

Bachelor's degree programme in „Law” at MSU

State University of Moldova

Work Package 4

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1. INTRODUCTION

The purpose of this Work Package - WP4 - is to develop a bachelor's degree programme at the Faculty of Law, based on the implementation of PBL methodology, student centered teaching and learning, active learning at the State University of Moldova. Specifically, this report will propose an innovative bachelor's degree programme based on PBL at the Faculty of Law, implemented since 1 September 2017.

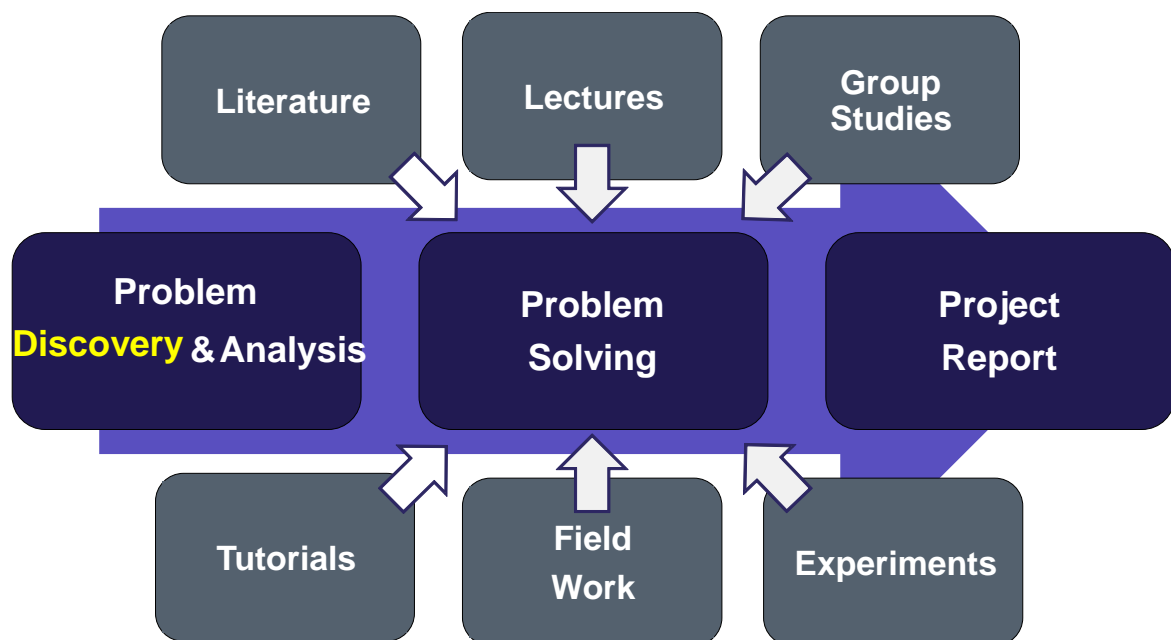
In this report, we rely on the findings outlined in WP2 and WP3 that we have developed in 2015-2017. We also rely on the experience we have accumulated during our study visits and staff mobility at EU partner universities as well as the experience gained during the PBL training sessions offered by EU project partners in Chisinau.

1.1 KEY ASSUMPTIONS

There is no PBL model suitable for all purposes. However, PBL-based models are mainly based on two key assumptions:

1. The first assumption is that work on the project is in the *center*, at the basis, consisting of discovery and problem analysis, problem solving and project report (Figure 1).

Figure 1: PBL Model at AAU: An example

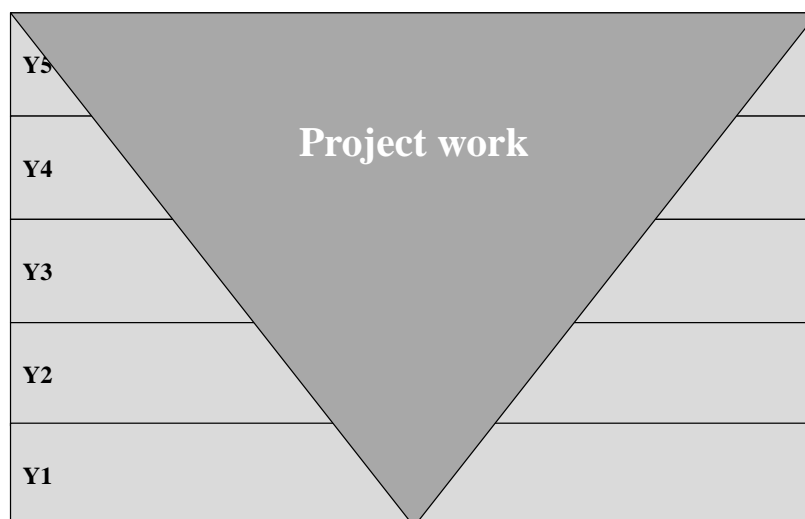


Source: AAU, 2017 (the word "Discovering" is introduced by Romeo V. Turcan)

2. The second assumption assumes that other teaching and learning (face-to-face) activities such as literature, lectures, group studies and tutorials are designed to *support* work on the project.
3. The third assumption relates to the relationship between work on the project and face-to-face activities. In the context of this report, wholly based on PBL, this means a study programme

in which there is a 50:50 sharing between student work on the project and face-to-face activities (such as lectures, seminars, workshops, laboratories and experiments). An example of progression is presented in Figure 2. Of course, there are many ways to distribute the relationship between work on the project and face-to-face activities during the semesters; the main purpose is to achieve an approximate 50:50 time sharing for the duration of the study programme.

Figure 2: An example of 50:50 time sharing between project work and face-to-face activities



Source: Louise Faber, PBLMD 2016

These three assumptions were studied by the team of the Faculty of Law at SUM during study visits and mobility internships at EU partner universities. The development of the PBL-based bachelor's degree programme at the Faculty of Law is based on the researched experiences and on the curricula elaborated within the faculty.

1.2 EXPECTED OUTCOMES

This study programme was created for the Anglophone group of the Faculty of Law. It is expected that this concept will be extended to groups with teaching in Romanian if it is successful among students and teachers. Also, such a concept will help the Faculty of Law to facilitate the employment process of students in the workplace by attracting practitioners to the implementation and evaluation of the semester projects. Moreover, this programme will offer students the opportunity to apply to mobility projects, being already much better prepared to attend law courses in other universities.

2. OUR VISION ON THE BACHELOR'S DEGREE PROGRAMME BASED ON PBL - LAW

2.1 Overview

Study programme overview [Annex 1]

The purpose of the study programme

The Law Faculty of the State University of Moldova is the main provider of staff in the Law specialty for the labor market. Until 1992 the Faculty of Law was the only higher education institution training specialists in the field of law.

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

In this context, the law specialty aims at achieving the objectives through:

1. Forming the professional skills of the graduate based on the theoretical and practical training in the field of law.
2. Developing research skills in the field of jurisprudence based on scientific composition. In this respect, the specialist is trained to investigate contradictory issues in the jurisprudence.
3. Ensuring the conditions for multilateral development of the future specialist, the formation of the civic position and the ethical dimension of the personality.

Level and relationship with national and European qualifications frameworks [descriptors]

In the context of the 1999 Bologna Declaration, education ministers from 29 European countries have jointly stated that a European Higher Education Area will be set up by 2010 “in order to promote citizens' mobility and their employability and to increase the international competitiveness of European higher education systems”. The Bologna Process seeks to increase transparency and comparability of education systems across Europe.

The creation of the European Higher Education Area is also geared towards promoting the attractiveness and competitiveness of higher education institutions in Europe. By creating new courses and study programmes that correspond to processes of Europeanization and globalization, universities are qualified to compete to train foreign students. Therefore, in response to increasing mobility of students and teaching staff, universities offer an increasing number of courses, containing European or comparative components.

These initiatives reflect the measures directed towards the Europeanisation of higher education systems, which is a response to European integration, though they are only a Europeanization of the curriculum for legal disciplines. The impact of European integration has not yet led to a general review of the curriculum for legal disciplines, in order to fully adapt them to the Europeanization of law and legal practice.

Subsequent legal practice is not only an object of the curriculum of legal disciplines considered to be “national”, but also dependent on the national legislator or the legal professions. It should be noted that admission to the legal professions (lawyer, judge, prosecutor, and in some countries even legal counsel) remains subject to national regulations. As long as the requirements for admission to the profession remain influenced by the national system, the study of law will remain orientated towards national law and will therefore continue to be defined by national boundaries. This, in turn, leads to the unequivocal realization of the Bologna objectives, particularly with regard to legal education. Unlike other academic disciplines such as natural sciences, medicine, economics, psychology and other social sciences, which are not restricted by national boundaries in terms of the required knowledge, or the language in which they are studied, law remains embedded in a national legal system, in a national legal culture, but also in a national language, from a legal point of view.

This national orientation of the curriculum of legal disciplines makes it difficult to respond adequately to the needs of the new generation of graduates of law faculties, who at this stage are far less dependent on a single legal system. In order to pursue legal activities in this European legal environment, practitioners must be able to cross national borders, not only physically but also intellectually. They must be able to adapt to the constantly changing European law in order to understand the European origins of the extension of national law and to communicate effectively with practitioners from other jurisdictions. Educating the new generation of graduates requires reconsideration of the curriculum of legal disciplines and increasingly calls for a curriculum of legal disciplines with European vocation.

Duration – full-time studies and part-time studies

The duration of full-time studies is 4 years, and part-time studies – 5 years.

Key and distinctive features (characteristics)

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

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

Methodology / approach to learning and teaching, including assessment and workload

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

The process of implementing the PBL model in higher education institutions is a long-lasting one, as demonstrated by the experience of different institutions abroad.

The most effective way to train professional competences is the PBL (problem-based learning) strategy, which is done through projects. The application of group projects contributes to the creation of favorable conditions for the formation of general competences, which are transversal. Teamwork shapes the system of attitudes, values and behavior of the person, prepares them for work in the work team.

Professional training through projects is a welcome strategy under the conditions of the 21st century as it favors the formation of competences and is not just about the accumulation of knowledge. The PBL strategy teaches the future specialist to identify a problem, study the work of the professional environment to propose solutions and implement them in practice.

Through the PBL strategy, the student becomes an active subject of his / her own professional training process. The PBL strategy fits perfectly and becomes an effective way of professional training in the current context of higher education, when emphasis is placed on work outside the classroom tailored to the needs of the labor market and the employer.

Employment and / or continuous training

The Republic of Moldova wants to join the EU, at least this is the position of the state's government. However, accession also requires compliance with the criteria announced at Copenhagen 1993 (political, economic, taking over political, economic and monetary union and *acquis communautaire*) and the criterion set out at the Madrid Conference in 1995 which sets out the requirement that administration and justice to have the capacity to apply community creation. Therefore, adherence necessarily implies the early training of specialists, using the experience of other candidate countries, as well as their own experience of adhering to the Bologna Process, only in recent years civil society has become aware of the importance of this supranational instrument, of the consequences of the accession act.

We must be aware that both legal science and the judiciary system can not function according to rules that correspond to other times and other needs, and success in the training of specialists in higher education institutions is conditioned by the level, scale and continuity of the scientific approach subordinated to this scope.

The reality is such that civil servants, judges, prosecutors, diplomats, etc. have to deal with problems for which most of them have not been trained in the university system.

In recent years, Moldova has made progress in the process of cooperation with the European Union. Treaties have been signed with the European Union, such as the Joint Aviation Area Agreement, the Energy Community Treaty, the Association Agreement with the European Union and its Member States, which was provisionally implemented on 1 September 2014. Moldova also obtained a liberalized visa regime with the EU and its Member States.

Successful implementation of current contractual obligations and future activities require new knowledge. Moldova continues to assume its obligations, which require the harmonization of Moldovan legislation with the requirements of EU legislation and its implementation in practice by public institutions, law enforcement bodies and the judiciary system. Work has already begun.

Knowing the new results of the scientific investigations and those presented in the specialty literature, modernizing law education on the basis of Western university experiences becomes today not only a fad but a necessity. Things evolve in such a way that specialists are needed in a short time. The Republic of Moldova must develop a legal system that will enable it to deal with the problems related to the direct application and the direct effect of the International Law and the European Union on the one hand and, on the other hand, the modification suffered by the internal law because of the pressure of the Strasbourg Court today and the Luxembourg Court in the future.

Overall learning outcomes of the study programme

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

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

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

Upon completion of the bachelor’s degree (Cycle I), the student must have the following *general competences*:

1. Ability to learn independently;
2. Ability to respect and develop values and professional ethics;
3. Ability to practice as a member of a team;
4. Ability to solve problem situations;
5. Capacity to make decisions independently;
6. Have sufficient knowledge of foreign language to be able to work effectively in the legal field;
7. Ability to use information technologies in research and legal practice.

Professional competences:

1. Knowledge of the legislation of the Republic of Moldova, European legislation and other international legal instruments;
2. Knowledge of concepts, theories, paradigms and methodologies in the legal field;
3. Using the knowledge necessary to collect data and information about a specific matter of law;
4. Using the methods applicable in the field of law;
5. Applying specific techniques and instruments in the legal field to solving practical problems;
6. Using a wide range of techniques, methods and procedures in order to enunciate interpretative solutions of normative acts;
7. Initiation and detection of legal problems proposed for solving in the legal activity process.

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

In order to ensure the effective application of the PBL model, it is necessary to develop the following specific competences:

1. Awareness of the key issue in the area of interference between legal fields,
2. Making a diagnosis of research problems and formulating judgments based on incomplete or limited information,
3. Showing leadership and innovation skills in a context of learning that is unknown, complex and unpredictable, and which requires problem solving involving many interfering factors,
4. Critical evaluation of the strategic performance of the teams,
5. Communicating research results, methods to a specialist audience, using appropriate techniques,
6. Manifestation of an active behavior towards a series of social, scientific and ethical aspects that occur in collaboration.

2.2 Semesters

2.2.1 Semester 1

The theme of the semester: The Constitution - the fundamental law of the country.

According to p.25 of the Framework-plan for higher education ¹, following the function in initial professional training through general competences and specific competences, the course units / modules offered will be grouped into the following components: In the first cycle and in the integrated study programmes: a) the fundamental component (code F); b) component for general skills and competences (code G); c) socio-humanistic orientation component (U code); d) the

¹ Framework-plan for higher education, approved by the Order of the Ministry of Education of the Republic of Moldova, No. 1045 of October 29, 2015, available on-line:
http://mecc.gov.md/sites/default/files/ordinul_nr_1045_din_29.10.2015_plan-cadru_pentru_studii_superioare_ciclul_i_-_licenta_ciclul_ii_-_master_studii_integrate_ciclul_iii_-_doctorat.pdf

specialized component - basic and secondary, in the case of concomitant training in two related fields (code S).

We mention that during the first semester, the fundamental component includes such disciplines as: The general theory of law and Constitutional law, the general component is attributed to the ICT disciplines and physical education, the component of socio-humanistic orientation includes the disciplines of Philosophy, Psychology, Politology and Sociology, specialty component - Romanan private law and Legal-Itate institutions.

In general, the subjects / disciplines included in the first semester are aimed at forming general views on the legal system in the Republic of Moldova, forming a basis for the formation of in-depth knowledge in the field of law.

In the first semester, the **students will complete the project in the subject of Constitutional law**. Constitutional law is a fundamental course which, according to the educational plan, is studied at course I because it contains rules laying down general binding principles for all branches of the national legal system.

This discipline is meant to familiarize and train the students of the faculty of law regarding the foundations of state organization, the constitutional principles regarding the legal status of the person, the electoral system, the way of organizing and functioning of the system of public authorities in the country for the protection and guarantee of rights and the freedoms of the man and the citizen.

The university course of constitutional law is organized in order to achieve the **professional training objectives: knowledge, application, integration**. The level of knowledge implies the accumulation of the theoretical knowledge regarding the object of study of the discipline and the formation of the theoretical and conceptual basis in the field of constitutional regulations of the Moldovan government. At the level of application of knowledge, students will acquire skills and abilities to argue and generalize the link between different elements, such as: principles and norms, norms and relationships. The objectives of the integration level involve the formation of the capacity to solve various atypical situations of problem, the manifestation of the personal attitude towards the constitutional principles and provisions, different phenomena through the application of theoretical knowledge and practical abilities, including by offering students a comparative perspective of the constitutional regulations of the most important legal issues such as state power, political institutions, human rights and freedoms, the balance of executive, legislative and judicial power.

Learning objectives:

- knowledge of concepts, theories, paradigms and methodology in the field of public law, and especially of constitutional law;
- comparison of constitutions by form, modalities of adoption, revision and repeal;
- estimating various forms of constitutional control.
- assessing the legal possibilities for revising the Constitution;
- identifying the main elements and characteristics of the state;
- appreciation of the form of government, the form of the state structure and the political regime in the Republic of Moldova;
- argumentation of the legal status of foreign citizens and stateless persons in the Republic of Moldova;

- determination of the legal status of public authorities in the state;
- use of knowledge in collecting data and information on specific legal issues;
- application of the legislation of the Republic of Moldova and other European and international legal instruments;
- application of specific legal techniques and tools to solving practical problems;
- expressing their own visions of regulations or legal collisions;
- use of techniques, methods and procedures to formulate interpretative solutions to legal norms;
- formulating proposals to improve the existing legal framework;
- efficient use of communication resources, sources of assisted training, both in Romanian and in an international language.

Learning outcomes:

- classifying existing issues regarding the constitutional law topics;
- submitting recommendations and substantiating them to solve certain concrete problems that affect the implementation mechanism of constitutional legislation regarding the establishment, maintenance and exercise of state power;
- correct interpretation of constitutional control forms;
- applying the norms of law in solving practical problems in the field of constitutional law;
- identifying the form of government, the form of the state structure and the political regime in the Republic of Moldova, but also their development and change in our state;
- elaboration of action plans that can be related to the concrete situations in the activity of the institutions, the authorities in the realization of the power of the people.
- analysis of the way in which public authorities are organized and operating;
- estimation according to certain criteria, principles, notions and categories of constitutional law expressing their critical or interpretative opinion on certain relevant issues;
- argumentation of the degree of interaction between the public interest and the private interest in the realization and guaranteeing of constitutional rights and freedoms;
- determining the problems raised by the public authorities regarding the improvement of the legal framework in the Republic of Moldova;
- drafting proposals on the application of EU Member States' standards in national law.

Year I, Semester I

	Module	ECTS	Form of assessment
	General theory of law	6	E
	Constitutional law	6	E+P
	Private Roman law	5	E
	Legal-state institutions	5	E
	ICT	4	E
	Philosophy Psychology Politology Sociology Physical education	4	E C
	Total	30	6 E

Forms of organization of training.

Direct contact (lectures and seminars) - 45 hours + 45 hours.

The lectures allow the exposition and explanation of the fundamental and operational concepts of administrative law included in the discipline curriculum.

Seminars capitalize active-participatory methods to increase the intellectual potential of students by engaging a personal effort during their training and preparation for active and responsible professional activity.

Individual work - 90 hours. Individual work is done as a project. The project is being developed in small groups of 4-5 people.

Total: 180 hours - 6 credits

The main methods used in the Constitutional Law discipline are: problem-based learning, debate, case study.

Strategies for evaluating academic results, including indicating how the final grade is calculated.

The final grade in the discipline sums up the result of the semestrial assessment (activity in the theoretical lessons, practical lessons, the result of the individual work) and *the grade obtained in the examination*. The result of the semester assessment is 60% of the final grade, and the exam grade is 40%.

The *semester assessment* includes 4 grades:

Grade 1. Testing 1.

Grade 2. Testing 2.

Grade 3. Current assessment (written and oral form).

Grade 4. Individual work.

Each grade will be 25% of the semester grade. In order to be admitted to the exam, each of the four mentioned grades must be positive.

The evaluation of the individual work (project) will be done by the internal evaluator (the teacher-course holder) and, as the case may be, the external evaluator (the potential employer).

If the project is to be carried out in a group, each member of the student team will be evaluated individually, depending on the effort made to develop the project.

The student assessment scale is presented in Annex 6.

The evaluation is monitored by the vice-rector for didactic activity and the quality assurance committee of the SUM. The evaluation is also monitored by the dean and the quality assurance committee within the faculty².

The potential employers play an important role in **monitoring** work on the project. In particular, the Public Law Department has close working relations with the Constitutional Court, the

² See: p.8.1.1. and 8.2.1. of the Institutional Regulation on evaluation of academic efficiency approved by the SUM Senate.

Parliament, and the Government. Thus, during the last years the first year students participated in the national and international conferences organized by the Constitutional Court, in which they presented the results of the researches carried out in the realization of the projects in the group.

The **revision** of the curriculum to the Constitutional Law discipline takes place periodically according to the changes in the legislation and obligatory with the consultation of the practitioners. For example, one of the authors of the current curriculum at this discipline is former ex-president of the Constitutional Court of the Republic of Moldova.

2.2.2 Semester 2

Theme of the semester: Public administration and administrative reforms.

Semester 2, as well as the first semester, contains fundamental, general disciplines; socio-humanistic and specialty orientation, with the role of helping to deepen the general knowledge gained during the previous semester, and to improve the skills of project development.

The project in the second semester is to be elaborated in the discipline of Administrative law (part of the specialized component) for the following reasons:

- Administrative law is a discipline that is closely linked to constitutional law, both of which are part of public law. Having already acquired practical knowledge and skills in the constitutional law discipline, students can develop skills for synthesis, solving practical problems in the field of public law;
- lately there are many practical problems faced by public administration authorities, so students can come up with concrete solutions to how to apply existing administrative rules;
- the administrative rules are constantly changing, the students are to come up with their own ideas for improving the legislation according to the changes that occur in the society.

Although the project is to be developed within the administrative law discipline, it may have an **interdisciplinary character**, containing elements from the subjects studied in semester I and II.

The curriculum of Administrative law discipline focuses on behavioral levels with a different degree of complexity: knowledge, application and integration. The level of knowledge involves the accumulation of theoretical knowledge, the formation of the conceptual basis in the field of administrative law. The application involves the training of the abilities typical of the administrative law discipline, the development of the capacities to translate the theoretical knowledge into practice. The aim of the integration is to build the capacity of transfer of the theoretical knowledge and practical abilities in atypical situations, to solve the cases, to solve complicated tasks, to formulate the position and to argue the solutions.

This discipline is meant to familiarize and train the students of the law faculty with the legal mechanisms for organizing and functioning of the public administration system and the executive power in the state. By acquiring theoretical knowledge, the students are simultaneously trained in their practical application by analyzing the legislation in the field and through the synthesis of the national and international judicial practice. At the same time, the academic course “Administrative law” aims to integrate the theoretical and practical knowledge in solving problem situations, case studies, in formulating proposals for improvement of the administrative law norms.

Year I, Semester II

	Module	ECTS	Form of assessment
1.	Civil law (introduction and persons)	6	E
2.	Administrative law	6	E+P
3.	Criminal law. The general part (1)	6	E
4.	History of Romanian law Legal philosophy	4	E
5	Foreign language	4	E
6	Economy History of European culture and civilization European integration The culture of interpersonal and organizational communication	4	E
7	Physical education		C
	Total	30	6 E

Learning objectives and outcomes

- identifying legal issues, specific to administrative law;
- classifying legal issues according to the institutions of administrative law;
- choosing the most efficient method / procedure for collecting data and information on the concrete problem of administrative law;
- evaluating data and information gathered / accumulated from the point of view of utility for the issue of administrative law.
- distinguishing the national, European / international normative acts applicable to the administrative field;
- identifying the administrative law rules applicable to solving a concrete problem of administrative law;
- correctly interpreting the applicable administrative law;
- justifying the application of an administrative legal rule to the concrete situation;
- establishing the correlation between the national administrative law and the European / international norm;
- analysing the national legal framework in the field of administrative law and to propose solutions for its adjustment to the European / international legal framework;
- deciding on the various practical situations on the basis of accumulated knowledge and take into account the provisions of the administrative legislation;

- drawing up action plans that can be related to the concrete situations in the activity of public administration authorities.

Forms of organization of training.

- *Direct contact* (lectures and seminars) - 30 hours + 45 hours.
- *Individual work* - 105 hours. Individual work is done as a project. The project is being developed in small groups of 4-5 people

Total: 180 hours - 6 credits

In the case of administrative law, the number of hours envisaged for direct contact is lower than for constitutional law. Instead, hours for individual work are higher, allowing students to spend more time working on projects.

In terms of teaching-learning methods, types of assessment, grading system, monitoring, these are identical to the information presented for semester I.

2.2.3 Semester 3

Theme of the semester: Other main real rights (dismemberment of property rights).

Semester 3 contains fundamental, general disciplines; socio-humanistic and specialty orientation, with the role of helping to deepen the general knowledge gained during the previous semester, and to improve the skills of project development.

The project in the third semester is to be elaborated in the subject of Civil Law The real rights (belongs to the specialized component) for the following reasons:

- Civil law - the fundamental discipline of private law
- lately there are many practical issues related to property rights and other real rights.
- civil norms are constantly changing, students are expected to come up with their own ideas for improving the legislation according to the changes that occur in society.

Dismemberment of property rights is a deep study of the main real rights as the right of usufruct, right of use, right of habitation, servitude right and superficies right.

The objective of this optional course is the real legal relations.

The need to study these real rights is dictated by the reforms that have taken place in recent years, as well as the inclusion in the new Civil Code of the rules governing these real rights.

	Module	ECTS	Form of assessment
1.	Criminal law. The general part (II)	6	E
2.	International public law	6	E
3.	Contraventional law	5	E
4.	Civil law (real rights)	5	E+P
5	Financial law	4	E
6	Diplomatic good practices and techniques Juvenile delinquency Medical law Comparative legal systems	4	E
	Total	30	6 E

Learning objectives:

- having the theoretical knowledge of the rules of other main real rights;
- determining the object of study of the dismemberment of the property right;
- interpreting the civil legal norms governing the real relations;
- establishing the correlation between the doctrine of civil law and the judicial practice regarding the real rights;
- classifying the applicable rules of civil law to resolve legal relationships other than civil matters;
- determining the object of study of other main real rights;
- establishing the role of other key real rights in civil law.

Learning outcomes:

- developing proposals for the *law ferenda*;
- assuming responsibility for the consequences of errors caused by incorrect application of the law;
- continuously improving the ability to operate with presumptions strengthened in civil law;
- highlighting the contradictions between the norms in a normative act, as well as between norms included in various normative acts;
- identifying the particularities of the exercise of other real rights;
- applying the new regulations from the main real rights in the context of their historical emergence and development and in line with judicial reforms;
- applying some arguments of legal logic, applying the theoretical knowledge to situations in the judicial practice
- establishing the place of real rights in civil law
- establishing the correlation between the doctrine and the practice of real rights
- being aware of the fact that real rights can have other meanings different from those in the current speech, literature or philosophy
- establishing the correlation between the real rights doctrine and the judicial practice.

- developing written and oral scientific communication in the elaboration and presentation of the bachelor thesis.

The final grade in the discipline sums up the result of the semestrial assessment (activity in the theoretical lessons, practical lessons, the result of the individual work) and *the grade obtained in the examination*. The result of the semester assessment is 60% of the final grade, and the exam grade is 40%.

The *semester assessment* includes 4 grades:

Grade 1. Testing 1.

Grade 2. Testing 2.

Grade 3. Current assessment (written and oral form).

Grade 4. Individual work.

Each grade will be 25% of the semester grade. In order to be admitted to the exam, each of the four mentioned grades must be positive.

The evaluation of the individual work (project) will be done by the internal evaluator (the teacher-course holder) and, as the case may be, the external evaluator (the potential employer).

If the project is to be carried out in a group, each member of the student team will be evaluated individually, depending on the effort made to develop the project.

The elaboration of the project must lead to students' understanding of the actuality of the different components of the visions of development, moreover to the understanding that they are not mutually exclusive, but live today in theory and especially in the practice of development. We believe that this is the most open and fertile context in which a systematic reflection and an academic debate, even a political one, about the possibilities of development of the contemporary society can truly be fruitful.

In terms of teaching-learning methods, types of assessment, grading system, monitoring, these are identical to the information presented for the semester 2.

Grade at the bachelor's degree exam	ECTS scale
10	A
9	B
8	C
7	D
5/6	E
4	FX
1/2/3	F

2.2.4 Semester 4

The theme of the semester: Legal-criminal protection of the right to life

Learning objectives and outcomes:

In accordance with the discipline curriculum, within Semester 4 of the Criminal Law discipline. The Special Part, there will be set the following **objectives** to the students:

- to distinguish offenses that involve certain similarities;
- to describe the objective and subjective signs of the incriminated facts in the Special Part of the Criminal Code;
- to identify the constituent elements of the offenses, which are not explicitly specified in the corresponding incriminations;
- o interpret the special criminal rules;
- to determine the correct solutions to the practical problems concerning the matter of the Special Part of Criminal Law;
- to establish links between the rules of the Special Part of the criminal law and the reference norms of extra-criminal normative acts;
- to justify the need to include some or other facts under the criminal law framework;
- to constantly interact with colleagues and other stakeholders until the essence is raised in a matter relating to the legal framing of a crime;
- to assess the effectiveness of the rules making up the Special Part of the Criminal Law of the Republic of Moldova;
- to re-evaluate the process of criminalization, decriminalization and recrimination of facts in the Special Part of the local Criminal Law;
- to influence, through publications and scientific communications, the process of creating, interpreting (official) and applying special criminal rules;
- to contribute to the legal culture of the population as regards the Special Part of Criminal Law.

Achieving these objectives will lead to the following **outcomes**:

- students will gain analytical and synthesis skills that can be applied to solving legal-criminal problems;
- students will be able to do justice to the criminal deeds and will be able to argue the proposed solutions;
- students will be able to interpret criminal law rules and identify legal loopholes;
- students will gain working skills with judicial practice and will be able to solve concrete cases;
- students will be able to develop *law ferenda* proposals and argue each proposal using both doctrinal views and comparative analyses of foreign criminal laws;
- students will be able to explain criminal law elements to the non-jurists.

Progress from one semester to another and within the semester:

Criminal law. The Special Part is the discipline that continues in the discipline Criminal Law. General Part studied in previous semesters. Within the General Part, students get familiar with the principles of criminal law, the way of applying the criminal law, the concept of offense, the elements

and signs of the offense, the criminal responsibility, the individualization and the application of criminal punishment and the causes that eliminate the consequences of the conviction. Thus, studying the General Part, students are able to distinguish and analyze the most important institutions such as crime, criminal liability and criminal punishment.

At the same time, the didactic units within the discipline Criminal Law. Special Part (I) refers to specific criminal offenses, such as: crimes against peace and human security, war crimes; offenses against the life and health of the person; offenses against the person's freedom, honor and dignity; sex life offenses; offenses against political, labor and other constitutional rights of citizens; offenses against patrimony; offenses against family and minors. Within this discipline the students learn how to distinguish the elements and signs for each concrete offense, as well as how to perform the legal framing of each criminal offense using the knowledge obtained under the discipline Criminal Law. General Part.

Both the General Part and the Special Part of the Criminal Law follow the sequence of the technical-legislative units of the Criminal Code. Thus, the students progressively and consecutively learn how to apply the legal-criminal norms in concrete situations, as well as the correlation between the norms of the General Part and the Special Part in case of solving the legal-criminal problems. Students will also be able to determine how legal-criminal norms are used by different practitioners, such as prosecutors, judges or lawyers.

The theme of the project within this semester is related to other subjects already studied in previous semesters, such as constitutional law, criminal law (general part). The main objective of this project is to help students learn to make an interdisciplinary analysis of the subject, grounding their research on the provisions of national legislation, international instruments and doctrinal opinions. Under this project, students need to identify legal loopholes, study national and international judicial practice, and formulate their own opinion on the proposed topic. The purpose of this project is to teach students writing and research / legal argumentation skills, skills that each legal adviser needs. The project will also help students learn critical thinking skills and address concrete cases of violation of the right to life.

Workload and description of methods of teaching and learning to work on the project:

Workload: within this semester, the course Criminal Law. Special Part is granted a total of 150 hours, of which 75 for lectures and seminars and 75 for individual work or semestrial project.

Teaching and learning methods: in accordance with the discipline curriculum and based on the reference objectives of the subject being taught and taking into account the specificities of the participants' composition, the teacher will be able to choose one way or another to involve the student in the teaching-learning-evaluation activities : individual; in pairs; in small groups; in large groups. Group activities have the role of meeting the communication needs of the participants, representing at the same time a means of socialization, as well as training sources and a framework for the affirmation of its members. Group training activities will be applied as one way of combining individual and collective training. Techniques and methods of training: interactive lecture; modern lecture, assault of ideas, case studies, discussions, debates, role play, problem solving, exercises, including experimental, individual research studies, etc.

Taking into account the fact that the students have been trained on the methods of accomplishing the individual work, during this semester we will focus on guiding and consulting the groups of 4-5 students and the constant communication during the semester (including by e-mail) about project realization and group needs.

Methods and types of assessment:

In accordance with the discipline curriculum, the assessment will be as follows:

A. Semestrial assessment, to be achieved through:

- 1) *testings* – 2 mandatory tests that will contain tasks with objectives for measuring knowledge, professional capacities and skills;
- 2) *current assessment* - student participation in practical classes; performing individual activities in pairs and in groups; solving case-studies; resolving the multiple-choice tests; continuous feedback;
- 3) *individual work* - elaboration of reports and papers on a topic proposed for research as an individual work; carrying out a case study on a concrete theme. Presenting the results of research projects.

The semester grade is calculated based on the average grade on current assessments, grades from the 2 tests and the grade for individual work.

B. Final evaluation, which will consist of a written exam at the end of the semester, with the purpose of presenting the answers to the theoretical subjects analyzed at the lectures and practical classes, as well as solving the practical cases regarding the legal framing of the facts in agreement with the rules of qualification of the offense.

Monitoring and review:

At the end of the semester, the teacher together with the students will discuss the results of the research projects, the advantages and disadvantages of the group project, as well as how to promote and present the results of each research project in student legal events.

	Module	ECTS	Form of assessment
1.	Civil law. General theory of obligations	6	E
2.	Criminal law. Special part (I)	5	E+P
3.	Tax law	4	E
4.	EU institutional law	5	E+P
5.	Family law	4	E
6.	Law of armed conflict Comparative criminal law Information law Organization of legal professions Legal regime of real estate	4	E
7.	The right to social protection Internship of initiation into the specialization	2	E
	Total	30	7 E

In recent years, Moldova has made progress in the process of cooperation with the European Union. Treaties have been signed with the European Union, such as the Association Agreement, the Common Aviation Area Agreement, the Energy Community Treaty, the Association Agreement with the European Union and its Member States, which was provisionally implemented on 1 September 2014. Moldova has achieved a liberalized visa regime with the EU and its Member States.

The reality is such that civil servants, judges, prosecutors, diplomats, etc. have to deal with problems for which most of them have not been trained in the university system. It is true that most of them in the past did not have the opportunity to study European law, community law, etc., but according to the hopes of association with the EU, and, in the long-term, of accession they may become state officials, prosecutors, lawyers who will have to work under EU law.

The project in the fourth semester will also be developed in the EU institutional law discipline (part of the specialty component) for the following reasons:

- graduates of law faculties face a world where law and its practical application are undergoing continuous transformation, due to European integration and globalization. These developments inevitably generate new challenges for legal education. Europeanization of law and legal practice requires the training of a new generation of law graduates,
- the harmonization and unification of legislation as a result of the European integration process contributed not only to the development of European Union (EU) legislation but also to the Europeanization of national legislation. The influence of European law, which also includes the European Convention on Human Rights in the broadest sense of the term, can not be denied in the field of constitutional, administrative, private and criminal law of the Member States,
- the Europeanisation of law, the science of law, legal practice and legal culture must inevitably be reflected through a significant impact on legal education,
- the successful implementation of current contractual obligations and future activities require profound knowledge in the field of EU law. Moldova continues to assume its obligations, which require the harmonization of Moldovan legislation with the requirements of EU legislation and its implementation in practice by public institutions, law enforcement bodies and the judiciary system.

The discipline - Institutional law of the European Union - includes three levels of competence: knowledge, application and integration. Knowledge focuses on the formation and development of advanced competences in the field of EU institutional law, necessary for the critical understanding of the concepts, theories and principles in the institutional law of the European Union. Application is related to the process of training and development of the research skills in the field of European Union institutional law, necessary for the preparation of the students for the purpose of investigating contradictory concepts in the field. Integration involves the formation and development of competences for the transfer of theoretical knowledge and practical skills in atypical situations, their application in problem situations.

The European Union institutional law is a university education discipline which examines the set of legal rules governing the establishment of the European Communities and the European Union, the structure of the European Union institutions, the bodies and agencies of the Union, as

well as their organization and functioning. It is a fundamental discipline in relation to the other substantive disciplines of the European Union (European Union's Law of Business, European Union's Environmental Law, etc.), and in the perspective of association with the EU - and for the classical disciplines studying the internal law for the concrete delimitation of state competences than those of the European Union.

Learning objectives and outcomes

- to distinguish the forms of European integration and the processes involved;
- to describe the European Union's regulatory framework;
- to substantiate the essence of some institutions involved in EU decision-making;
- to demonstrate the relationship between EU institutional law and Public international law;
- to identify the particularities of EU Institutional Law in comparison with Public International Law vis-à-vis the institutions involved;
- to choose the most efficient method for gathering data and information on the interpretation of clauses of constituent treaties in line with the case-law of the EU Court of Justice;
- to argue the effectiveness of the methods used to collect data and information on the determination of the relationship between EU Institutional law and the national law of EU Member States in the light of the case-law of the Court of Justice of the EU;
- to interpret national legislation in terms of compatibility with the commitments made by Moldova in the context of the implementation of the Association Agreement with the EU;
- to identify the rights and obligations of the Republic of Moldova stemming from the status of the state associated with the EU as well as the consultation and negotiation processes with the EU institutions and ways to maximize the benefits of association with the EU;
- to determine the prospects for the development of EU Law as a tool for achieving the European integration policy of the Republic of Moldova;
- to formulate legislative and institutional changes based on European Union standards;
- to develop projects of EU relevance in the context of the harmonization of national legislation with EU law;
- to predict the evolution of the institutional system of the EU;
- to express the way in which the EU institutions are organized;
- to interpret the benefits and costs of joining the EU;
- to analyze the direct effect of EU law;
- to express their own views on the future status of the RM in relation to the EU;
- to compare the competences of the EU institutions with regard to accession and withdrawal processes within the EU;
- to distinguish the EU's enlargement policy and the EU's Neighborhood Policy;
- to compare EU external and internal competences (EU exclusive competences shared between the Union and Member States, and support, coordination or complementarity competence);
- to use the methods specific to the jurisprudence of the EU Court of Justice in the process of elucidating the legal essence of one or another EU institution;
- to express their own visions on the RM-EU institutional framework;
- to establish the new legal framework of the RM and EU relations (Implementation of the Association Agreement);

- to interpret national legislation in terms of compatibility with the provisions of the Association Agreement.

Forms of organization of training.

Direct contact (lectures and seminars) - 45 hours + 30 hours.

The lectures allow the exposition and explanation of the fundamental and operational concepts of administrative law included in the discipline curriculum.

Seminars capitalize active-participatory methods to increase the intellectual potential of students by engaging a personal effort during their training and preparation for active and responsible professional activity.

Individual work - 75 hours. Individual work is done as a project. The project shall be developed in small groups of 4-5 people.

Total: 150 hours - 5 credits.

The main methods used in the EU Institutional Law discipline are: problem-based learning, causal-comparative research projects, debate, case study.

Strategies for evaluating academic results, including indicating how the final grade is calculated.

At the end of the semester, which lasts for 15 weeks, the examination session takes place. In order to be admitted to each exam in part, the student must prove that he / she is ready for this exam. This is done through:

- two tests that take place during the semester. The student is admitted to the exam if he / she has both grades (greater than or equal to 5) in both tests;
- gaining the passing grade to the current success, that is the activism that the student showed in the discipline concerned during the semester and the degree of preparation for each seminar are appreciated;
- getting the promotion grade for individual work. The assessment of the individual work (project) will be done by the internal evaluator (the teacher-course holder) and, as the case may be, the external evaluator (the potential employer). If the project is to be carried out in a group, each member of the student team will be evaluated individually, depending on the effort made to develop the project.

In order to be admitted to the exam, the student must have promotion grades for each of the components listed above.

The final grade in the discipline sums up the result of the semestrial assessment (activity in the theoretical lessons, practical lessons, the result of the individual work) and *the grade obtained in the examination*. The result of the semester assessment is 60% of the final grade, and the exam grade is 40%.

The potential employers play an important role in **monitoring** work on the project. In particular, the International and European Law Department has close cooperation with the Ministry of Justice and the Ministry of Foreign Affairs and European Integration. Thus, during the last years students of the second year attended national and international conferences, in which they presented the results of the researches carried out in the realization of the projects in the group.

The **review** of the curriculum to EU Institutional Law discipline takes place periodically according to changes in legislation and mandatory consultation of practitioners. For example, one of the authors of the current curriculum at this discipline is the Head of the Department of Harmonization of National Legislation with EU Standards in the Ministry of Justice.

2.2.5 Semester 5

The theme of the semester: Evidence and civil judicial probation

Semester 5, contains fundamental, general disciplines; socio-humanistic and specialty orientation, with the role of helping to deepen the general knowledge gained during the previous semester, and to improve the skills of project development.

The project in the 5th semester is to be elaborated in the Civil law discipline, the general part (belongs to the specialty component) for the following reasons:

- The judges form their vision of the activity of the courts of law and the quality of the act of justice, having regard to the direct contact with the judiciary system, the way in which justice is carried out and the effectiveness of the enforcement of the court orders. Functions of the civil process coincide with those of justice: the protection of legitimate rights, freedoms and interests, the restoration of the violated legal order and the safeguarding of democratic processes.
- Training within the discipline civil procedural law, the general part is focused on the development of the problem-based learning (PBL), and this method is implemented by academic and methodical academic staff together with students.
- The topic of evidence and civil judicial probation is of practical importance. Implementation implies the ability to correctly and systematically interpret current procedural law, the ability to detect legal shortcomings and contradictions and the ability to propose solutions to improve the legislation in place.

	Module	ECTS	Form of assessment
1.	Civil law. Translatable property contracts.	5	E
2.	Criminal law. The special part (II)	5	E
3.	Criminal procedural law. The general part.	6	E
4.	Civil procedural law. The general part	6	E+P
5.	Environmental law	4	E
6.	Criminology	4	E
	Total	30	6 E

Learning objectives and outcomes:

At the end of the semester the student shall be able to:

- determine the essence and identify the stages of the judicial probation;

- define the concept of judicial evidence;
- classify evidential facts;
- determine the subject of probation in concrete civil matters;
- compare the essence of the notorious facts and the established prejudices;
- assess the role of the court in filing the evidence necessary to prove the essential facts of the case;
- define the notion and determine the importance of the probable assumptions;
- classify evidence by various criteria;
- specify the admissibility and relevance of the evidence;
- apply in concrete cases the common rules on the assessment of evidence;
- formulate the grounds for the securing of evidence;
- determine the procedure for securing evidence before and after the trial;
- resolve case situations relevant for content units.

In the seminars, it is not customary to hear the students to report information according to content units, but taking into account these, students are mobilized to apply theoretical knowledge to solve certain tasks: at first purely theoretical, then more and more practical. Thus, even the grid tests elaborated by each teacher according to the updating of the normative framework are aimed at provoking the students' interest in the civil procedural law matter. Subsequently, at seminars, students are determined to solve open-question tests, effectively using all sources of information (codes, laws, comments, textbooks, official sites, etc.). The cheating problem basically does not exist. The experience of using this teaching method shows that in the beginning the students do not correctly estimate the difficulty of carrying out a task in the field of civil procedural law with the help of the sources, then the necessity of developing the skills of a professional jurist becomes the main motivation in the perpetuation of the professional training. The main ability that the students learn from these training strategies is to motivate, argue the solution identified.

Academic results are currently and finally assessed. Assessment of learning outcomes is done with grades from “10” to “1”. In the semester there are two current assessment sessions, distributed proportionally during the semester, which totalizes the intermediate situation of the success of each student. The individual work and performance of each student in the auditorium, as well as the results of the current assessments, are recorded in the academic group register and are taken into account in the semester final assessments with an average weight of 60 percent of the final grade. The examination at Civil procedural law, the general part is carried out orally and is based on tests developed on three levels: knowledge, application, integration.

The elaboration of the project in the 5th semester will require from the students a deep knowledge of Moldovan law in the field of civil process, the stages of the Judicial Probation Process and the notion of judicial probation, Relevance of the evidence and the admissibility of evidence, Securing evidence. Grounds for providing evidence. Providing evidence until the trial starts and after the trial is initiated. The project can be developed in collaboration with a court judge, prosecutor or lawyer who can implement the theoretical knowledge in practice.

2.2.6 Semester 6

The theme of the semester: The concept and classification of civil procedure documents.

The drawing up of civil procedure acts is one of the options students can use in the sixth semester while studying the special part of the civil process. In this way, prior to the internship, students are already able to provide sufficient legal assistance to legal persons and to honour professional assignments in the courts.

The increasing number of appeals in the courts shows indisputably that the citizens of the Republic of Moldova believe in justice and resort to it when they require their rights to be defended. Thus, access to justice is achieved under the law, and its effectiveness will depend on the factual and legal merits of the legal advisers' requests in courts. In other words, the more qualitative a request is made to the court either to initiate a civil trial or to support it during its examination, the attitude of the court materialized in various acts will be just and prompt. That is why the high quality and legal character of citizens' demands and actions in civil proceedings will also facilitate the not easy work of judges.

	Module	ECTS	Form of assessment
1.	Civil law. Service contracts. Successions.	5	E
2.	Criminal procedural law. The special part.	5	E
3.	Civil procedural law. The special part.	5	E
4.	Private international law	5	E
5.	Professional ethics	4	E
6.	Qualification of offenses Transport and insurance law Consumer protection law Drafting civil procedure documents Drafting criminal procedure documents Notarial law Legislative technique Legal protection of human rights International banking law	4	E+P
7.	Internship of initiation into specialty	2	E
	Total	30	6 E

Learning objectives:

At the end of the semester the student shall be able to:

- distinguish the national, European / international normative acts applicable to civil procedure acts;
- identify the procedural rules applicable to each category of civil proceedings;
- correctly interpret the applicable procedural rules;
- report procedural norms in international / European acts to concrete situations through the

lex fori principle;

- make proposals for compatibility of the provisions of the domestic civil procedural norms with the provisions of the European / international legislation;
- compare the doctrinal and practical experience in choosing the right interpretive solution of the civil procedural norm for each category of civil procedural law;
- interpret civil procedural rules relating to civil proceedings;
- use the methods specific to civil procedural law in the process of elucidating the legal essence of each category of act of civil procedural law;

Learning outcomes:

- learn correct, discreet and respectful ways of communicating with potential clients, as well as with magistrates in the process of judging civil cases;
- exercise conflict settlement skills between the parties to the dispute, using negotiation and mediation techniques;
- identify the need to ensure the confidentiality of personal data in the interaction with clients and adverse parties as well as magistrates;

As an individual work, it is envisaged to elaborate a project which may consist of the following acts that can have a practical aspect for the future lawyers, judges: **drafting applications for summons as well as other requests and inquiries in the civil process**: request to sue regarding the claim by the owner of the property in the unauthorized possession of another person, request to sue in respect of the defense of honor and dignity (professional reputation) and the perception of moral damages, request to sue in respect of reparation of the damage caused by a road accident, request to sue for the recognition of the null testamentary inheritance certificate, request to sue for the determination of how to use the land sector, request to sue in connection with the dissolution of the rental agreement and the eviction of the tenant, request to sue for marriage dissolution and sharing property of joint property of spouses, request to sue for the collection of the pension for the maintenance of the minor child, request to sue for the determination of paternity, request to sue for disqualification from parental rights, request for consent to adoption, request to sue in respect of the payment of salary for forced absence from work and reparation of moral damages, claim for damages in respect of compensation for the damage caused to the employee by an employer's fault, claim for damages in respect of compensation for the damage caused to the employer by the employee's fault while performing duties, claim for damages in respect of compensation for damage caused by the employer's fault through the death of the maintenance worker while performing duties, petition to sue on the liability of the organization for damage caused to a third party by the fault of its worker during the performance of his / her duties, request to sue in respect of the appeal against the decision, the action (inaction) of the public authority (the official), petition for the appeal against the normative act, petition to appeal against the decision of the election bureaus and the Central Electoral Commission on the violation of electoral law, making the references to the respective appeals.

Methods and types of assessment - Academic results are currently and finally assessed.

Assessment of learning outcomes is done with grades from "10" to "1". In the semester there are two current assessment sessions, distributed proportionally during the semester, which totalizes the intermediate situation of the success of each student.

The individual work and performance of each student in the auditorium, as well as the results of the current assessments, are recorded in the academic group register and are taken into account in the semester final assessments with an average weight of 60 percent of the final grade.

Forms of organization of training.

- *Direct contact* (lectures and seminars) - 12 hours + 45 hours.
- *Individual work* - 75 hours. Individual work is done as a project. The project shall be developed in small groups of 4-5 people.

Total: 120 hours – 4 credits

In the case of the course, the drawing up of civil procedure documents, the number of hours envisaged for direct contact is lower than for civil procedural law. Instead, hours for individual work are high, allowing students to spend more time working on projects.

2.2.7. Semester 7 and 8 (Year 4).

During the year 4 the students will do the specialty internship (15 credits) and the research internship (6 credits) during which they will accumulate the necessary data for the elaboration of the bachelor project. In general, for the bachelor examinations, 9 credits are allocated, of which the integrated examination contains 6 credits and 3 credits for the bachelor project (thesis) (*see Annex 4*).

Students perform the specialty internship and the research internship in various public authorities, but also in various structures, private organizations, where they have the opportunity to apply in practice the theoretical knowledge gained during the study and to identify some problems or situations to be solved. During the internship, students, working together with potential employers, develop their communication, critical thinking, and teamwork skills.

The bachelor thesis is an official report in written form, developed by independent research, which is a mandatory condition for awarding a qualification. The bachelor thesis is a synthesis work based on the knowledge and abilities accumulated by the student during the studies, the theoretical knowledge as well as the practical skills obtained at the fundamental and the specialized disciplines, the scientific research activity carried out within the scientific circles, etc.³

In fact, as stated in the Framework Regulation on the organization of the final bachelor examination⁴, *the bachelor project (thesis) assesses the competences of the graduates to carry out research, to apply the theoretical knowledge in the process of developing practical solutions specific to the field of professional training or the realization of the case studies.*

Students who have fully completed the “Law” educational plan, accumulating the number of credits set for the programme are admitted to bachelor examinations.

The final grade awarded as a result of defending the bachelor thesis is determined by the members of the Bachelor Committee. The Chairman of the Bachelor Committee is necessarily the representative of the public authority - the potential employer. Thus, evaluation is also provided

³ <http://istorie.usm.md/files/Ghid-metodic-pentru-elaborarea-tezelor-de-licenta-master-2013.pdf>

⁴ Annex to Order of the Ministry of Education no. 1047 of October 29, 2015, <http://usm.md/wp-content/uploads/2015/11/final-Reg..pdf>

through external evaluators, which ensures an increased objectivity of the appreciation of the student's learning outcomes.

Thus, studying for 8 semesters, under the present plan, requires the accumulation of 173 study credits following the attendance of theoretical courses and the accumulation of 67 study credits as a result of the development and defence of the projects developed in the team.

Although the number of credits gained as a result of group project development is not as high as in some European universities, such as Aalborg University, Denmark, however, we consider that for stage I, which is also a test stage, this is already a pretty big step in implementing the PBL model.

3. CONCLUDING REMARKS

The pilot programme in Law [Annex 2], implemented from the 2017-2018 academic year, is an attempt to adjust the programme to similar documents from European universities.

The strengths of this programme [Annex 2] are:

- orientation towards interdisciplinary deepening;
- reflecting the current needs of professionalisation;
- the active involvement of students in the process of knowledge accumulation and the development of new communication, group work skills, etc. in response to new modern knowledge and techniques that require problem solving;
- putting emphasis on training skills for practical problems solving;
- closer collaboration with potential employers by: offering specialty internship placements, employers' participation as external project evaluators, etc.

We consider that the pilot study programme, which contains as a basic requirement the elaboration of a minimum of one semester group project that solves a practical problem in the group, strengthens the practical skills of the future graduates, contributing to the increase of their employability chances.

Changes in disciplines curricula regarding PBL application make the content of disciplines more interactive and raise students' responsibility for training in the field, contribute to the training of students' ability to analyze critically the information and synthesize information, abstract thinking, evaluation of competing arguments and motivated decision making in solving problems. All these skills are essential to the field of law.

The application of group projects contributes to creating favourable conditions for the formation of general competences, which are transversal. Working in a small group forms the system of attitudes, values and behaviour of the person, prepares them for professional activity in a real work team.

Professional training through projects is a good strategy under the conditions of the 21st century because it fosters the formation of professional skills and is not just the accumulation of knowledge. The PBL strategy teaches the future specialist to identify a problem, study the work of the professional environment, propose solutions and put them into practice.

Through the PBL strategy, the student becomes an active subject of his / her own training process. The PBL strategy is an effective way of training in the current context of higher education, focusing on work outside the classroom, tailored to the needs of the labour market and the employer.

Annex 1: Our vision on the bachelor's degree programme in "Law"

Year I Semester I	F.01.O01 General Theory of Law	F.01.O.02 Constitutional Law (project)	F.01.O03 Roman Private Law
	S.01.O.04 Legal-State Institutions	G.01.O.05 ICT G.01.O.10 Physical education	U.01. A.06 Philosophy U.01. A.07 Psychology U.01. A.08 Politology U.01. A.09 Sociology
Year I Semester II	F.02.O.11 Civil law (introduction and persons)	F.02.O.12 Administrative Law (project)	F.02.O.13 Criminal Law. The general part (I)
	U.02.A.15 History of Romanian Law U.02.A.16 Legal philosophy	G.02.O.17 Foreign language G.02.O.22 Physical Education	U.02.A.18 Economics U.02.A.19 History of European culture and civilization U.02.A.20 European integration U.02.A.21 The culture of interpersonal and organizational communication
Year II Semester III	F.03.O.23 Criminal Law. General part (II)	F.03.O.24 International public law	F.03.O.26 Civil law (real rights)
	S.03.O.25 Contraventional law	S.03.O.27 Financial law	(project) S.03.A.28 Diplomatic usages and techniques S.03.A.29 Juvenile delinquency S.03.A.30 Medical Law S.03.A.31 Comparative legal systems
Year II Semester IV	F.04.O.32 Civil law. The general theory of obligations	F.04.O.33 Criminal Law. Special Part (I) (project)	S.04.O.34 Tax law
	S.04.O.35 EU Institutional Law (project)	S.04.O.36 Family Law	S.04.A.37 Armed conflicts law S.04.A.38 Comparative criminal law S.04.A.39 Information Law S.04.A.40 Organization of legal professions S.04.A.41 Legal Regime of Real Estate S.04.A.42 Right to social protection
Year III Semester V	F.05.O.43 Civil law. Translatable Property Contracts	F.05.O.44 Criminal Law. Special part (II) (project)	S.05.O.45 Criminal procedural law. General part
	S.05.O.46 Civil procedural law. General part (project)	S.05.O.47 Environmental Law	S.05.O.48 Criminology
Year III Semester VI	F.06.O.49 Civil Law. Service providing contracts. Succession.	S.06.O.50 Criminal procedural law. Special part	S.06.O.51 Civil procedural law. Special part.

	S.06.O.52 Private international law	G.06.O. 53 Professional ethics	S.06.A.54 Qualification of offenses S.06.A.55 Transport and insurance law S.06.A.56 Consumer protection law S.06.A.57 Drawing up civil procedure documents (project) S.06.A.58 Drawing up criminal procedure documents S.06.A.59 Notarial law S.06.A.60 Legislative technique S.06.A.61 Legal Protection of Human Rights (project) S.06.A.62 International banking law
Year IV Semester VII	S.07.O.63 Business law	S.07.O.64 Criminalistics	S.07.O.65 Labor Law
	S.07.O.66 International trade law	S.07.A.75 Customs law S.07.A.76 Intellectual property law	S.07.A.67 Labor litigation S.07.A.68 Competition law S.07.A.69 Criminal executional Law S.07.A.70 Civil executional law S.07.A.71 Comparative Constitutional Law (project) S.07.A.72 Current Problems of the General Theory of Law S.07.A.73 Law of the European Convention on Human Rights (project) S.07.A.74 Methodology for the investigation of certain categories of offenses
Year IV Semester VIII	Specialty internship	Research internship	Bachelor's degree exam

Annex 2: Study programme implemented from 1 September 2017.

MINISTRY OF EDUCATION, CULTURE
AND RESEARCH
OF THE REPUBLIC OF MOLDOVA

Coordinated: _____
"____" _____ 2017
registration number _____

MOLDOVA STATE UNIVERSITY

Approved: _____
SENATE OF MOLDOVA STATE
UNIVERSITY
"30" *august* 2017
Protocol nr. *4*



FACULTY OF LAW

STUDY PROGRAM

Level of qualification according to ISCED-6

General field of study – 042 Law

Professional field– 0421 Law

Speciality – 0421.1 Law

Total number of credits – 240

Obtained title - Bachelor in Law

*Base of admission: baccalaureate or equivalent degree
university degree*

Study language: romanian, english, french, russian

Study form – full-time attendance

CHIȘINĂU 2017

Chief Private Law Department, PhD, associate prof.

Nicolae Roșca

Chief Public Law Department, Dr. Sc., PhD., associate prof.

Andrei Negru

Chief Criminal Law Department, Dr. Sc., PhD., univ. prof.

Sergiu Brînză

Chief Procedural Law Department, PhD., associate prof.

Elena Belci

*Chief European and International Law Department,
Dr. Sc., PhD., univ. prof.*

Violeta Cojocaru

Approved by Faculty Council

29.08. 2017

Protocol nr. 01

*Dean Law Faculty, Moldova State University
PhD, univ. prof.*

Sergiu Băieș

ACADEMIC CALENDAR

Nr.	Year of study	Didactic activities		Examination sessions		Internship	Vacation		
		Sem. I	Sem. II	Winter	Spring/summer		Winter	Spring	Summer
1	First year 2017-2018	01.09-16.12 (15 weeks)	29.01-19.05 (15 weeks)	18.12-23.12 (4 weeks) 15.01-28.01 (4 weeks)	21.05-15.06 (3 weeks)	-	24.12-08.01 (2 weeks)	Easter 08.04-16.04 (1 week)	28.06-31.08 (10 weeks)
2	Second year 2018-2019	01.09-9.12 (15 weeks)	01.02-06.05 (15 weeks)	13.12-21.12 (4 weeks) 09.01-28.01 (4 weeks)	22.05-10.06 (3 weeks)	Specialty Starting internship 07.05-21.05 (2 weeks)	24.12-08.01 (2 weeks)	Easter 30.04-07.05 (1 week)	28.06-31.08 (10 weeks)
3	Third Year 2019-2020	01.09-13.12 (15 weeks)	29.01-19.05 (15 weeks)	16.12-24.12 (4 weeks) 09.01-28.01 (4 weeks)	22.05-10.06 (3 weeks)	Specialty Starting internship 07.05-21.05 (2 weeks)	25.12-08.01 (2 weeks)	Easter 20.04-27.04 (1 week)	28.06-31.08 (10 weeks)
4	Fourth Year 2020-2021	01.09-16.12 (15 weeks)	10.01-02.06 (15 weeks)	15.12-30.12 (2 weeks)	08.06-30.06 (3 weeks)	Specialty internship 03.02-05.04 (10 weeks) Research internship 06.04-04.05 (4 weeks)	31.12-14.01 (2 weeks)	Easter 02.05-09.05 (1 week)	

In case of PBL strategy application

In case of PBL strategy application						
	Didactic activities carried out through the PBL strategy, including internship			Vacation		
Semesters I-VII 15 week	5 weeks	8 weeks	2 weeks	Winter	spring	summer
	<ul style="list-style-type: none">Theoretical basis (course and seminar) 4 hours per weekMonitoring work group activityCurrent evaluation	<ul style="list-style-type: none">Monitoring work group activityCurrent evaluation	<ul style="list-style-type: none">Presentation of projects• Final evaluation	24.12-08.01 (2 weeks)	Easter 08.04-16.04 (1 week)	28.06-31.08 (10 weeks)
				24.12-08.01 (2 weeks)	Easter 30.04-07.05 (1 week)	28.06-31.08 (10 weeks)
				24.12-08.01 (2 weeks)	Easter 20.04-27.04 (1 week)	28.06-31.08 (10 weeks)
	14 weeks		1 week			
Semester VIII 15 week	<ul style="list-style-type: none">Monitoring of individual projectsCurrent evaluation		<ul style="list-style-type: none">Preliminary evaluation of individual projects	31.12-14.01 (2 weeks)	Easter 02.05-09.05 (1 week)	

Program Content

Code	Module Discipline	Total hours	Including		week			Type of final assessment	Nr. of credits
			Direct contact	Individual work	lecture	Seminar	laboratory		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Year I									
Semester I									
F.01.O.01	General Theory of Law	180	90	90	3	3		E	6
F.01.O.02	Constitutional Law (project)	180	According to the academic calendar					E	6
F.01.O.03	Roman Private Law	150	75	75	3	2		E	5
S.01.O.04	State-Judicial institutions	150	60	90	2	2		E	5
G.01.O.05	IT Communication	120	60	60			4	E	4
U.01.A.06	Philosophy	120	45	75	2	1		E	4
U.01.A.07	Psychology								
U.01.A.08	Political Science								
U.01.A.09	Social science								
G.01.O.10	Physical Training	30	30			2		C	
Total sem. I		930	450	480	13	13	4	6 E	30
Semester II									
F.02.O.11	Civil Law (introduction and persons)	180	90	90	3	3		E	6
S.02.O.12	Administrative Law (project)	180	According to the academic calendar					E	6
F.02.O.13	Criminal Law. General Part I	180	90	90	3	3		E	6
U.02.A.15	History of Romanian Law	120	60	60	2	2		E	4
U.02.A.16	Philosophy of Law								
G.02.O.17	Foreign Language	120	60	60			4	E	4
U.02.A.18	Economy	120	45	75	2	1		E	4
U.02.A.19	European culture and civilization history								
U.02.A.20	European Integration								
U.02.A.21	Interpersonal and organizational communication culture								
G.02.O.22	Physical Training	30	30			2		C	
Total sem. II		930	450	450	12	14	4	6 E	30
Total year I		1860	930	900	25	27	8	12 E	60
Year II									
Semester III									
F.03.O.23	Criminal Law. General Part II	180	75	105	2	3		E	6
F.03.O.24	International Public Law	180	90	90	3	3		E	6
S.03.O.25	Contravention Law	150	75	75	2	3		E	5
F.03.O.26	Civil Law (real rights) (project)	150	According to the academic calendar					E	5
S.03.O.27	Financial Law	120	60	60	2	2		E	4

S.03.A.28	Diplomatic good practices and technics	120	45	75	2	1		E	4
S.03.A.29	Juvenile delinquency								
S.03.A.30	Medical Law								
S.03.A.31	Comparative Legal Systems								
Total semester III		900	450	450	13	15		6 E	30
Semester IV									
F.04.O.32	Civil Law. General Theory of obligations	180	90	90	3	3		E	6
F.04.O.23	Criminal Law. Special Part (I) (project)	150	According to the academic calendar					E	5
S.04.O.34	Tax Law	120	60	60	2	2		E	4
S.04.O.35	EU institutions Law	150	According to the academic calendar					E	5
S.04.O.36	Family Law	120	60	60	2	2		E	4
S.04.A.37	Armed conflicts law	120	60	60	2	2		E	4
S.04.A.38	Comparative criminal Law								
S.04.A.39	Informational Law								
S.04.A.40	The organization of legal professions								
S.04.A.41	Legal status of real estate								
S.04.A.42	Social protection Law								
	Specialty Starting internship	60	According to the academic calendar					E	2
Total semester IV		900	420	480	15	13		7 E	30
Total Year II		1800	870	930	28	28		13 E	60
Year III									
Semester V									
F.05.O.43	Civil law. Property transmitting contracts	150	75	75	3	2		E	5
F.05.O.44	Criminal Law. Special Part II	150	75	75	2	3		E	5
F.05.O.45	Criminal Process law. General Part	180	75	105	2	3		E	6
F.05.O.46	Civil Process law. General Part (project)	180	According to the academic calendar					E	6
S.05.O.47	Environmental law	120	60	60	2	2		E	4
S.05.O.48	Criminology	120	60	60	2	2		E	4
Total semester V		900	420	480	13	15		6 E	30
Semester VI									
S.06.O.49	Civil Law. Service Contracts. Succession.	150	60	90	2	2		E	5
F.06.O.50	Criminal Process law. Special Part	150	90	60	3	3		E	5
F.06.O.51	Civil Process law. Special Part	150	90	60	3	3		E	5
S.06.O.52	Private international law	150	75	75	2	3		E	5
G.06.O. 53	Professional ethics	120	60	60	2	2		E	4
S.06.A.54	Crimes qualification	120	45	75	2	1		E	4
S.06.A.55	Transport and insurance law								

S.06.A.56	Consumer protection law								
S.06.A.57	Civil procedure documents (project)	According to the academic calendar							
S.06.A.58	Criminal procedure documents								
S.06.A.59	Notary law								
S.06.A.60	Legislative techniques								
S.06.A.61	Human Rights legal protection (project)	According to the academic calendar							
S.06.A.62	International banking law								
	Specialty Starting internship	60	According to the academic calendar						E 2
Total semestrul VI Total Semester VI		900	420	480	14	14		7E	30
Total Anul III Total Year III		1800	900	900	27	29		13E	60
ANUL IV Year IV									
Semestrul VII Semester VII									
S.07.O.63	Business law	150	75	75	3	2		E	5
S.07.O.64	Forensic	180	90	90	3	3		E	6
S.07.O.65	Labor Law	180	90	90	3	3		E	6
S.07.O.66	International Trade Law	150	60	90	2	2		E	5
S.07.A.67	Labor conflicts	120	45	75	2	1		E	4
S.07.A.68	Competition Law								
S.07.A.69	Criminal executional law								
S.07.A.70	Civil executional law								
S.07.A.71	Constitutional comparative law								
S.07.A.72	Actual problems of General theory of law								
S.07.A.73	European Convention for Human Rights law								
S.07.A.74	Methods of specific crimes investigation								
S.07.A.75	Customs law	120	60	60	2	2		E	4
S.07.A.76	Intellectual property law								
Total semester VII		900	420	480	15	13		6E	30
Semester VIII									
	Specialty internship	450	According to the academic calendar						E 15
	Research internship	180	According to the academic calendar						E 6
	Graduation exams	270		270				E	9
Total semester VIII		900		900				3 E	30
Total Year IV		1800	420	1380	15	13		9 E	60

Total Program	7260	5120	4110	96	96	8	47 E	240
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Romanian language for non-native speakers

Code	Module/discipline	Total hours	Including		week			Evaluation Form	Credits
			Direct contact	Individual work	lecture	seminars	Laboratory		
G.02.O.14	Romanian language	120	60	60		4		E	4

Facultative courses

Nr.	Facultative courses	Total hours	year	sem	Hours/week			Evaluation form	credits
						S	L		
1.	Latin	180	I	II	0	0	6	Exam	6
2.	Legal logic	180	II	I	3	3	0	Exam	6
3.	Initiation in German Law	180	III	II	3	3	0	Exam	6
4.	Rhetoric	180	IV	VII	3	3	0	Exam	6

Stagiile de practică

Internships

Nr. d/o	Internships	Sem.	weeks	hours	Period	credits
1	Specialty Starting internship	IV, VI	4	120	May	4
2	Specialty internship	VIII	10	450		15
3	Research internship	VIII	4	180		6
Săptămâni weeks				750		25

Graduation Exam

Nr. d/o	Graduation Exam	Period	Credits
1.	Integrated exam. law sciences	June	6
2.	Graduation (Licence) Thesis	June	3

Master studies preconditions

Code	Module/discipline	Total hours	Including		Hours/week			Evaluation form	Number of credits
			Direct contact	Individual work	course	Seminars	Laboratory		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
F.01.O.02	Constitutional Law	180	45	135	2	1		E	6
F.01.O.01	General Theory of Law	180	60	120	2	2		E	6
F.02.O.11	Civil Law. Introduction and persons	180	45	135	2	1		E	6
F.02.O.13	Criminal Law. General Part	180	45	135	2	1		E	6
F.03.O.24	International Public Law	180	45	135	2	1		E	6
		900	240	660	10	6		SE	30

EXPLANATORY NOTE

Specialty Law is an important one in a contemporary society. A qualified and competent specialist in jurisprudence can be placed in any sphere of harmonious social life both nationally and internationally.

As a specialty aim is to achieve an effective field training, creating prerequisites for socio-secure successful professional people specialized in law in the legal system of the Republic of Moldova and the possibility of professional advancement abroad.

In this context, Law specialty aims to achieve its goals through:

1. Formation of the graduate professional skills based on theoretical and practical training in law.
2. Formation of research abilities in the field of jurisprudence based on scientific composition. In this sense specialist training aims to investigate contradictions in jurisprudence.
3. Ensure the future of multilateral developed specialist, training civic position and the ethical dimension of personality.

Applying for Bachelor specialty Law (Cycle I) can be based on High School/Lyceum (BAC) diploma or university diploma.

The specialist in jurisprudence (law degree) can carry on his professional activity in different fields - civil, criminal, financial, banking, criminology, psychology, legislation, human rights protection, etc., taking into account specialty nominated.

An efficient achievement of all mentioned objectives assures the graduate successful socio-professional integration. Lawyers can operate as judges, prosecutors, advocates, employee in different government structures, especially the Ministry of Justice, Ministry of Interior, legal departments and sections of the central and local public administration authorities, institutions, organizations, public and private enterprises, as judge in the Constitutional Court, Ombudsman, institutions with judicial expertise; NGOs sorting and dispute mediation; organizations defending human rights; embassies abroad; international government and regional organizations, as well as

any other areas that require protection, surveillance of rights, freedoms and interests or values protected by law.

Upon completion of university studies (cycle) student shall have the following general skills:

1. The ability to learn independently;
2. Ability to meet and develop values and professional ethics;
3. Ability to exercise his profession as a member of a team;
4. Ability to solve problem situations;
5. The ability to make decisions independently;
6. Possess sufficient knowledge of the foreign language to be able to work effectively in the legal field;
7. The ability to use information technologies in research and legal practice.

Professional skills:

1. Knowledge of Moldovan legislation, European legislation and other international legal instruments;
2. Knowledge of the concepts, theories, paradigms and methodologies in the legal field;
3. Use knowledge needed in data collection and information relating to a specific practical issue in law;
4. Using specific methods applied in law;
5. Application of techniques and specific legal instruments in solving practical problems;
6. Using a variety of techniques, methods and solutions to interpretative enunciation of acts;
7. Initiate and detection as proposed for solving problems in the legal activity.

The most effective way to train professional skills is the PBL (problem-based learning) strategy, which is done through projects. The application of group projects contributes to the creation of favorable conditions for the formation of general skills, which are transversal. The work in a small group shapes the system of attitudes, values and behavior of the person, prepares him for professional activity in a real work team.

Vocational training through projects is a good strategy under the conditions of the 21st century as it favors the formation of professional skills and is not just about the accumulation of knowledge. The PBL strategy teaches the future specialist to identify a problem, to study the work of the professional environment, to propose solutions and to implement them in practice.

Through the PBL strategy, the student becomes an active subject of his own training process. The PBL strategy is an effective way of training in the current context of higher education, with an emphasis on work outside the classroom oriented towards the needs of the labor market and the employer.

Annex 3: Study programme implemented from 1 September 2017 English Translation

Annex 4: Advertising flyer of the Study programme implemented from 1 September 2017

- sporirea flexibilității în procesarea informației și îndeplinirea obligațiilor;
- exersarea abilităților necesare pentru activitatea profesională.

Cum este organizat procesul de studiu?

- Studenții lucrează în echipe;
- Echipa are un tutor sau supervisor;
- Întâlniri periodice ale echipei;
- Fiecare echipă are un lider.

Mobilități academice în universitățile din UE:

În cadrul programului de studii *Drept cu aplicarea metodei ÎBP* 15 studenți vor avea oportunitatea să realizeze, în semestrul 3 sau în semestrul 4, mobilități academice la Universitatea din Aalborg (Danemarca) sau Universitatea din Gloucestershire (Marea Britanie). Participanții la mobilități vor fi selectați în bază de concurs din numărul studenților înmatriculați în acest program de studii. Mobilitățile vor fi finanțate în cadrul proiectului Erasmus + «Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability - PBLMD». www.pblmd.aau.dk

ADMITEREA: în baza diplomei de bacalaureat sau un act echivalent de studii, diploma de studii superioare.

Universitatea de Stat din Moldova Facultatea de Drept



NOU !!!

Programul de licență Drept cu aplicarea metodei Învățarea Bazată pe Probleme

Universitatea de Stat din Moldova
str. Alexe Mateevici 60, Chișinău, 2009
tel. 022 24 00 76

Chișinău 2017

PROGRAMUL DE STUDII DE LICENȚĂ "DREPT" își propune formarea specialiștilor pentru toate domeniile dreptului, abili să investigheze/solucioneze probleme complexe și contradictorii din jurisprudență.

DURATA STUDIILOR: 4 ANI / 8 SEMESTRE.

LIMBA DE INSTRUIRE: Română/Engleză.

NUMĂRUL DE CREDITE: 240

TITLUL OBTINUT: Licențiat în DREPT

OPORTUNITĂȚI DE ANGAJARE:

Jurist, ofițer de urmărire penală, procuror, judecător, executor judecătoresc, mediator, avocat, notar, inspector vamal, lichidator, administrator de insolabilitate, asistent: judecătore, Curtea de Apel, Curtea Supremă de Justiție, Curtea Constituțională.

CONȚINUTUL PROGRAMULUI

- Drept constituțional și drept administrativ
- Drept civil și drept procesual civil
- Drept penal, drept procesual penal și criminalistică
 - Drept contravențional
 - Drept vamal
 - Drept internațional
 - Dreptul muncii
 - Dreptul familiei
 - Drept fiscal
 - Dreptul afacerilor



Pentru mai multe detalii despre program vizitați site-ul www.usm.md



Programul de studii de licență "Drept" oferit de Universitatea de Stat din Moldova a fost re-proiectat în cadrul proiectului Erasmus + «Introducing Problem Based Learning (PBL) in Moldova: Toward Enhancing Students' Competitiveness and Employability - PBLMD» prin implementarea metodei învățare bazată pe probleme (IBP).

Ce este învățarea bazată pe probleme?

- studenții soluționează probleme complexe, provocatoare, care sunt bazate pe cazuri reale;
- studenții lucrează în echipe sau grupuri mici (3-5 persoane) pentru elaborarea proiectului;
- studenții colectează și analizează informația necesară în mod individual, dar cu ghidare din partea profesorului;
- echipele/grupurile de studenți beneficiază de îndrumarea continuă a profesorului;
- studenții sunt evaluați în baza proiectelor elaborate în grup.

Care sunt avantajele învățării bazate pe probleme?

- explorarea și aplicarea cunoștințelor obținute;
- dezvoltarea abilităților de lucru în echipe;
- îmbunătățirea competențelor de comunicare;
- cultivarea abilităților de perfectare a documentelor juridice;
- formarea abilităților de formulare și apărare a pozițiilor sale cu dovezi și argumente raționale;



Annex 5: Roadmap.

	Activity on PBL implementation	Administration level
I STAGE <i>Short term:</i>	Teacher training on the application of the PBL method	Team established for the development of the study programme
	Elaborating the curriculum for teacher training in problem-based learning and its placement on Moodle	The team for the psycho-pedagogical module
	Incorporating the PBL teaching method into the curricula of disciplines with practical applicability selected for the pilot project	Team established for the development of the study programme
	Training teachers and students on the application of the PBL method	Team established for the development of the study programme and external experts
	Endowment of study facilities with equipment for the extensive use of information technologies	University Administration
	All departments will develop and promote policies for collecting feedback from students in the evaluation process. The department's policies for feedback evaluation should be based on rationally relevant pedagogies for the given discipline and must be approved by the quality committee	Administration of the Faculty of Law
	Ensuring the extensive use of information technologies for the efficiency of traditional learning combined with a high degree of application of the PBL method	University Administration
II STAGE <i>In the medium term:</i>	Training students who will participate in the pilot project on the application of the PBL method	Team established for the development of the study programme
	Applying the PBL method in training students in English-teaching groups	Team established for the development of the study programme
	Developping a Methodological Guideline on PBL implementation	Team established for the development of the study programme and the team for the psycho-pedagogical module

	Training teachers and students on the application of the PBL method according to the Methodological Guideline	Team established for the development of the study programme and the team for the psycho-pedagogical module
	Revision of teacher remuneration by increasing the number of hours of guidance on group work and student assessment	University Administration
	Applying the PBL method to disciplines with practical applicability in the training of students in all groups	Teachers from the Faculty of Law
	Arranging and equipping study spaces with equipment necessary for the implementation of PBL	University Administration
III STAGE <i>Long term:</i>	Creating the research group for the development and improvement of PBL-based teaching that will investigate the specificity of the PBL application process, taking into account the particularities of the disciplines	Departments at the Faculty of Law
	Signing cooperation agreements between the Faculty of Law and professional associations with clear provisions on the approval of the study programme and the participation in the external evaluation of the group work	Administration of the Faculty of Law
	Developing a new educational plan taking into account the reduction in the number of disciplines, the new educational plan will be based on competence, focused on employability (through consultation of employers, professional associations).	Administration of the Faculty of Law
	Approval of the study programme in Law with the compulsory endorsement of professional associations (Union of Legal Advisers, Association of Judges, Union of Lawyers, etc.)	Administration of the Faculty of Law
	The number of theoretical disciplines will be reduced, will be planned in the form of modules and largely oriented towards the project theme. The theoretical hours do not have to overlap with the hours planned for the project, which will be interdisciplinary. In this way, the ECTS credits granted to the realization of projects per year at the specialty will be increased (10-15 credits per semester).	Administration of the Faculty of Law
	Creating a system for collecting feedback from students and graduates on the quality of the study programme	Administration of the Faculty of Law

Annex 6: Action plan

Target groups (No. of participants)	Activity on PBL implementation and dissemination	Level of administration	Deadline
Teachers involved in the teaching process of English-language teaching groups (no. 20)	Training on the application of the PBL method	Team established for the development of the study programme	September 2017
Teachers involved in the training process at the Faculty of Law (no. 50)	Training on the application of the PBL method	Team established for the development of the study programme	October 2017
Students involved in the training process at the Faculty of Law (Cycle II) (no. 50 (psycho-pedagogical module))	Training on the application of the PBL method	Team established for the development of the study programme	October 2017
Doctoral students involved in the training process at the Faculty of Law (no.20 (psycho-pedagogical module))	Training on the application of the PBL method	Team established for the development of the study programme	October 2017
Those responsible for disciplines taught in English (no. 20)	Incorporating the PBL teaching method into the curricula of disciplines selected for the pilot project regarding the application of the PBL method	Teachers involved in the teaching process of English-language teaching groups	October 2017
Teachers, PhD students, master students.	Elaborating the curriculum for teacher training in problem-based learning and its placement on Moodle	The team for the psycho-pedagogical module	December 2017
Teachers, PhD students, master students.	Developping a Methodological Guideline on PBL implementation at the Law specialty	Team established for the development of the study programme and the team for the psycho-pedagogical module	December 2017
Teachers involved in the training process at the Faculty of Law (no. 50)	Training teachers on the application of the PBL method according to the Methodological Guideline	Team established for the development of the study programme and the team for the psycho-pedagogical module	January 2018

Students included in the pilot project regarding the application of the PBL method (no.15)	Training on the application of the PBL method according to the Methodological Guideline	Team established for the development of the study programme and the team for the psycho-pedagogical module	February 2018
Students involved in the training process at the Faculty of Law in all groups (no. 200)	Training on applying the PBL method to the Faculty of Law	Team established for the development of the study programme and the team for the psycho-pedagogical module	February 2018
Teachers and students involved in the teaching process of English-language teaching groups (no. 80)	Creating a system for collecting feedback from students and teachers on the application of the PBL method	Administration of the Faculty of Law	February 2018
Teachers, PhD students, master students.	Description of the particularities of the application of the PBL method in the training process in the Law specialty (publication of an article)	Team established for the development of the study programme and the team for the psycho-pedagogical module	March 2018
Teachers, PhD students, master students.	Publishing and presenting a Methodological Guideline on the implementation of the PBL in the specialty of Law	Team established for the development of the study programme and the team for the psycho-pedagogical module	April 2018
Teachers involved in the training process at the Faculty of Law from other universities	Training teachers on the application of the PBL method according to the Methodological Guideline	Team established for the development of the study programme and the team for the psycho-pedagogical module	May 2018
Teachers, PhD students, master students.	Creating the research group for the development and improvement of PBL-based teaching that will investigate the specificity of the PBL application process, taking into account the particularities of the disciplines	Departments at the Faculty of Law	May 2018

Annex 7: Study programme implemented from 1 September 2017

**MINISTRY OF EDUCATION , CULTURE
AND RESEARCH
OF THE REPUBLIC OF MOLDOVA**

MOLDOVA STATE UNIVERSITY

Coordinated: _____
„_____” _____ **2017**
registration number _____

Approved: _____
**SENATE OF MOLDOVA STATE
UNIVERSITY**
„_____” _____ **2017**
Minutes nr. _____

FACULTY OF LAW STUDY PROGRAMME

Level of qualification according to ISCED-6

General field of study – 042 Law

Professional field– 0421 Law

Speciality – 0421.1 Law

Total number of credits – 240

Obtained title - Bachelor in Law

Base of admission: baccalaureate or equivalent degree
university degree

Study language: romanian, english, french, russian

Study form – full-time attendance

CHIȘINĂU 2017

Head of Private Law Department, PhD, associate prof.

Head of Public Law Department, Dr. Sc., PhD., associate prof.

Head of Criminal Law Department, Dr. Sc., PhD., univ. prof.

Head of Procedural Law Department, PhD., associate prof.

Head of European and International Law Department,

Dr. Sc., PhD., univ. prof.

Nicolae Roșca

Andrei Negru

Sergiu Brînză

Elena Belei

Violeta Cojocaru

Approved by Faculty Council

_____2017

Minutes nr. _____

Dean, Law Faculty, Moldova State University
PhD, univ. prof.

Sergiu Băieș

ACADEMIC CALENDAR

Nr.	Year of study	Didactic activities		Examination sessions		Internship		Vacation	
		Sem. I	Sem. II	Winter	Spring/summer			Winter	Spring
1	First year 2017-2018	01.09-16.12 (15 weeks)	29.01-19.05 (15 weeks)	18.12-23.12 15.01-28.01 (4 weeks)	21.05-15.06 (3 weeks)	-		24.12-08.01 (2 weeks)	Easter 08.04-16.04 (1 week)
2	Second year 2018-2019	01.09-9.12 (15 weeks)	01.02-06.05 (15 weeks)	13.12-21.12 09.01-28.01 (4 weeks)	22.05-10.06 (3 weeks)	Specialty Starting internship 07.05-21.05 (2 weeks)		24.12-08.01 (2 weeks)	Easter 30.04-07.05 (1 week)
3	Third Year 2019-2020	01.09-13.12 (15 weeks)	29.01-19.05 (15 weeks)	16.12-24.12 09.01-28.01 (4 weeks)	22.05-10.06 (3 weeks)	Specialty Starting internship 07.05-21.05 (2 weeks)		25.12-08.01 (2 weeks)	Easter 20.04-27.04 (1 week)
4	Fourth Year 2020-2021	01.09-16.12 (15 weeks)	10.01-02.06 (15 weeks)	15.12-30.12 (2 weeks)	08.06-30.06 (3 weeks)	Specialty internship 03.02-05.04 (10 weeks) Research internship 06.04-04.05 (4 weeks)		31.12-14.01 (2 weeks)	Easter 02.05-09.04 (1 week)

In case of PBL strategy application

	Didactic activities carried out through the PBL strategy, including internship			Vacation		
Semesters I-VII 15 week	5 weeks	8 weeks	2 weeks	Winter	spring	summer
	<ul style="list-style-type: none">• Theoretical basis (course and seminar) 4 hours per week• Monitoring work group activity• Current evaluation	<ul style="list-style-type: none">• Monitoring work group activity• Current evaluation	<ul style="list-style-type: none">• Presentation of projects• Final evaluation	24.12-08.01 (2 weeks)	Easter 08.04-16.04 (1 week)	28.06-31.08 (10 weeks)
				24.12-08.01 (2 weeks)	Easter 30.04-07.05 (1 week)	28.06-31.08 (10 weeks)
				24.12-08.01 (2 weeks)	Easter 20.04-27.04 (1 week)	28.06-31.08 (10 weeks)
	14 weeks		1 week			
Semester VIII 15 week	<ul style="list-style-type: none">• Monitoring of individual projects• Current evaluation		<ul style="list-style-type: none">• Preliminary evaluation of individual projects	31.12-14.01 (2 weeks)	Easter 02.05-09.05 (1 week)	

Programme Content

Code	Module Discipline	Total hours	Including		Week			Type of final assessment	Nr. of credits
			Direct contact	Individual work	Lecture	Seminar	Laboratory		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Year I									
Semester I									
F.01.O.01	General Theory of Law	180	90	90	3	3		E	6
F.01.O.02	Constitutional Law (project)	180	According to the academic calendar					E	6
F.01.O.03	Roman Private Law	150	75	75	3	2		E	5
S.01.O.04	State-Judicial institutions	150	60	90	2	2		E	5
G.01.O.05	IT Communication	120	60	60			4	E	4
U.01. A.06	Philosophy	120	45	75	2	1		E	4
U.01. A.07	Psychology								
U.01. A.08	Political Science								
U.01. A.09	Social science								
G.01.O.10	Physical Training	30	30			2		C	
	Total sem. I	930	450	480	13	13	4	6 E	30
Semester II									
F.02.O.11	Civil Law (introduction and persons)	180	90	90	3	3		E	6
S.02.O.12	Administrative Law (project)	180	According to the academic calendar					E	6
F.02.O.13	Criminal Law. General Part I	180	90	90	3	3		E	6
U.02.A.15	History of Romanian Law	120	60	60	2	2		E	4
U.02.A.16	Philosophy of Law								
G.02.O.17	Foreign Language	120	60	60			4	E	4
U.02.A.18	Economy	120	45	75	2	1		E	4
U.02.A.19	European culture and civilization history								
U.02.A.20	European Integration								
U.02.A.21	Interpersonal and organizational communication culture								
G.02.O.22	Physical Training	30	30			2		C	
	Total sem. II	930	450	450	12	14	4	6 E	30
	Total year I	1860	930	900	25	27	8	12 E	60
Year II									
Semester III									
F.03.O.23	Criminal Law. General Part II	180	75	105	2	3		E	6
F.03.O.24	International Public Law	180	90	90	3	3		E	6
S.03.O.25	Contravention Law	150	75	75	2	3		E	5
F.03.O.26	Civil Law (real rights) (project)	150	According to the academic calendar					E	5

S.03.O.27	Financial Law	120	60	60	2	2		E	4
S.03.A.28	Diplomatic good practices and techniques	120	45	75	2	1		E	4
S.03.A.29	Juvenile delinquency								
S.03.A.30	Medical Law								
S.03.A.31	Comparative Legal Systems								
	Total semester III	900	450	450	13	15		6 E	30
Semester IV									
F.04.O.32	Civil Law. General Theory of obligations	180	90	90	3	3		E	6
F.04.O.33	Criminal Law. Special Part (I) (project)	150	According to the academic calendar					E	5
S.04.O.34	Tax Law	120	60	60	2	2		E	4
S.04.O.35	EU institutions Law	150	According to the academic calendar					E	5
S.04.O.36	Family Law	120	60	60	2	2		E	4
S.04.A.37	Armed conflicts Law	120	60	60	2	2		E	4
S.04.A.38	Comparative criminal Law								
S.04.A.39	Informational Law								
S.04.A.40	The organization of legal professions								
S.04.A.41	Legal status of real estate								
S.04.A.42	Social protection Law								
	Specialty Starting internship	60	According to the academic calendar					E	2
	Total semester IV	900	420	480	15	13		7 E	30
	Total Year II	1800	870	930	28	28		13 E	60
Year III									
Semester V									
F.05.O.43	Civil Law. Property transmitting contracts	150	75	75	3	2		E	5
F.05.O.44	Criminal Law. Special Part II	150	75	75	2	3		E	5
F.05.O.45	Criminal Process Law. General Part	180	75	105	2	3		E	6
F.05.O.46	Civil Process Law. General Part (project)	180	According to the academic calendar					E	6
S.05.O.47	Environmental Law	120	60	60	2	2		E	4
S.05.O.48	Criminology	120	60	60	2	2		E	4
	Total semester V	900	420	480	13	15		6 E	30
Semester VI									
S.06.O.49	Civil Law. Service Contracts. Succession.	150	60	90	2	2		E	5
F.06.O.50	Criminal Process Law. Special Part	150	90	60	3	3		E	5
F.06.O.51	Civil Process Law. Special Part	150	90	60	3	3		E	5
S.06.O.52	Private international Law	150	75	75	2	3		E	5
G.06.O. 53	Professional ethics	120	60	60	2	2		E	4
S.06.A.54	Crimes qualification	120	45	75	2	1		E	4
S.06.A.55	Transport and insurance Law								
S.06.A.56	Consumer protection law								
S.06.A.57	Civil procedure documents (project)		According to the academic calendar						

S.06.A.58	Criminal procedure documents								
S.06.A.59	Notary law								
S.06.A.60	Legislative techniques								
S.06.A.61	Human Rights legal protection (project)		According to the academic calendar						
S.06.A.62	International banking law								
	Specialty Starting internship	60	According to the academic calendar					E	2
	Total Semester VI	900	420	480	14	14		7E	30
	Total Year III	1800	900	900	27	29		13E	60
Year IV									
Semester VII									
S.07.O.63	Business Law	150	75	75	3	2		E	5
S.07.O.64	Forensic	180	90	90	3	3		E	6
S.07.O.65	Labor Law	180	90	90	3	3		E	6
S.07.O.66	International Trade Law	150	60	90	2	2		E	5
S.07.A.67	Labor conflicts	120	45	75	2	1		E	4
S.07.A.68	Competition Law								
S.07.A.69	Criminal execution Law								
S.07.A.70	Civil execution Law								
S.07.A.71	Constitutional comparative Law								
S.07.A.72	Actual problems of General Theory of Law								
S.07.A.73	European Convention for Human Rights Law								
S.07.A.74	Methods of specific crimes investigation								
S.07.A.75	Customs Law	120	60	60	2	2		E	4
S.07.A.76	Intellectual property Law								
	Total semester VII	900	420	480	15	13		6E	30
	Semester VIII								
	Specialty internship	450	According to the academic calendar					E	15
	Research internship	180	According to the academic calendar					E	6
	Graduation exams	270		270				E	9
	Total semester VIII	900		900				3 E	30
	Total Year IV	1800	420	1380	15	13		9 E	60
	Total Programme	7260	3120	4110	96	96	8	47 E	240

Romanian language for non-native speakers

Code	Module/discipline	Total hours	Including		Week			Evaluation Form	Credits
			Direct contact	Individual work	Lecture	Seminars	Laboratory		
G.02.O.14	Romanian language	120	60	60		4		E	4

Facultative courses

Nr.	Facultative courses	Total hours	year	sem	Hours/week			Evaluation form	Credits
						S	L		
1.	Latin	180	I	II	0	0	6	Exam	6
2.	Legal logic	180	II	I	3	3	0	Exam	6
3.	Initiation in German Law	180	III	II	3	3	0	Exam	6
4.	Rhetoric	180	IV	VII	3	3	0	Exam	6

Internships

Nr. d/o	Internships	Sem.	Weeks	Hours	Period	Credits
1.	Specialty Starting internship	IV, VI	4	120	May	4
2.	Specialty internship	VIII	10	450		15
3.	Research internship	VIII	4	180		6
Săptămâni Weeks				750		25

Graduation Exam

Nr. d/o	Graduation Exam	Period	Credits
1.	Integrated exam. law sciences	June	6
2.	Graduation (Licence) Thesis	June	3

Master studies preconditions

Code	Module/discipline	Total hours	Including		Hours/week			Evaluation form	Number of credits
			Direct contact	Individual work	Course	Seminars	Laboratory		
1	2	3	4	5	6	7	8	9	10
F.01.O.02	Constitutional Law	180	45	135	2	1		E	6
F.01.O.01	General Theory of Law	180	60	120	2	2		E	6
F.02.O.11	Civil Law. Introduction and persons	180	45	135	2	1		E	6
F.02.O.13	Criminal Law. General Part	180	45	135	2	1		E	6
F.03.O.24	International Public Law	180	45	135	2	1		E	6
		900	240	660	10	6		5E	30

EXPLANATORY NOTE

Specialty Law is an important one in a contemporary society. A qualified and competent specialist in jurisprudence can be placed in any sphere of harmonious social life both nationally and internationally.

As a specialty aim is to achieve an effective field training, creating prerequisites for socio-secure successful professional people specialized in law in the legal system of the Republic of Moldova and the possibility of professional advancement abroad.

In this context, Law specialty aims to achieve its goals through:

1. Formation of the graduate professional skills based on theoretical and practical training in law.
2. Formation of research abilities in the field of jurisprudence based on scientific composition. In this sense specialist training aims to investigate contradictions in jurisprudence.
3. Ensure the future of multilateral developed specialist, training civic position and the ethical dimension of personality.

Applying for Bachelor specialty Law (Cycle I) can be based on High School/Lyceum (BAC) diploma or university diploma.

The specialist in jurisprudence (law degree) can carry on his professional activity in different fields - civil, criminal, financial, banking, criminology, psychology, legislation, human rights protection, etc., taking into account specialty nominated.

An efficient achievement of all mentioned objectives assures the graduate successful socio-professional integration. Lawyers can operate as judges, prosecutors, advocates, employee in different government structures, especially the Ministry of Justice, Ministry of Interior, legal departments and sections of the central and local public administration authorities, institutions, organizations, public and private enterprises, as judge in the Constitutional Court, Ombudsman, institutions with judicial expertise; NGOs sorting and dispute mediation; organizations defending human rights; embassies abroad; international government and regional organizations, as well as any other areas that require protection, surveillance of rights, freedoms and interests or values protected by law.

Upon completion of university studies (cycle) student shall have the following general skills:

1. The ability to learn independently;
2. Ability to meet and develop values and professional ethics;
3. Ability to exercise his profession as a member of a team;
4. Ability to solve problem situations;
5. The ability to make decisions independently;
6. Possess sufficient knowledge of the foreign language to be able to work effectively in the legal field;
7. The ability to use information technologies in research and legal practice.

Professional skills:

1. Knowledge of Moldovan legislation, European legislation and other international legal instruments;
2. Knowledge of the concepts, theories, paradigms and methodologies in the legal field;
3. Use knowledge needed in data collection and information relating to a specific practical issue in law;
4. Using specific methods applied in law;
5. Application of techniques and specific legal instruments in solving practical problems;
6. Using a variety of techniques, methods and solutions to interpretative enunciation of acts;
7. Initiate and detection as proposed for solving problems in the legal activity.

The most effective way to train professional skills is the PBL (problem-based learning) strategy, which is done through projects. The application of group projects contributes to the creation of favorable conditions for the formation of general skills, which are transversal. The work in a small group shapes the system of attitudes, values and behavior of the person, prepares him for professional activity in a real work team.

Vocational training through projects is a good strategy under the conditions of the 21st century as it favors the formation of professional skills and is not just about the accumulation of knowledge. The PBL strategy teaches the future specialist to identify a problem, to study the work of the professional environment, to propose solutions and to implement them in practice.

Through the PBL strategy, the student becomes an active subject of his own training process. The PBL strategy is an effective way of training in the current context of higher education, with an emphasis on work outside the classroom oriented towards the needs of the labor market and the employer.