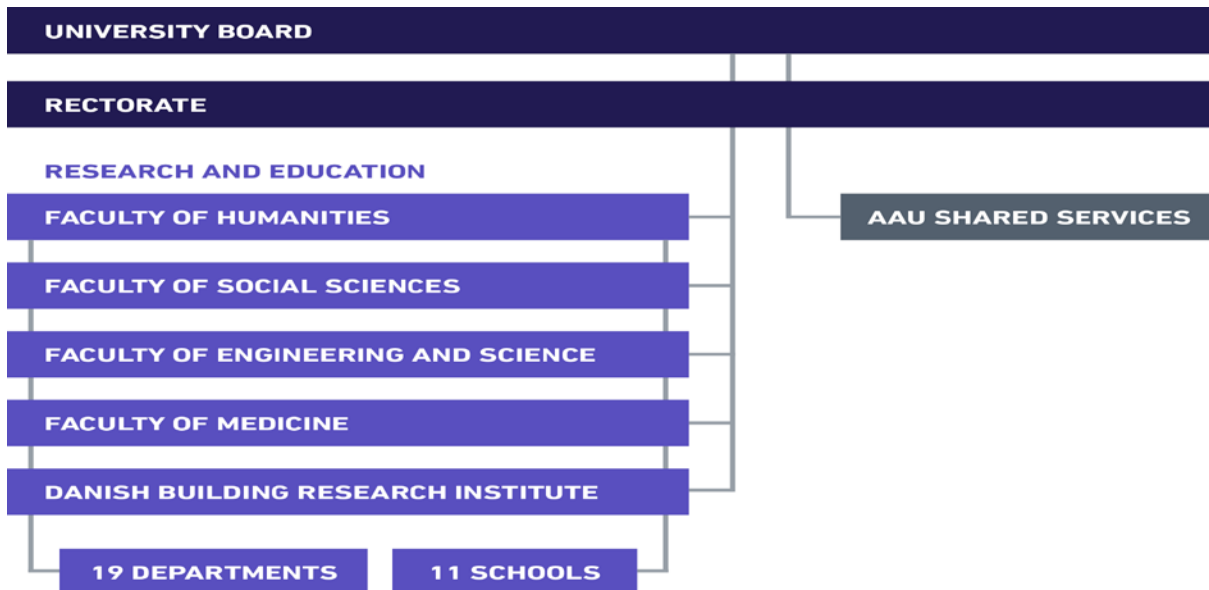
The academic environment at Aalborg University is organized in departments. Each department is headed by a Head of the Department and is responsible for research and teaching. Departments belong to faculties, and some departments belong to several faculties (cross-faculty departments).

AAU Board Councils are advisory councils at the departmental levels. Councils recommend, among other things, on issues related to the department's strategy and budget development, quality assurance and quality of the study environment and other general affairs related to the Department.

The Head of the Department determines the number of members up to 13. The Head of the Department is an ex officio member of the Council, while the remaining members are elected by and among the teaching staff, including PhD students, through and among technical and administrative staff, as well as by and among students in a ratio of 2: 1: 1.

Representatives of academic staff and technical and administrative staff are elected for a four-year term, while student representatives are elected for a one-year term.

The University is distinguished by the "Aalborg Model" study method, based on research and teaching technology based on the development of projects combining theory and practice. In each semester, students must prepare an extended project on a subject chosen by themselves (but within a predefined theme) under the supervision of a tutor teacher who monitors student's academic progress. The method of project development is characterized by teamwork, which has many advantages, including the development of collaboration skills or the implementation of partnerships needed to complete a complex project.

All students have access to university computers and MOODLE platforms (distance learning platform, with courses in different disciplines, individual work and other additional materials) and

DATABASE (database for research, scientific materials, publications, master theses and PhD). The library of the university is equipped with specialized periodicals and books necessary for personal development. One particular aspect of the university is that most students have their own working team's rooms, where students can work on their projects without disturbing or meeting their work team partners.

The philosophy of the university is that a good study environment offers the best conditions for professional development and that's why the university is trying to provide the best conditions, including a "buddy" (a tutor who will present the important aspects of student life, since your arrival to Aalborg). For a better familiarization with Danish cultural and linguistic environments, international students have the opportunity to join the free Danish language course offered by the university.

Through the International Accomodation Office (IAO), the university supports international students in finding accommodation.

The dean of the faculty after a public consultation which involves these departments may establish or abolish the **Study Boards**, which regulate one or more study programs. The number of members is determined by the Dean, but shall include an equal number of teachers and students' representatives, elected by and among academic staff and students. The Education Council elects (from among the full-time academic staff members , who are members of the study board) a chairman for a one-year term, and may also act as a study director.

A study council is responsible for ensuring the organization, performance and development of educational and teaching activities, including:

- ➲ Quality assurance and development of study programs/curricula, teaching activities and further evaluation of curricula and teaching activities.
- ➲ Approval of organization of teaching activities, and other forms of assessment tests that are part of the examinations.
- ➲ Issuing statements on all important aspects regarding curricula and teaching activities within its scope and discussion of problems related to study programs and teaching activities, presented by the Rector.

Study boards of a particular field are organized in **Schools,** which are approved by the Rector at the Dean's recommendation. Each School is **headed** by a Head of School, who can be appointed and dismissed by the Dean of the faculty.

The head of the school is responsible for and performs the following tasks:

- Development and implementation of policies and strategies for school;
- Secretarial services for school study councils, including assistance in preparing regulations in the field of study;
- Coordination of quality assurance activities in school;
- Performing transdisciplinary tasks, following the specific instructions of the dean;
- Approves the problem formulation and the deadline for presenting the master's thesis, as well as a student's supervision plan;

- In collaboration with the study board, aims at planning and carrying out the teaching activities, tests and other examinations included in the exam;
- Together with department heads and study councils, the head of the school will organize the evaluation of the study and teaching program.

The Study Board is created for each school, made up of the head of the school, the presidents and vice-presidents of the study boards belonging to that school. The head of the school presides over the school council.

At the "study board" level, there is a counseling or monitoring committee, which includes business / employer experts. For an existing program, the Academic Secretariat (SA) of the Accreditation Agency for Higher Education forms an accreditation team from relevant experts, including guests from abroad. On the basis of the results presented by the team, the SA draws up the evaluation report. The validity term of the program is set by the Accreditation Council (CA), usually 4-5 years. For new programs, the assessment report (by the SA) is based on the documents presented by the institution.[2]

The study program is initiated by the group of highly performing researchers based on the human potential and the materials already obtained from the research. Each program is guided by a team of professors (study board), and mainly a program coordinator. The basic document for a study program is the curriculum, which includes the following compartments: the legal basis; conditions of admission, admission conditions, degree offered, duration and field competencies; structure by semesters and modules; description of modules; rules on written works, including the draft license; rules on credit transfer; rules that relate to the progress of bachelor / master programs, project execution, examination rules.

The curriculum is elaborated following the provisions of the legal acts issued by the relevant ministry: the University Act; Examination order; Minister's Order on Study Programs; Admission Order; Ministerial Order on grading scale / scoring and normative acts at institution and faculty level.

The University is devoted to the "Aalborg Model" study based on research

and teaching technology based on the development of projects combining theory and practice. In each semester, students must prepare an extended project on a subject chosen by themselves (but within a predefined theme) under the supervision of a tutor teacher who monitors student's academic progress. The method of project development is characterized by teamwork, which has many advantages, including the development of collaboration skills or the implementation of partnerships needed to complete a complex project.

On the recommendation of the Dean, schools are set up, run by the school director, they guide the undergraduate and masters programs. At the initiative of the Dean, doctoral schools are also created.

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[2] ROMEO V.ȚURCAN, LARISA BUGAIAN,C*comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden,* Printing House "Cavaioli", Chişinău, 2015. p.474-475. ISBN 978-4003-5-0

The site of the university offers extensive information on the history of the university, the presentation of the activities: training areas (study programs) structured in three levels: bachelor, master, doctorate; research directions, opportunities, partnerships. Here we also find the strategies and mission of the university, the specific methodology of the university - the PBL, the presentation of the curriculum structure and content and many other useful information for those who want to know this university, as well as for those who want to study it. http://www.en.aau.dk/about-aau/

Within the curriculum are also provided the forms of assessment of the modules at the end of the semester, as well as the finishing of the study program. Two kinds of examinations are provided: internal, conducted by one or more teaching staff within the university and designated by its management and external, as part of the evaluation committee of internal teachers must be at least a designated expert by the ministry. As for internships separated from other modules within the Bachelor's cycle, they are not highlighted. Practical internship is done through projects in separate modules or interdisciplinary projects. The Master, in general, is research-oriented, to pursue PhD studies.

The Ministry establishes rules / guidelines for career guidance for students, which must be offered by universities, as well as for employing graduates in the workplace, the university is responsible.

The Law on Universities and the Order of the Ministry of Higher Education on the appointment of academic staff establish the structure of academic functions, recruitment procedures for staff, and universities are entitled to develop these provisions by adopting internal normative acts that will describe these procedures in detail. Respectively, according to the Order of the Ministry mentioned above, universities set the rules for the academic evaluation of candidates at different positions within the institution. The purpose of the assessment is to determine whether the candidate meets the occupational requirements described in the job description and the requirements for the job applicant set out in the notice. The criteria for evaluation are set out in the Memorandum on Structure of Functions.

Student representatives are members of all management and advisory bodies. Being represented in academic councils at all levels and in study boards/councils, where students account for 50% of the membership.

Danish higher education is funded by the Ministry of Education. For each student who passes an exam, a certain amount is provided to the university. The allocation of funds is based on the exam passed according to the field of study and has three components:

✓ The funds allocated for educational expenses and equipment;
✓ The funds allocated for joint expenses (administrative);
✓ Funds allocated for practice activity.

Research in these universities is funded on a grant basis. In addition to this fundamental allocation, institutions can compete for additional project-based funding from the Danish Research Councils and the Danish Research Foundations.

An important issue arising in connection with this funding mechanism for universities is quality assurance. This is achieved through various mechanisms. The Danish Assessment Institute

performs periodic evaluations of educational programs. Another element contributing to quality assurance is the long-term external evaluation system.

Knowledge for the World / Environment is specific to the overall Aalborg University (AAU) strategy that will form the course base and university directorates by 2021. The strategy has been developed through an open and inclusive process involving staff members, students and business partners external as key contributors. The University Council approved the strategy on October 26, 2015.

AAU Strategy for 2016-2021 defines the overall mission and vision of the university as well as vision and actions in the following areas:

- Research
- Problem-based learning (PBL)
- Student centered education
- Collaboration for knowledge[3]

3.4 THE FACULTY / DEPARTMENT LEVEL

As previously mentioned, faculties and departments are components of the internal structure of the University of Aalborg. The structures of communication between the top management and the faculty level are: PBL Academy - academic and research groups -at the level of each department. They work to renew the teaching and learning strategy model PBL. At level of schools and study boards, the study programs are elaborated and improved, study each board of study must have an advisory committee to develop learning, student-centered teaching.

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[3] AALBORG UNIVERSITY OF STRATEGY 2016-2021*http://www.e-pages.dk/aalborguniversitet/383/*

HUMANITIES	SOCIAL SCIENCES	ENGINEERING AND SCIENCE	MEDICINE
Department of Communication and Psychology	Department of Sociology and Social Work	Department of Architecture, Design and Media Technology	Department of Health Science and Technology
Department of Culture and Global Studies	Department of Culture and Global Studies	Department of Electronic Systems	Department of Clinical Medicine
Department of Learning and Philosophy	Department of Learning and Philosophy	Department of Civil Engineering	
	Department of Business and Management	Department of Business and Management	
	Department of Political Science	Department of Computer Science	
	Department of Law	Department of Energy Technology	
		Department of Physics	
		Department of Biotechnology, Chemistry and Environmental Engineering	
		Department of Mathematical Sciences	
		Department of Mechanical and Manufacturing Engineering	
		Department of Development and Planning	
		Danish Building Research Institute	

Source: http://www.en.aau.dk/about-aau/organisation-management/

The faculties are subordinated to the Vice-Rector for Education. Under the Deputy Rector, the dean of the faculty establishes one or more doctoral schools, constitutes and dissolves the study boards and doctoral commissions. He appoints heads of departments, appoints school heads and heads of doctoral schools, approves presidents and vice-presidents of study boards and appoints presidents and vice-presidents of doctoral councils. Within departments there are departments and schools.
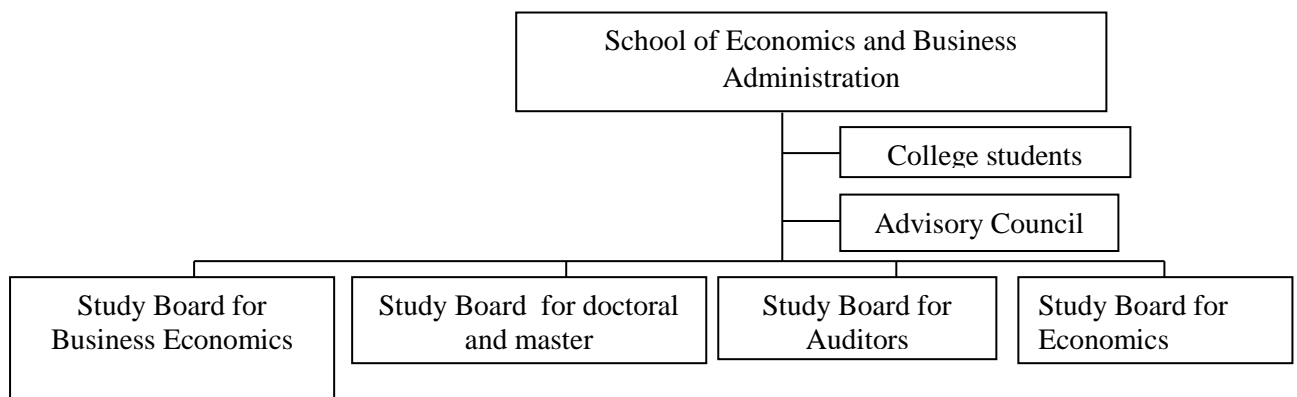
We highlight quality in the areas of research and education, problem-based learning (PBL), participation in departmental research groups, cooperation with colleagues, internationalization and dissemination of research.

Innovation and business economy research programs include: organization and strategy, accounting, auditing, international affairs and marketing, creativity and innovation, entrepreneurship and business models, operations management, economy and health economics.

Study programs are developed at school level by the study board. Evaluation of the programs and teaching activities is done by the head of the department with the involvement of the study councils and the study directors.

At faculty level, they have finances for PBL experience (training, practicing).

Within each faculty, there are a number of departments, doctoral schools, study councils and schools. During a fixed period the Dean is engaged by the head of the department, who ensures the quality, consistency and development of study programs, teaching, research and knowledge exchange within the department.

3.5 STUDY BOARD LEVEL

Study Boards Study boards regulate one or more study programs. Study boards of a particular field are organized in Schools, which are approved by the Rector at the Dean's recommendation. Each School is headed by a Head of School, who can be appointed and dismissed by the Dean of the faculty. The Education Council is created for each school, made up of the head of the school, the presidents and vice-presidents of the study councils belonging to that school. The head of the school presides over the study boards.

The number of its members is determined by the Dean, but shall include an equal number of teachers and students' representatives elected by and among academic staff and students. The Education Council elects (from among the full-time academic staff members who are members of the board of study) a chairman for a one-year term, and may also act as a study director.

A study council is responsible for ensuring the organization, performance and development of educational and teaching activities, including:

- ➲ Quality assurance and development of curricula, teaching activities and further evaluation of curricula and teaching activities.
- ➲ Approval of organization of teaching, and other forms of assessment tests that are part of examinations.
- ➲ Issuance of statements on all important aspects concerning study programs and teaching activities within its scope and discussion of problems related to study programs and teaching activities presented by the rector.

There is no difference between developing new programs and interdisciplinary or multidisciplinary programs, the procedure is the same. Problems in creating programs can arise between faculties at the organizational level, not disciplines. In Cycle 1 and Study Cycle 2, there is no change from one specialty to another because there are problems with requirements and organization. They do not have common boards to develop interdisciplinary programs.

Within the curriculum are also provided the forms of assessment of the modules at the end of the semester, as well as the finishing of the study program. There are two types of examinations: internal, carried out by one or more teaching staff within the university and designated by its

management and <u>external,</u> in the composition of the evaluation committee under internal teachers must be at least a designated expert by the ministry. In case the students are in mobility during the evaluation period, the evaluation can be done online in the presence of the commission, including with an external expert.

There is no difference between the approval of programs at cycle 1-2-3. On cycle 1 and 2, it is approved by the study board - at school level - at college level. At cycle 3 (doctorate): at department level - doctoral school - faculty.

If small changes are made to the study plan, the councils approve, if larger changes (program endorsement) are approved at the faculty level, the departments have the role of checking the compliance of these programs with the pre-established rules. An already existing program is approved five months before the beginning of the academic year and is reviewed at faculty level for half a year. For the new program, it takes more time to develop it.

In the study board students are represented at about 50% for Cycle 1 and 2, PhD is not representation.

The procedure for developing new programs does not differ from what was outlined above.

Curricula are designed at the initiative of research groups with good results, based on human potential and material from research. Bachelor and Master programs are structured in modules and is *organized on the principle of education based on issues and projects*. A study program is provided by the program team within a department, but some modules turn to other departments. Most of the modules are provided by the program team, but some foreign scholars are invited.

The review of the programs is done every semester (about 8 meetings a year for reviewing the programs). At the Business School there are 12 teachers who are involved in certain programs, their development and improvement.

The study board assesses the students, their opinion on the program, and the results are presented to the teachers. Complaints accumulate, after which teachers are being discussed in order to understand the structural problems.

3.6 INTEGRATION OF STUDENTS WITH DISABILITIES

Disabled students are provided with both physical and educational conditions. The study edifices and the conditions therein are provided for underprivileged students (the location of study rooms and the conditions in them, special elevators, even the bathroom room). Study blocks and libraries are equipped with wi-fi. Multimedia equipment (printer, xerox, stationery, etc.) are provided in each block of study with free access of students

In case these students can not submit to the evaluation, the evaluation is postponed for another date, or the online assessment is carried out.

3.7. PHYSICAL ENVIRONMENT

The University of Aalborg is equipped with modern study blocks, with modern technologies that allow the creation of a favorable physical environment for learning-teaching. They come in

support of problem-based teaching. The rooms are well arranged, equipped with the appropriate technique. There are both large and small rooms for teamwork. The library has enough sources to meet the needs of the students. Students have WiFi access on campus. Broad use of Moodle platform, social networking and Skype in particular in organizing group work, offering group study rooms at student choice, free WiFi connection within the campus, access to the university library by 10 am , IT support for students, as well as coordination of work with the supervisor, can facilitate the participation of people with disabilities. *The studies are financially secured 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 in the term, have the opportunity to support them in the coming years.

3.8.   Study Program Level

To what extent does it reflect the institutional strategy?

At the institution level there are established strategies that each program reflects the provisions of these strategies.

Is it based on competence?

It is based on traditional competences - people who research,

- teachers who teach,
- Those who combine research and teaching.

The emphasis is on research; every teacher, whether teaching or researching more, all must investigate.

Is it based on employability?

Each program must be approved by employers.

Is it subject to professional or regulatory accreditation?

This program can not be accredited professionally, but institutionally. Each program is accredited.

The program's license is quite varied, it includes research-innovation at that level, here the emphasis on teaching is put on innovation. Accreditation of English programs is done by the Danish Accreditation Agency.

The MOODLE platform is used, but for economic specialties (eg Entrepreneurship and Business Administration), distance learning can not be applied as computer-assisted assessment can not be applied as there are many different, applicative questions. Distance assessment by video (a teacher and external expert) is practiced when students are in mobility.

What is the structure of the selected program?

General Information:
Title: Bachelor of Science (BSc) in Economics and Business Administration
Duration: 3 years full time
Location: Aalborg East Campus
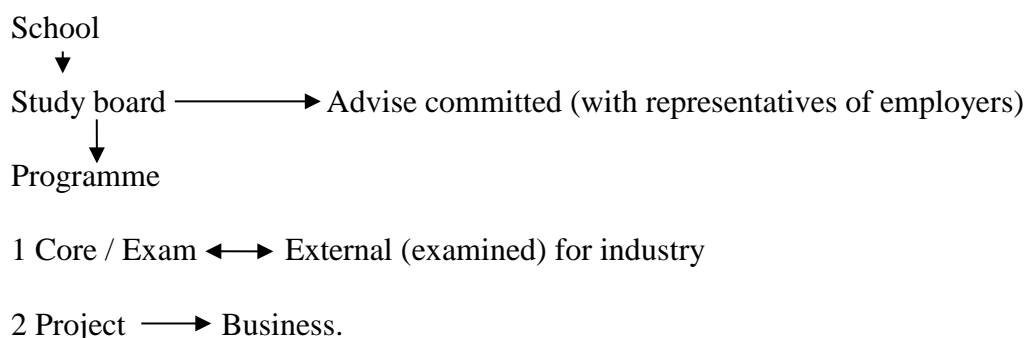
Starting date: 1st of September

ECTS: 180 ECTS (6 semesters of 30 ECTS each)

In Cycle 2 - Master program is set to 4 semesters - 2 years of study - 120 ETCS.

Example: Master's program "International Business Economics"

	Test Type	ECTS
1st semester - Autumn		
Module 1: Theory of Internationalisation of Companies in Institutional Contexts	Oral Written based on a mini-project	10
Module 2: Cross-cultural Management and Leadership	Oral Written based on a mini-project	10
Module 3: - Semester Project- Business Research Methods & Theory of Science	Oral based on the semester project	10
Total ECTS - 1st semester		30
2nd semester - Spring		
Module 4: Managing International Business Functions	Oral Written based on a mini-project	10
Module 5: Electives	Written Examinations	10
Module 6: Semester Project	Oral based on the semester project	10
Total ECTS - 2nd semester		30
3rd semester - Autumn		
Module 7: - Traineeship abroad / in Denmark- Studies abroad / in Denmark	Oral based on the traineeship project	30
Total ECTS - 3rd semester		30
4th semester - Spring		
Module 8: Master's Thesis	Oral based on the Master's Thesis	30
Total ECTS - 4th semester		30

Is an advisory or monitoring the Study Board, which included experts from the enterprise. The development is approved by the following equation:

School

↓

Study board ⟶ Advise committed (with representatives of employers)

↓

Programme

1 Core / Exam ⟷ External (examined) for industry

2 Project ⟶ Business.

Exam evaluation is done by an expert at the institution and at the enterprise. The programs are developed at the business school level. All changes to the program can come from different levels, including students.

Advise committed - is also organized by teachers, who can help improve the curriculum. This committee is concerned with the improvement of the programs, they are also linked with the labor office, and they record the employees.

Study Board - responsible for the development and improvement of the study program establishes general coordinator for all program coordinators semesters (intended that all courses be made) and coordinator for the course (of the teacher). All coordinators are teachers. This council is composed of students and teachers (50:50), who are elected for 3 years, as the main purpose is to improve the study programs according to the employers' requests.

Some of the graduates are part of Committed Advise, can be external observers examinations can be teachers.

Project coordinator guides students in choosing the theme of the project based on predetermined objectives and throughout the project. Coordinator semester must find teachers to schedule, check programs for teachers, set rooms and exam schedule.

What accompanying documents are in relation to the curriculum? ...

Rules of organization studies, curriculum development guide.

Study Board – is responsible for the development and improvement of the study program, establishes general coordinator for the whole program and the coordinators for the semesters (it follows all courses) and course coordinator (teacher). Advise committed is concerned with improvement of programs.

Total norm 980 hours / year, of these for: a) teaching   b) research

	a) teaching	b) research
1) for the teacher	60%	40%
2) for the Associate	60%	40%
3) for the assistant (840 hours)	50%	50%

respectively 420 hours of teaching include: Teaching (1 * 4), supervision (1 * 1) examination (1 $\times$ 1). For the exam coefficient is 4 (0.66 * 24). 10 hours- for setting the examination.

There is a set of rules, which are decided at university level, the norm: research - 60%, teaching - 40%, administration - 10%. Teachers' activity includes the following activities: teaching, supervision, coordination and examination. Everybody gets something besides the course coordinator.

If you teach more and the number of hours exceeds the norm, these hours go to a bank of classes, which is paid in the next semester. Assistants are regularly asked what they are investigating because they are part of the research group, and they have to apply to research to bring money through research, through research projects.

The bachelor's program involves the successful completion of 6 semesters of studies and the accumulation of 180 credits, so that the ratio between auditing activities and projects is 50:50. The first semester is mandatory and the projects. In the sixth semester - the 20 credits thesis is obligatory (the theme must reflect the practice, but also the theory). Without the 5th semester you can not focus on PBL. If students do not promote university exams, they do not receive sufficient financial resources from the state budget.

There are two types of examinations: <u>internal,</u> carried out by one or more teaching staff within the university and designated by its management and <u>external,</u> in the composition of the evaluation committee under internal teachers must be at least a designated expert by the ministry. In case the students are in mobility during the evaluation period, the evaluation can be done online in the presence of the commission, including with an external expert. Written assessments and oral assessments are carried out, the most important are the presentations of the projects. Evaluation can also be done on the Moodle platform.

The bachelor and master theses are placed on Moodle, where the secretary is not to be plagiarized.

There is a regulation or guide on appeals. The procedure is as follows: The student writes an appeal letter addressed to the Study board, who passes it on an internal or external exam, they respond in writing to the student and he or she already decides whether to refuse or insist on the challenge. Study Board creates a committee that decides whether it agrees with the student's opinion or re-examines it.

The scoring system is composed of 13 points, of which the actual value has 7 points, the admission / rejection or approved / unapproved assessment is also practiced. Bachelor's, bachelor's and master's projects, and master theses are valued according to the 7-point grid. The rules for recognizing credits and periods of study at another university in the country or abroad are established by the university and are part of the respective curricula of the study programs. Procedures for the recognition of qualifications obtained in foreign countries are governed by the Law on the Evaluation of Foreign Qualifications.

The external examiner represents the entrepreneurial environment or the employer.

The program / mobility time limit is not indicated. Undergraduate - semester 4 is recommended because in semester 5 is a project at the enterprise. People who leave for mobility in the fourth semester do not do the project, there are no restrictions on notes or arrears for those who leave for mobility.

The requirements of the academic requirements imposed on students to enter the program are provided in the program curriculum provided for each year.

Students are part of all university councils, including curriculum-makers, but graduates can also be part of the committed Advise, who are also consulted in developing the curriculum.

It is not a monitoring structure, it is taken informally from student unions or employers' union. The Linkedl union is created in which students enter voluntarily.

The MOODLE and VBN programs are used, Moodle's bachelor's theses and master theses, which are checked by the secretary for plagiarism, are placed on Moodle. VBN - is a scientific database where scientific papers are published, doctoral theses.

4   BSc in Business Administration at University of Gloucestershire

4.1 Introduction

Located in southwest England, just 2 hours from London and less than one hours from other cities such as Birmingham, Bristol, Cardiff and Oxford, Gloucestershire is famous as the birthplace of the author of Harry Potter, JK Rowling and the gateway to the Cotswold rural areas. Established in 1834, University of Gloucestershire has a history of 180 years in teaching and education. Friendly community and international support network conditions and facilitates easy integration of students into university life, where currently about 10,000 students are enrolled.

University of Gloucestershire is divided into three campuses located in Cheltenham and Gloucester, and comprises three faculties / departments - *Faculty of Applied Sciences; Faculty of Business, Education and Professional Studies and the Faculty of Media, Arts and Technology.* Faculties are responsible for developing and implementing the educational programs, to conduct the research and commercial activities of the university in their fields. Students benefit from this combination of learning activities, research and partnerships with external organizations which ensures that curricula are relevant and up-to-date.

4.2 System Level

The University of Gloucestershire is an autonomous and responsible institution in relation to the public and social interest in promoting social and economic well-being in the society. The autonomy of the university gives it the freedom to:

- Set up their own mission and strategy as well as strategic objectives and priorities;
- Set up their own research and teaching programs in accordance with academic freedom;
- Manage your own staff;
- Admit students on the basis of actual or potential academic achievements, consistent with its mission and leadership;
- Manage its own active budgets;
- Engage in innovative and entrepreneurial activities.

As an autonomous institution, the university also receives funds from a number of non-governmental organizations, both public and private, for which they are responsible regarding the use of these resources.

Specifically for UK universities it is that at the intermediate stages the student can obtain a partial study document: - *Higher Education Certificate* (credits equivalent to one year of study*, Higher Education Diploma* (credits equivalent to two years of full-time study) and a *Bachelor's Degree* (credits equivalent to three years of study).

Higher education institutions in the UK offer the following **qualifications:**

- Doctorate (PhD) - with a duration of three to four years, Doctoral studies can be accessed by Master's degree graduates, but also by Bachelor Honours degrees;

- Research based programs (MPhil, MRes) - this kind of programs have as main activity the research in order to prepare the dissertation;
- Taught master's (MA, MSc) - such a program lasts between one and two years and has two parts: a) attendance at courses and seminars, passing exams and presenting the essays, b) preparing and submitting the dissertation;
- Master of Business Administration;
- Postgraduate Diploma / Postgraduate Certificate - usually these courses do not include research or elements of ellaborating a disertation. The programs last up to one year. After graduation, holders of a PGDip can transfer their accumulated credits to a relevant master program;
- Bachelor degrees - the duration of these courses varies from three to four years, while programs in architecture, dentistry, medicine, veterinary medicine last for five to six years. In the British system, bachelor's degrees are classified according to the final average and the grade at the dissertation.
- Foundation degrees - represents a higher professional course requiring between two and three years (day) or between three and four years (without frequency) to be achieved. To provide the necessary skills for employment, these courses have been developed in partnership with employers. After completing such a course students can continue their studies for another 12-15 months, at the end of which they can obtain a Bachelor degree.
- Higher National Diploma (HNC), Higher National Certificate (HNC), Diploma of Higher Education (DipHE) - programs of this type are offered in general occupational fields such as engineering, health, social work or IT. The courses aim to prepare senior managers and technicians. GNI is at the same level as DipHE and equivalent to the first years of study in a Bachelor's degree program of three years. At the end of such courses, students can access the third year of study from a bachelor degree in the same field.
- Foundation courses, foudation years or access / bridging courses - generally, these courses last for one year and cover the gap between the qualification of the student and the program (qualification) he / she wants to follow. This type of program offers the student the possibility to expand his / her qualification to another field, or can help him / her meet all the conditions to apply to a specific program.

All universities are autonomous institutions, especially in the field of taught and guided courses.

The University of Gloucestershire offers higher-level research studies at the levels: Bachelor, Masters and PhD. The first stage of the university level lasts three or four years and leads to the award of the license in such fields as: - business, art, technology, law, engineering, etc.

The initiator of a new bachelor program (license) is the *department* in which a *program committee* is formed, which argues and develops the curriculum of the program. The program is discussed in the department, then in the *academic board of the faculty* and is approved by *the university management board*. Also, the study program for certain specialties such as medicine, accounting, etc., must also be approved by an external evaluator, *Specialist / Professional Councils,* but not for Business and Administration. Every five years there is a regular validation of programs already in place by the *university board of directors.*

The admission to the master is based on the bachelor's degree and the college graduates with bachelor's certificates for one year complete their studies up to the degree of university bachelor. New doctoral programs appear as a result of the development of research programs. Access to PhD studies is done by persons with a Master's degree in the field. Studies are conducted only in English.

The Quality Assurance Committee, composed of study persons (vice-deans, vice-deans, students, heads of departments, departments, etc.) is responsible for quality assurance in university. In the faculties, schools, the responsibility for quality assurance lies with the *faculty counselor, department heads, and program directors.*

The methodology of external evaluation, the procedures and evaluation criteria are described in detail in the UK *Quality Code*. Each quality criterion contains detailed guidance on the regulatory documentation that the institution must have and which it can present to the evaluators. The Code is an integral document that meets basic regulations for all stages of a life cycle of the university education process. Each institution must have its own quality assurance code.

4.3 UNIVERSITY MANAGEMENT LEVEL

The University of Gloucestershire is headed by a **Board/Council** of 20 persons, including: 14 external members, one vice-rector, two Council members, one member of the Academic Committee and 2 students. The 14 external members are appointed by the Council for a period of four years. The other members have a mandate that coincides with their position / status. The Council elects a president and a vice-president. The Board is responsible for determining the mission of the university and monitoring its work, the financial management of the university and the promotion of senior teaching staff. The Council may delegate some of its powers to committees set up by it.

The Board appoints the **Vice-Rector**, who is also the Executive Director of the University on the basis of a competition. The Vice-Rector conducts the administration of the university. The Council may also appoint a **rector or vice-rector (s)** to represent the university from time to time (these positions are more honorable and not remunerated). The Council may also appoint a **Secretary** and / or (Assistant Secretary) of the University, which will have the powers established by the Board. The Board approves the criteria for employing, remunerating and sanctioning teachers.

The main attributions of the University Board are:

- approving the institution's mission and strategic vision, long-term academic and business plans, and key performance indicators,
- delegating the head of the institution, as an Executive Director, to ensure the institution's academic, corporate and financial management;
- establishing and monitoring control and accountability systems, including financial, operational and risk assessment controls as well as internal dispute resolution and conflict of interest procedures;
- establishing procedures for monitoring and evaluating the performance and efficiency of the Board' s work;
- pursuing its own business in line with best corporate governance practices in higher education and the principles of public life developed by Standards Committee in Public Life.
- protecting the good name and values of the institution;

- appointing the head of the institution, other senior management and implementing appropriate measures to monitor their performance;
- establishing the institution's financial and business policy, efficient management of the institution's accounts, approval of the annual budget and financial reports, management of the university's heritage.

4.4 FACULTY / DEPARTMENT LEVEL

At the faculty level, there is a Committee on Academic and Quality Standards that ensures compliance and monitoring of quality standards in collaboration with the Faculty Council. Also, this Committee ensures that all processes related to quality assurance are carried out at the faculty level. The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Facility Plan, which is presented by the Dean. Validation of courses is done by the Validation Panel which is approved by *the Academic and Quality Standards Committee.* Each panel has a president from another faculty, members from different faculties and at least one external university member. Validation is based on the program specification. A summary of the validation report is submitted to *the Academic and Quality Standards Committee* and subsequently to the Academic Committee for Final Endorsement.

The Annual Approvals Modification Program allows course holders to propose changes to existing modules or courses. These changes are to be consulted with students and an external examiner. Approving is done through panel faculties. Monitoring is carried out annually by monitoring panels reporting to the *Academic Standards and Quality Standards Committee* of the Faculty.

The university also collects feedback from students through an external survey (National Student Survey). At the internal level, the individual assessment of each module is mandatory, but the university does not immune a particular model. The University of Gloucestershire has conducted a pilot project called the Gloucestershire Student Survey, based on the National Survey model. The purpose of these assessments is to identify students' views about the courses taught at the university, as well as familiarize them with the national survey through which they will pass at the end of the study years.

The mechanism by which students are told about how feedback is collected is the publication of a manual on the web-site on this process. Students are involved at all levels in the process of developing and monitoring academic strategies, and the university assists student organizations in training their members to participate more actively in the academic management process.

4.5 BOARD OF EDUCATION LEVEL

The University of Gloucestershire has the Academic Board (ACADEMIC BOARD) with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students; designation and dismissal of external examiners; policies and procedures on the current and final assessment of students' academic performance; curricula content; academic standards, validation and assessment of courses; awarding qualifications and academic degrees; the expelling procedure of students, etc.

As far as evaluation is concerned, the University has well-established rules in which it is mentioned how the student's examination takes place, ie what are the basic requirements. But it is the student 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.)[4] 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.

4.6 INTEGRATION OF PERSONS WITH DISABILITIES

1) Presence at the university of a department (Helpzone) to support and guide students on various issues related to the study process and everyday life.

2) The presence of the necessary facilities for access to the study process and the categories of underprivileged students (disabled, etc.)

3) The existence of common spaces, public rest, recreation, relaxation for both students and teaching staff.

4) People with disabilities can also benefit from financial facilities by applying to the Scholarship for Disabled Students. 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 qualify for this scholarship, a form is readily available on the university's website. 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 university students.

4.7 PHYSICAL ENVIRONMENT

The areas for teaching staff, technical and administrative staff are well-equipped with necessary equipment for work. Study and recreation areas as well as the University canteen are tastefully decorated.

The technical equipment of the institution facilitates the active learning process, Moodle platforms, social networks and Skype are widely used, and teachers are encouraged to make more use of information technologies in teaching-learning.

The University offers group study rooms at the students' choice, free WiFi connection within the campus, access to the university library until 10 pm, IT support for students.

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

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

Library on 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.

Students have up-to-date libraries 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 borrowing 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.
- ✓ Computers with open access and learning related.

4.8 STUDY PROGRAM LEVEL

The UK Quality Code at a national level is a benchmark for all those involved in delivering higher education programs that lead to a high qualification or academic credit from an institution that issues the UK diploma. It is developed and published by the Quality Assurance Agency for Higher Education (QAA) and has been developed in consultation with the higher education sector. The Quality Code includes Chapter B1 "Design, development and approval of programs" which only provides benchmarks without specifying socio-human and general disciplines.

The higher education providers decide by themselves what programs to offer in their mission to organize the teaching process according to employer and student requirements, as well as social, economic factors, etc. The study program consists of compulsory and optional modules. Optional modules allow the free choice of a study module. The totality of modules in the law course is termed the "course map".

The Business and Administration Study Program at Gloucestershire University aims to train business professionals by offering them a wide range of essential skills in modern business. For the first two years students learn the main functional areas of business and related fields. In the last year, they choose to expand 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 focus, with emphasis on the application of knowledge in practical situations.

The development, validation, changes and review of the courses are done at 5 years.

Monitoring and evaluating courses (this is not about the process or methods of teaching but about success and student feedback) 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.). Unions and "Voice" meet the administration monthly to discuss the current issue. The "Externality" phenomenon is practiced - an external teacher (another university) is assigned to each course to evaluate the evaluation method and the results provided by the student's internal teacher. Also in this process, the external teacher will offer suggestions for improvement to his colleague.

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. A CAT is the equivalent of 10 hours of student effort. To obtain the Bachelor's Degree, you need 360 CATS. Each module has 15 or 30 CATS. There is no need for any professional association to accredit program. Reference points for the development of this program are the FHEQ and the General Affairs and Management Statement.

All the subjects taught are divided into obligatory, fundamental and others. The mandatory subjects are indicated. What we consider to be important is that it mentions 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 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 **the Assessment: Handbook of Principles and Procedures, 2015/16.**

The form of assessment and the submission date are communicated to students at the 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 module. 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 assignments are designated in the courses as well. Students are required to undergo a formal examination at dates set by the Examining Board or another 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 revaluation by maturity date and without documents and approved attenuating circumstances will receive the 0%.

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

5 DATA ANALYSIS AND INTERPRETATION

	Common patterns	**Variations**
L1: System Level Foreign Accreditation Agencies National Qualifications Framework (NQF)	Accredited institutions may initiate new study programs. CNC emphasizes the usefulness of each result in the development of qualifications. They encourage lifelong learning and facilitate students in choosing a job and study. It helps students choose what they will learn according to their goals and can become an important help for self-study. Both countries are compatible with the European Qualifications Framework	In the UK institutional accreditation takes place every six years, in Denmark every five years. In the UK, the endorsement of study programs by professional unions is required. It is not necessary.
L2: level Uiversity Governance structures responsible for student-centered education Evaluation of academic staff The role of students	The existence of collegial structures responsible for academic activity. Staff assessment serves as a basis for career promotion and institutional accreditation, being part of the internal quality management system. Problem based Learning/Active Learning involves cooperation between students and academic staff, and it is necessary to cooperate to develop a common understanding of both learning issues and their problems as beneficiaries within their institution, proposing together solutions that could work for both groups. In both universities the role of students is manifested in the following:	Academic Board in Denmark is established at faculty level.
L3: Faculty / Department Level	At departmental level, the head of department is responsible for the quality, continuity and development of the department's study programs as well as teaching, research and knowledge sharing.	Denmark is head of department is assisted by the study boards and study directors , the department head monitors the evaluation process of the department and of teaching activities
L4: Study Board Level	Under the Danish University Act 2012, point 18, in order to solve academic, research and collaboration problems between various faculty structures, the Rector may establish study councils that manage one or more programs	It does not exist in the United Kingdom, but the University of Gloucestershire has the Academic Board (ACADEMIC BOARD) with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students;

		designation and removal of external examiners; policies and procedures on the current and final assessment of students' academic performance; content curricula; academic standards, validation and assessment of courses; awarding qualifications and academic degrees; the expatriation procedure of students, etc.
L5: Integrating disadvantaged students level Policy support for students, including the disadvantaged	In both universities there is institutional support for the integration of underprivileged students, and modern teaching methods of student-based learning contribute to this because these methods do not propose a solution that suits everyone. An essential element for integration is the understanding that, as all higher education institutions are different, so all teachers are different, so all students are different. Academic staff must be aware that students have different needs and interests.	
L6: Physical environment level Support structures for students	Universities with a modern infrastructure, adapted to the requirements of student-centered education.	
L7: Study Program level Integration of the curriculum into the university strategy	Problem based learning is one of the University's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop design, independent thinking, and professional training. The integration of PBL principles into the AAU's organizational context takes place in the following way: • Explain explicitly the principles of PBL as a result of learning in curriculum content and all study programs; • Professional development of academic staff according to PBL principles and use of ICT in the teaching process. These teaching methods pave the way for better jobs on the labor market. Technology-rich online environments, which in practice serve as a physical space for student collaboration, discoveries and innovations, support the learning process that takes place inside the classroom.	• Teaching methodology Active Learning is an innovative method, whose principle is student-centered learning. In this process, students are involved in various activities that promote analysis, synthesis and evaluation of information obtained in class. The activities are carried out under the umbrella-shaped and consists essentially of: • simulations; • Group projects; • The formulation of a problem; • Investigational projects;

L8: Pedagogical training level Structures responsible for the pedagogic	Taking into account the tendency of higher education institutions to focus on research, the status of the teacher can be improved by adopting a student-centered approach to teaching. It takes into account innovation and allows teachers to pursue their courses the way they want, while giving students the flexibility to grow in the way they choose.	At the University of Aalborg there is a Learning Lab, the activities of which are: • Higher education pedagogy for university assistants certified in higher education; • Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ; • Continuous training of staff with work experience;

Appendix 1: Report on learning experiences and reflections

Study visit to the University of Gloucestershire

Between 28/02/2016 - 03/05/2016 I made a study visit and exchange of experience at the University of Gloucestershire, Cheltenham, within the project PBLMD, advocating a methodology of learning centered on student and guidance by teachers or supervisors, where the students are active participants in addressing and finding research problems on their own, coordinated by the University of Aalborg with EU support .

University of Gloucestershire is divided into three campuses located in Cheltenham and Gloucester, and comprises three faculties / departments - *Faculty of Applied Sciences; Faculty of Business, Education and Professional Studies and the Faculty of Media, Arts and Technology.*

During the study visit was made more categories of meetings and activities schedule determined in advance, which allowed me to know, to analyze certain aspects of the organization, planning, coordination institution study process and methodology and methods of teaching - learning that are used in University of Gloucestershire. This actually gave me the opportunity to highlight the following conclusions:

a) At the university, faculty, department level.

1) The existence of facilities necessary for the efficient and optimal learning process.
2) The existence of real relations of cooperation with the real sector of activity in society.
3) The multinational nature of the university in terms of student structures.

b) Study program level

1) The interdisciplinary character of projects and case studies as well as their relatively high weight in the study program.
2) The duration of the specialization (3rd year of study) and the possibility of making it abroad.
3) Internationalization of the study process.

c) Physical facilities and support disadvantaged students.

1) The presence of the university department (Helpzone) for supporting and guiding the student to various problems related to the degree and everyday life.
2) The presence of the necessary equipment for access to the educational process and students disadvantaged categories (disabled, etc.)
3) The existence of public spaces for rest, recovery, relaxation for both students and staff.

Motivation importance of the above-mentioned findings and the possibility of implementation within the USC "BPHasdeu"

a) Existence of necessary equipment for the efficient and optimal learning process- is actually one of the key conditions for conducting qualitative educational process, because material and technical basis appropriate and compatible with the educational process creates direct access to information, the various types of calculation and analysis, evaluation of various socioeconomic

indicators such as and enables the implementation of PBL methodology at the university of Gloucestershire.

USC "BPHasdeu" currently has a technical and material basis to conduct the study process (information specialist laboratories with Internet access, etc.), but not enough for the project PBLMD. I think this situation will be better for the USC during the project implementation at the USC "BPHasdeu".

b) The interdisciplinary character of projects and case studies as well as their share relatively high in the study program: - practical character of learning is more effective than theoretical character because the student learns more quickly when actually sees how to apply the problem, the formula, the definition of theoretical practice.

According to the survey program, Specialties economic profile of the USC "BPHasdeu" provided some practical activities (*economic project production practice, practice license)* but limited, fragmented and often theoretical because there is lack of cooperation with real sector of activity (economic) and this creates several problems in data collection and analysis needed to study.

Practice of the University of Gloucestershire, opens to us a new vision on projects and case studies, namely:

1) Increasing their share in the curriculum.
2) The interdisciplinary character of the project.
3) Working group of students to carry out projects.
4) Permanent cooperation with economy agents in the society.

Respective directions creates a number of advantages in learning the student:

1) Creating practical skills of applying theory in solving various problems because much of the curriculum is focused on individual work, projects and case studies.
2) Obtaining final results of the project as cumulative participating students from various specialties.
3) Creating teamwork skills, increase accountability achieving individual tasks in order to achieve a better result of the group, etc.
4) Individual skills development research to identify the problem and find the necessary solutions.
5) Creating skills to seek, investigate individual additional information necessary to solve the problem investigated.

Most things considered possible to implement and USC "BPHasdeu" for this purpose is required to change the structure of curricula, changing vision teachers on the essence and structure of case studies and not least the development of relations with traders.

Slavic Gîrneţ

senior lecturer. univ.
Department EMAS, USC "BPHasdeu"
11/03/2016

Report on study visit at University of Gloucestershire, UK

in the period
02/28/2016 - 05/03/2016

The study visit and exchange of experience was conducted at the University of Gloucestershire, Cheltenham, within the PBLMD project. This visit is based on two purposes:

- Analysis of study programs;
- Taking over the teaching / evaluation methods.

Since this study visit requires an institutional benchmarking report and study programs, I have paid more attention to the process of organizing studies at this university and the study programs that are tangential to the specialties from the University at we come (BPHasdeu University of Cahul).

I would like to mention that higher education in the UK is decentralized. Universities have autonomy in choosing curricula and curriculum development, which are coordinated with the external committee in order not to deviate from national development provisions.

Study programs are approved for 5 years and validated by business partners. The program is structured over 4 years of study, of which year 3 is planned for company practice. During these four years, the student must have an internship in another country (the country is selected by the student, but on the University's expenses).

In this university the teaching system is organized modularly. The ratio between direct contact and individual work is 1/3. The credit transfer system differs, here are 120 credits a year (60:60), examinations take place at the end of the study year, and at the end of the semester the assessments take place.

The positive aspects of the study, which could be taken over and implemented in our institution:

- Preparing and motivating students to work in groups;
- Provision of study rooms and individual training for students with technical equipment and programs. Students and teachers use the MOODLE and ADOBE Connect programs, the simulation games that underlie teaching, and provide ways to evaluate students during the game;
- The way in which projects are designed: the choice of the theme and the enterprise, the interdisciplinary character of the projects and the guidance of these projects by 1 or more teachers (each guiding the part of his or her discipline).
- I would like to take the experience of establishing cooperation relations with entrepreneurs, including representatives of enterprises in the process of elaboration of study programs, research themes and student evaluation process;
- The university infrastructure for both students and teachers (with equipment, the existence of a Helpzone department to support and guide students on various issues related to the process of study, accommodation, additional training, presence of the necessary equipment for students with disabilities) .

I think we have much to learn on how to organize studies, organize conditions for students to learn effectively, and how to organize good working conditions for teachers.

Generally speaking, I consider this well-organized visit with a predefined schedule in time, interesting and useful to learn many good things that, not totally but at least partially will be implemented in the State University "B.P.Hasdeu" from Cahul.

Rosca- Sadurschi Liudmila

State University "BP Hasdeu" in Cahul
12/03/2016

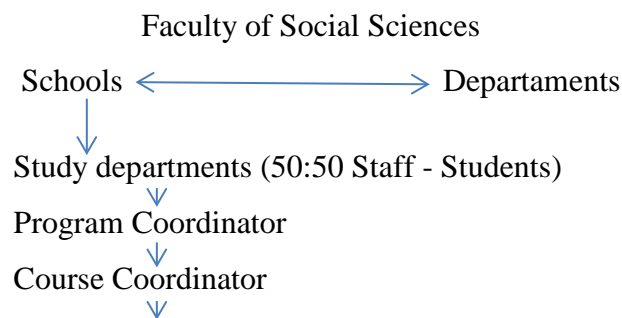## Report on study visit University of Aalborg, Denmark

in the period
January 29 to February 7

The main purpose of this visit was the evaluation of study programs. For our University, the program which is of interest is "Entrepreneurship and Business Administration".

The Principles and Experience of the University of Aalborg, and in particular the way in which PBL functions in economic studies, were presented by Professor Olav Jull Sørensen and Professor Romeo V. Turcan. Thanks to these two professors and the team working on this project, we have taken the necessary documentation, information and experience to improve our higher education study system (Bachelor's degree).

I would like to mention the advantages and some disadvantages of this study visit:

- **I liked** how to organize sections, departments and to share responsibilities:

<div align="center">Faculty of Social Sciences</div>

Schools ⟷ Departaments
│
↓
Study departments (50:50 Staff - Students)
∨
Program Coordinator
∨
Course Coordinator
∨

- Division of tasks and remuneration, both for coordinators and for teachers;
- I liked the study program at the "Business and Administration" specialty, the disciplines, the proposed projects;
- It is interesting how to work on the projects developed by students, how to guide the teacher (timely setting of the number of meetings with each group, how to consult the students); how to set and choose the theme for the project and the very structure of the projects, or how to approach a problem from general to particular.
- I was impressed by the library, visited by our group: equipped with literature, spaces for work in groups and for individual training, rooms in the library for training / seminars / conferences.
- The Research Portal - VBL and the MOODLE platform, used by students and teachers, are very useful both in the training and evaluation process, as well as in research.

- I liked the study rooms and equipped with the necessary supplies for the teaching-evaluation process, the university infrastructure for both students and teachers (supply with equipment, training rooms, relaxation rooms).
- I would like to take the Aalborg University's experience of establishing relationships with entrepreneurs, involving business representatives in the process of designing study programs, research topics, and student assessment.

- **I did not like** the duration of my studies for more than 10 months.
- I did not like the rating scale of 12 points, of which there are only 7 marks and it is very unclear the level - 3 and 00 points.
- I wish there had been a program of visits to know the culture, the history of the country and the city. I visited a beautiful city, but I think it is very rich in monuments or cultural and historical centers. Perhaps, if we had known more about this society, it would have been easier to understand why such an evaluation scale is accepted, why the entrepreneurs want to collaborate with the universities, but not in our country; why they circulate more with public transport than personal, why students feel sad and once again delighted with the studies they are doing.

In general, I consider this visit a well-organized, interesting (both thanks to the very pleasant and intelligent team from the Republic of Moldova and the host team, who were very hospitable) and very useful to learn many good things, not quite, but at least partially will be implemented in the State University "B.P.Hasdeu" in Cahul.

Rosca-Sadurschi Liudmila

State University "BP Hasdeu" in Cahul
18/02/16

Annex 2: Program structure at AAU and UOG

Program structure at AAU

6. SEMESTER	Elective ECTS: 5	Elective 2 ECTS: 5	Bachelor's Thesis ECTS: 20		
5. SEMESTER	Corporate Finance ECTS: 5	Firm Analysis and Integrated Company Study ECTS: 25			
4. SEMESTER	Data Analysis and Statistics ECTS: 10	Market Analysis ECTS: 5	Marketing ECTS: 5	Strategy and Strategy Project ECTS: 10	
3. SEMESTER	Business Law ECTS: 5	Management Accounting ECTS: 10	Scientific Methods II ECTS: 5	Organisation Theory and Project ECTS: 10	
2. SEMESTER	Economics ECTS: 5	Financial Accounting ECTS: 5	Fundamental Business Economics ECTS: 5	Scientific Methods I ECTS: 5	Information Management and Information Systems ECTS: 5 / Project ECTS: 5
1. SEMESTER	Problem Oriented Understanding of Society ECTS: 12	Economic, Social and Political Development (including project) ECTS: 13	Social Science Methodology ECTS: 5		

The description of each course from the table below is provided

Weeks credits	I		II		III		IV		V		VI		ARE YOU COMING		VIII		IX		X		XI		XII		XIII		XIV		XV	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
semester I	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩
semester II	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥
semester III	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥
semester VI	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥
semester V	🟩	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥
semester VI	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥

Share activities per semester (%)

Weeks	I	II	III	IV	V	VI	ARE YOU COMING	VIII	IX	X	XI	XII	XIII	XIV	XV
Courses (theory)	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥
	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥
	🟩	🟩	🟩	🟩	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥
Project	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟥

Program structure at UOG

Business and Management Studies

	semester	CATS / hours	Course unit
Level 4	**1; 2**	**30/300**	**Personal and Professional Portfolio**
	1	**15/150**	**The Global Business Environment**
	1	**15/150**	**marketing Principles**
	1	**15/150**	Report and Essay Writing for Non-Native Speakers of English
	2	**15/150**	**management Contexts**
	2	**15/150**	**Understanding Business and Financial Information**
	2	**15/150**	English For Academic And Professional Purposes
		120/1200	
Level 5	**1; 2**	**30/300**	**Managing Business Operations**
	1/2	**15/150**	**Managing Human Resources**
	1/2	**15/150**	**marketing Management**
	1/2	**15/150**	**Managing International Business**
	1/2	**15/150**	**Finance and Accounting for Decision Makers**
	1	**15/150**	Academic Writing for Non Native Speakers of English
	2	**15/150**	English for Academic Purposes 2
		120/1200	
	semester	CATS / hours	Course unit
Level 6	**1; 2**	**30/300**	**And Sustaining Building Strategy**
	1/2	**15/150**	**strategic Marketing**
A minimum of 45 CATS	**1; 2** *or* **2**	**30/300** *or* **15/150**	*Research Dissertation* *or* *Investigational Study*
	1; 2 *or* **1** *or* **2**	**15/150** *or* **15/150** *or* **15/150**	*Advanced Academic Skills* *or* *Managing Change* *or* *Corporate Financial Management*
	1/2 *or* **2**	**15/150** *or* **15/150**	*Advanced Academic Skills* *or* *Strategies for Globally Responsible Leadership*
		120/1200	
	Which other CAN modules count Towards the Requirements		
Min. of 45 CATS	**1 ; 2 or 2**	**15/150**	*Corporate Accountability*
	1	**15/150**	*Managing Operations Globally*
	1	**15/150**	*Cultural Issues in Management*
	2	**15/150**	*New Business Enterprise*
	1	**15/150**	*Developing Business Through People*

CATS - Credit Accumulation and Transfer Scheme
1 point = 10 hours CATS