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

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

**Work Package 2**  
**1st Cycle Bachelor's Degree in Public  
Administration:**  
**Benchmarking Analysis on  
Institutional Study Program**

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## 1. Introduction

„ ... the idea of knowledge is not a stock, but a flow in which the creativity and experience of individuals are combined, and knowledge can not be measured, but only its effects ... ”

(L.Prusak)

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

Higher education in these two European countries is indissolubly linked to research activity, and is also geared towards the graduate employment of graduates. Each member of the academic community is concerned with the implementation of the mission and vision of the university in everyday work. The University's strategy is that document which draws the development directions of the university for the coming years. Strategies are developed at faculty level to be integrated into the overall strategy of the institution. All members of the academic community (academic staff) participate in the development of this document, being motivated to participate as actively as possible in its implementation. The use of innovative teaching methods is an important part of the strategy of the universities visited, as these methods bring benefits both to higher education institutions in general and to academic staff and students in particular.

Table 1: Composition of the team working on the study program

<b>Name</b>	<b>Statute</b>	<b>Responsibilities</b>
Pojar Daniela	Team Leader Study Program	Enhancing the report, benchmarking, setting criteria, conclusions.
Odinokaia Ina	Team member	Analysis of the curriculum Denmark Aalborg University
Boca Sergiu	Team member	Analysis of the curriculum United Kingdom University of Gloucestershire

Table 2: Composition of the team working for teacher training program

<b>Name</b>	<b>Statute</b>	<b>responsibilities</b>
Valentina Pritcan	Team leader Pedagogical training program	Strengthening the report, benchmarking, setting criteria, and conclusions.
Pojar Daniela	Team member	Analysis of Training pedagogical Germany Siegen University
Pînzari Veaceslav	Team member	Analysis of Pedagogical Training Program Sweden Royal Institute of Technology

## 2. Methodology

### 2.1 Methodological background

In order to achieve the objectives of the study, initially an office research took place. Analyzing the current research on modern and innovative teaching methods centered on the student, the criteria (and subscriptions) used to describe the institutional framework of the study program were identified.

The primary stage described the institutional context of integrating a study program at the University of Aalborg and the University of Gloucestershire.

In the second stage, the data derived from the normative acts that directly or indirectly regulate the higher education system, the statutes and other institutional acts of the universities from the EU partner countries in the project were collected and analyzed.

A comparative analysis of the criteria was then carried out, pointing out common points and differences.

As mentioned, this comparative study is based on the criteria and subscriptions presented in the table below, which, in our opinion, broadly characterizes all aspects of student-centered learning within the study program.

### 2.2 Data analysis

The data were analyzed following study visits in Denmark and the United Kingdom, discussions with partners in these countries. Last but not least, an analysis of the legal framework and of the methodology of the study programs present on the institutions' websites was carried out.

Tasks were delegated as follows:

Chapter 3, Section 3.8. was elaborated by Mrs. Ina Odinoakaia, Chapter 4, points 4.1-4.8, Table no. 3 of Chapter 2 (UoG) were drafted by Mr. Sergiu Boca, Chapter 1, Chapter 3, Section 3.1.-3.7., 3.9., Chapter 4, Section 4.9, Chapter 5 and Chapter 6 were drafted by Mrs. Daniela Pojar.

Table 4: Template for comparative criteria development, properties and indicators

<b>AAU</b>	<b>UOG</b>	<b>Criteria properties, indicators</b>
Fundamental findings on levels  Cross-sectional analysis criteria, indicators, etc.	Basic appreciation on levels	L1 criteria etc.

Table 5: Data reduction template

	<b>Common points</b>	<b>differences</b>
L1: System level		
Criterion 1	Pattern	Differences
Criterion 2	Pattern	Differences
Criterion 3	Pattern	Differences

### **3. Bachelor Degree in Public Administration at the University of Aalborg**

#### **3.1 Introduction**

Problem based learning is one of the strategic objectives of the University of Aalborg for the period 2016-2021, and its principles represent the fundamental principles that develop design, independent thinking and professional training. The integration into the organizational context of the University of Aalborg of PBL principles takes place in the following way:

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

In general, the problem is the starting point in a student's learning process. This may be both theoretical and practical, and its typology may be authentic or scientifically substantiated and can be interdisciplinary. This philosophy of teaching is based on the following principles:

- The PBL organization framework is always based on the project. The purpose of a project is always determined by the formulation of the problem;
  - In order to be able to complete a project, students need fundamental theoretical knowledge that they will gain in courses, seminars, etc .;
  - Cooperation is the driving force of PBL, as students work in a group, and each individual activity contributes to the consolidation of the overall outcome;
  - The project contributes to the development of students' skills, insisting on the formation of professional skills, as the problem must be close to a problem that may be possible in practice;
  - Students are responsible for their own learning goals, organizing their activities independently and being guided by a supervisor;
- 
- By applying the PBL, Aalborg University, Denmark is geared towards producing learning, taking responsibility for the extent to which it is produced in a genuine way. Thus, the responsibility of Aalborg University changes from that of the quality of teaching to the extent to which the students have learned. In this model, students are seen as co-producers of learning, assuming their own responsibility for their own learning.
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- One of the priority directions for consolidating the training of Aalborg University students within the PBL philosophy is the feedback on learning outcomes, which is a very important element in the new model, both at the level of the teaching staff and the institution. The learning outcomes include everything students achieve as a product of learning experience. From this perspective, any measurement of students' products obtained from a learning experience is a way of measuring learning outcomes, which is much more useful to consider than any other input-type resource.



### 3.2 System Level

According to the University Law of Denmark, universities are independent institutions, funded by the public sector, by the Ministry. There are four types of higher education institutions: professional academies and colleges offering professional bachelor studies; universities offering study programs at bachelor, master's and doctoral level; institutes offering arts study programs.

The line Ministry sets out general rules on: admission, evaluation, including by external evaluators, the award of titles, etc.

The language of instruction is Danish, but institutions are free to decide which study programs can be offered in English, especially at Masters and PhD levels.

The initiation of new study programs takes place at the initiative of the HEI, provided the Ministry of Health complies with the requirements of the ministry. The study programs provided must be accredited by the Accreditation Council, which operates under the Higher Education Accreditation Act of June 2013.

Institutional accreditation and study programs. It is clear from the above-mentioned law that the accreditation task will be taken over by institutional accreditation and establishes the legal framework for accrediting existing programs. It also sets provisional rules for the accreditation of programs that will, in particular during the transition phase, be carried out in parallel with institutional accreditation. Finally, the Act specifies that all requests for the creation of new programs and programs accredited under provisional rules under the new accreditation system must be submitted in order to obtain pre-qualification from the Ministry (authorization) and prior approval prior to the accreditation procedure.

Institutional accreditation aims to strengthen the efforts made for the development of higher education institutions, including through the opening of new study programs, which is an essential element of competitiveness and relevance. Institutional accreditation delegates responsibility for the quality of programs to the institution and management. This means that the institution must have developed an internal quality management system, reflecting all the curricula at the institution. The internal quality management system must be organized in a manner that reflects the five performance, relevance, and quality criteria described in the Law. The five criteria relate to the following:

- Criterion I: Policies and quality assurance strategies;
- Criterion II: Quality management and organization;
- Criterion III: Study programs are based on a set of knowledge;
- Criterion IV: Level and content of study programs;
- Criterion V: Relevance of study programs.

Regarding Criterion V, the relevance of study programs, it is worth mentioning the following issues which are subject to evaluation and which need to be demonstrated by the institution:

- the programs reflect the needs of the labor market and the students acquire the necessary skills;
- The content of study programs (including objectives and outcomes) is subject to evaluation by external beneficiaries, including potential employers, by graduates, and the results of this assessment serve as a basis for modifying the content of study programs;

- inclusion of potential employers in working groups for periodic review and adaptation to the new realities of study programs;
- monitoring graduate employment at study program level and Denmark's labor market trends serve as a basis for periodic review of programs, including key changes.
- All higher education institutions must comply with the provisions of the Law on Institutional Accreditation. The report model is unique to all institutions. The Law on Accreditation of Higher Education in Denmark is in line with European Guides and Standards in the field.

Decisions on accreditation of institutions are made taking into account the self-evaluation report presented by the institutions. Depending on the results of the self-evaluation presented in the report, the decision of the Accreditation Agency may be:

- **Positive**, according to Section no. 9 of the Accreditation Act, which means that the institution is entitled to initiate new study programs, elaborate its own criteria for the elaboration of the study programs and adjust the existing programs;
- **Conditional**, according to Section no. 10 of the Accreditation Act, which means that the institution may initiate new study programs, subject to their prior accreditation.
- **Refuse**, according to Section no. 11 of the Accreditation Act, which means that it can not initiate new study programs, and the existing ones must be subject to evaluation and accreditation. In this situation, the Council will develop criteria for their accreditation.

In case of refusal to accredit, the decision must be well motivated and contain recommendations for remedy.

- Institutional accreditation itself takes place in four stages:
- The preparatory phase, when initiating the initial dialogue with the institution and determining the members of the Accreditation Commission;
- The documentation phase. At this stage the institution develops the self-evaluation report and two visits to the institution;
- The reporting phase, when the accreditation report is drawn up, the consultations with the institution, and the accreditation report is submitted to the Accreditation Council;
- The decision-making phase in which the final accreditation decision is presented.
- Regarding program accreditation, this differs as it relates to existing programs or to launching new programs.
- Accreditation of existing programs may take place either in the case of refusal of institutional accreditation or in the case of provisional accreditation.
- Accreditation of existing programs is based on five criteria:
- Criterion 1: Application and relevance: The program is relevant to labor market requirements. The following should be taken into account: graduates are employed or follow the next level of education; the institution carries out a continuous dialogue with employers' representatives to ensure that study programs are relevant to the labor market;
- Criterion 2: Knowledge Based: The program is developed in accordance with the legal requirements and the requirements of the relevant Ministry for a particular type of program. This refers first of all to the fact that academic staff trained in

teaching have the necessary training and fundamental knowledge, based on long-lasting research, in which both teachers and students are trained;

- Criterion 3: Objectives of learning outcomes: The objectives are in line with the descriptors of the National Qualifications Framework; there is a connection between the structure of the program, the learning objectives, the admission criteria and the objectives of learning outcomes;
- Criterion 4: Organization and performance: The program is organized in such a way that the learning outcomes and objectives corresponding to a specific study period are achieved, for which a specific study assignment for the program's students, expressed in transferable credits (ECTS); the staff trained in the teaching process has the necessary pedagogical training; the possibility of international mobility by students; the equivalence of internships conducted outside the country and periods of mobility;
- Criterion 5: Internal quality assurance and development system: takes into account the assessments received from the external beneficiaries of the content of the programs; the work of academic staff is assessed by students; components of studies conducted outside the institution, including internships, are subject to evaluation; logistics (the physical environment and the necessary material resources) serve to achieve the objectives of the programs.
- The accreditation of new programs takes into account four of the five criteria, except for the first criterion.

### 3.2.2 NATIONAL QUALIFICATIONS CALENDAR (NQF-HE)

- It was revised and adapted to needs in July 2008. In 2010 it was certified and designated as compatible with the European Qualifications Framework in the Bologna Process, and since 2010, Denmark's higher education institutions issue diploma supplements, indicating levels of study under the Bologna Process . It includes the 8 levels of qualification, of which 4 refer to higher education;
  - It is structured in 3 elements:
    - 1. Description of learning objectives, skills and competences;
    - 2. Description of levels;
    - 3. Description of grades awarded.

Universities design their study plans in strict accordance with the National Qualifications Framework, so that each student achieves the described goals.

### 3.3 Level of university management

Under the Law of the Universities of Denmark, The Board is the supreme authority of the higher education institution, with the role of protecting the institution's interests and determining its long-term development and activity policies. For example, at the University of Aalborg the Council is responsible for hiring the rector and top managers. According to *the Danish (Consolidation) Act on Universities*, *the Council* is the governing body of the university.

Academic activity is managed by the Academic Council at university level. The Rector may establish one or more academic councils to provide academic

management. Academic councils can be set up at different levels of organization (university, faculty, department).

At the University of Aalborg, Academic Councils are constituted at the faculty level and have an advisory role. The academic council has the right to rule on all aspects of academic activity in the faculty. Likewise, the rector may submit various questions related to the academic activity of the respective faculty for consideration by the respective academic council. One of the tasks of the Council is to expose the content of the study programs, including with reference to how they meet the requirements of the National Qualifications Framework.

Among other things, the Academic Council is entitled to award advanced doctoral and doctorate degrees.

Each Council is composed of 15 or 8 members, the Dean having the office of ex officio. The rest of the members are elected from academic staff, including PhD students and students in a proportion of 5 to 2.

### **3.4 The Faculty / Department level**

The operative management of the faculty is done by the dean. The Deans are employed by the Rector. The vacancy is announced publicly and the Employment Commission meets under the rector's chair. It consists of representatives of academic, technical and administrative staff and representatives of students. The employment of the Dean is made for a determined period, the actual duration of the Dean is decided by the Rector. The Commission will evaluate the candidates' files and the rector will be offered an application for approval. The Deans, in their turn, are responsible for the employment of study program directors at the proposal of the respective study council. The Dean can consult the department involved in the program of the respective study program on the applications of the program directors. At the same time, the Dean must ensure that the staff recommended must have the skills required to occupy the post.

At the department level, leadership is done by the head of department, which ensures the quality, continuity and development of study programs offered by the department as well as teaching, research and knowledge sharing activities. Being assisted by study boards and study directors, the head of the department monitors the process of evaluating departmental and teaching activities.

### **3.5 Study Board level**

In accordance with the Danish University Act of 2012, 18, in order to solve academic, research and collaboration problems between various faculty structures, the Rector may establish study councils that manage one or more programs. The number of members of the Academic Council is determined by the Dean following consultation with the members of the departments responsible for these programs. Each study council must include an equal number of teachers and students' representatives elected by academic staff and students respectively.

The board of directors is headed by the president, elected for one year of teaching staff, members of the board of study, working on a full-time basis, and a vice-president elected among the student students.

The main task of the councils of study is to organize and ensure an educational and training process focused on performance and development through:

- quality assurance, evaluation and development of study programs and the teaching-learning process;
- elaboration of draft academic regulations, as well as their modification;
- monitoring the teaching-learning-evaluation process by approving the course units, evaluation forms and evaluation tests;
- Consultation on the improvement of study programs and didactic activities, etc.

In some Danish universities (for example, Aalborg University), study boards of study programs related to a training area can be organized in schools, which are approved by the Rector at the Dean's recommendation and are headed by the head of the school.

The dean, on the recommendation of the study board, appoints or dismisses the head of the school. The candidate for the post of head of the school must be a recognized researcher, who knows the academic fields that school is responsible for, to have managerial skills and didactic experience.

The school head is responsible for:

- developing and implementing school policies and strategies;
- presenting the recommendations of the faculty dean on the budgets of the school and its councils;
- coordinating all school activities and ensuring their quality;
- in collaboration with the study councils, approve the deadlines and deadlines for presenting master's theses, as well as the calendar plan for monitoring students' activities on master theses;
- in cooperation with the study councils, ensure the planning and practical organization of the teaching process, tests and other final evaluation forms;
- together with heads of departments and study boards, the head of the school monitors the evaluation process of the study programs and the teaching process.

At the Faculty of Social Sciences of Aalborg University, law school and a board of 8 members (50% - teaching staff and 50% - students' representatives) are active.

The President of the Council of Studies coordinates the operational work of the Council and is responsible for organizing the Council's working sessions. He is responsible for funding and reporting student fluctuations.

The tasks of the Council are as follows:

- Formulating proposals for changing the curriculum;
- Approve plans for organizing teaching, current and final assessments;
- Quality assurance by organizing various training for staff;
- Participate in consultations on improving and strengthening teaching-learning activities.

At the Council level, assignment of teaching hours per student is allocated. This takes place in the following way: for I semester - 16 h; the rest of the semesters at the license level - 19 h; at master level - 23 h student per semester. These classes should include all teaching activities, including internal assessments. External evaluations and other activities are funded from the money allocated to the Program. Teaching activities are divided into two parts: auditorium hours and supervision hours. For teaching hours 27 hours are allocated for ECTS (including exams), 55 hours are allocated for supervision for 7-8 meetings with one group

### **3.6 Integrating students with special needs**

The University of Aalborg is a relatively new university located in the north of Denmark, founded in 1974. Since its inception, part of its mission has been to recruit students whose family members did not come from the university. The pedagogical process has been developed in such a way as to facilitate the recruitment of a large number of students, which exceeds the level of recruitment in other Danish universities. Their number is approximately 80% of the total number of students. According to the internal statistics of the University of Aalborg, their graduation rate is about 90%. The key to success and the fact that higher education is attractive to them is the cumulative presence of the following factors: the pedagogical process involves working with a concrete project, working in a group, outside the institution within a company or a potential employer. The student's task of working on a case in everyday life builds that bridge between their lives and university. All of these factors contribute to the recruitment of students from amongst the non-relatives in the academic field.

### **3.7 infrastructure**

The Aalborg University Campus has an infrastructure (study blocks, offices, auxiliary buildings) developed horizontally with a little architectural concept, campus access is free, without boundaries, campus boundaries are not delimited, and entry into buildings is through access electronic cards. All buildings are thermo-insulated, equipped with air conditioning systems (hot weather) and heating (cold weather), underground electrical networks, communications, etc.

Courses are equipped with modern furniture. Equally, ICT equipment and equipment facilitates the use of modern teaching technologies. The classrooms are designed for large groups as well as for team work in groups of 5-6 people.

### **3.8 Study program level**

*3.8.1 Generalities.* The initiative to create new study programs usually comes from a teacher or a group of teachers. Within faculties, there are people who have the necessary knowledge of the rigors and the set of documents to be drawn up for the opening of the new programs. The Dean signs the document package after a thorough investigation. After the dean's approval of the program, it is assessed by the Council of Studies.

At the Aalborg University Faculty of Social Sciences, the School of Law is active, which offers the opportunity to study Danish law.

The particularities of the study programs in the field of law consist in the fact that they are integrated studies, making the second cycle studies in the field of law being a mandatory condition for employment. Duration of studies including cycle II is 5 years (4 + 1). As in other study programs, the rapport between the volume of subjects taught according to the classical model and the group work on the project is 50 to 50, the distribution differs only during the years of study. Group work on the project is distributed annually progressively, so that in the last year - the work on the project - the license is 100%.

The achievements of the study programs in the field of legal sciences are achieved by achieving the following objectives:

- operating with the theoretical knowledge specific to the legal sciences;
- understanding the doctrines and fundamental principles of Danish law;

- Understanding the correlation between the economic, political, social and legal contexts;
- development of the intellectual and practical skills necessary for the graduation of the graduate;
- developing the intellectual, critical and practical skills needed to promote education and lifelong learning, including research.

The graduate in legal sciences at the end of studies must:

- understand the doctrines and fundamental principles of Danish law and its correlation with European Union law;
- know and interpret the sources specific to the Danish law, the way they have appeared and developed and the institutions that form their content;
- understand the social, political and economic context in which law operates, and form critical thinking in areas of controversy within the topics studied;
- expand their understanding of Danish or international law by studying optional modules;
- be able to apply research skills to plan and conduct independent research;
- be able to critically analyze, interpret, evaluate and synthesize information from a variety of sources;
- be able to analyze practical legal issues, differentiate between relevant and irrelevant information, and apply legal rules and legal principles to generate solutions;
- be able to evaluate competing arguments and make rational judgments;
- be able to communicate clearly both verbally and in writing, using the legal terminology correctly;
- be able to think and work both as a team member and individually, reflecting on the learning process.

*The teaching and learning strategies* are correlated with the university ones, developing the team's learning and team-building capacities for training the professional skills needed to work in the field, focusing on the spirit of analysis, planning and solving of the existing problems.

Law-specific are case studies that allow students to analyze legislation and find legal solutions to resolve existing problems.

In order to achieve the objectives of the study program, various teaching and learning methods and procedures are used, such as lecture, lecture-debating, seminars, role-plays, simulated processes, case studies and presentations, etc. through which the intellectual abilities of the students are developed.

Assessment of students' knowledge is done through written and verbal examinations, projects or other appropriate forms of assessment. Mandatory modules are

evaluated partly through written exam (50%). Students are given the opportunity to promote current examinations to prepare for summative assessments.

Group work on the project is distributed annually progressively, so that in the last year - the work on the project - the license is 100%. In general, the project in the field of legal sciences is designed in the following way:

1. A question is raised in the field of law (e.g. the analysis of a legal concept or a question that can be answered with yes or no);
2. A delimitation is made either negative or positive;
3. Identify the relevant sources of law;
4. A structured answer to the question is formulated, using relevant sources of law;
5. Compare the result of the analysis made with the results of analyzes of a previous theory of law;
6. Conclusions.

The role of the supervisor within PBL in law study is achieved through teaching in small groups (2-5 people) in the following way: formulating the concept of a project; determining the relevant resources of law; determining the relevant legal theories; questions of law are discussed; the theory is based legally, both in writing and oral, and the description takes place in an academic, grammatically correct manner. The supervisor is not obliged to read or discuss all aspects, his role is limited to involving students and enhancing students' capacities and skills.

Group members working on a project (the group consisting of 5-7 students) form a unit with a common responsibility. Each member of the research group has a set of tasks to be carried out, on which the outcome of the joint scientific project depends. Thus, the "group work" method develops communication, planning, decision making, social responsibility, conflict resolution, and so on. An important role in the process of group work lies with the supervisor (facilitator), who must closely follow all the phases of the project: a) the understanding of the subject (the research object) by the members of the group; b) division of work tasks; c) the election of a group coordinator; d) involvement of members; e) monitoring the fulfillment of tasks, etc

*3.8.2. Evaluation of study programs.* Current and new study programs are subject to external accreditation by the Accreditation Agency for Higher Education based on evaluation criteria approved by Ministerial Order. The assessment is based on five fundamental criteria: the study program's consistency with the needs of the labor market; research-based program; the academic profile and the objectives of the study program; structure and organization of the study program; continuously assuring the quality of the study program.

Based on the decision of the Accreditation Council, the study program is accredited; conventionally accredited or non-accredited. Repeated evaluation of study programs is entrusted to universities, being subjected only to new accreditation.

*3.8.3. Curricular Design.* Bachelor and master programs are structured on modules and are based on the principle of problem-based education. Study programs are subordinated to a department (schools) within the faculty and must correspond to the Danish Qualifications Framework, providing skills training on descriptors for each student.

The basic document for a curriculum is the curriculum, drawn from the following compartments:



- legal basis (ministerial orders or papers, faculty and board of study to be affiliated with);
- admission requirements;
- the qualification offered;
- duration and skills (professional and transversal);
- description of modules (pre-requisites, objectives, activities, forms and evaluation criteria);
- rules on written work, including the draft of the thesis;
- rules on credit transfer, including the possibility of choosing modules at another Danish or foreign university;
- Rules for continuing studies at another cycle.

The curriculum includes PBL based on project activity, credited with an "n" number of ECTS as a central and mandatory element. The curriculum contains an exhaustive description of the educational objectives, including the skills and competences (knowledge, skills and competencies). The curriculum is a combination of fundamental and mandatory modules, optional subjects and the project. The role of the supervisor is well defined. Last but not least, it is important that the curriculum set the premises for working with employers, including internships in national and international companies and organizations.

*3.8.4. Ensuring the realization of study programs.* A study program is provided by the program team within a department, but, as required, other departments can also be called. An important role in the implementation of the programs is the involvement of employers' representatives, as providers of problems and projects necessary for the organization of research studies, which is why the internships are an important part in the formation of professional competences.

The study program will hold 15 ECTS credits each semester, outlining 4-5 modules, of which at least one will be examined externally, the other internally.

The project of the bachelor thesis is appreciated with 15 credits, being made in a group of up to 4 students, and the master thesis - 30 credits, being examined externally and executed individually or in a group of 2-3 students.

*3.8.5. Evaluating learning outcomes.* The project is based on the individual assessment in the team work, insisting on the skills and aptitudes achieved in this context and is carried out by an external examiner with the group supervisor. As far as the basic and the optional modules are concerned, the evaluation takes place individually.

The learning outcomes of each course unit must be clearly defined from the outset; all the activities in which the participants are engaged are aimed at achieving these goals. Within the PBL teaching method, student testing and assessment of their activity is complex and includes the following components: a) Final student assessment focuses largely on the scientific project developed by the research group (60% of the grade - the quality of the project, 40% - the student's answer to the topics from other themes); b) when assessing knowledge and skills, students who come up with more solutions to solve a concrete problem are highly appreciated and, in addition, select the optimal solution (solution) for cutting it, and so on.

*3.8.6. Involvement of students in the educational process.* Students are involved in the management of the educational process, being involved in all decision-making, executive and advisory structures at department, faculty, study council level, representing 50% of the members.

The involvement of students in research is the fundamental principle of Danish education, and the care for young researchers is a strategic direction of universities, which allows them to recruit their academic staff and to ensure the research capacity of the institution, depending on the results obtained by students.

Students are motivated to take responsibility for implementing a problem-based approach throughout their studies. They are also motivated to create synergies between different types of cooperation through collaboration with external partners as well as through the interdisciplinary approach of the learning environment. Their role is an important one, being emphasized by the fact that they participate in curricular development through their proactive role in the Study Board and through periodic evaluations of the contents of the curriculum.

*3.8.7. Student-supervisor correlation and research problem solving.* In the process of learning a student, the problem is the starting point, and the PBL combines the theoretical knowledge with the practice and allows the student to develop his / her skills and research skills through semestrial group projects.

The pedagogical philosophy of PBL focuses on the following criteria: the teacher is the supervisor (guide, mentor); 50% of the program is direct contact hours and 50% projects; the themes of the projects proposed for research must be current, important and relevant; when developing the projects, the students, grouped 3-5, must be oriented towards a profound and consistent analysis of the researched problem; group work allows for intensification: Diversity-based cooperation and finding a common denominator to solve the problem; studying the problem at a high logistical, creative and multi-level level; the theoretical and practical integration of the student by the teacher ensures the implementation of the formula {research + experience = knowledge} and requires the following steps: remembering - understanding - application - analysis - evaluation - creation.

### **3.8.8. Structure of the academic norm**

The norm of the work of the academic staff consists of the teaching and the research activity. The share for teaching activities is 50%, the research activity is allocated 40% and the remaining 10% is for administrative activities. This is the rule, but in practice there may be some differences, depending on the position held, the specific job obligations and the rules of the institution.

Academic staff enjoy teaching freedom, which includes the right to choose the teaching material required for teaching and to select their own teaching style.

The Education Council is responsible for monitoring the teaching activities, ensuring that they are in line with quality indicators.

Research activity represents 40% of the work of academic staff. These activities generally involve scientific publications in nationally and internationally recognized journals. At the same time, academic staff have the right to choose the research topic and methodology.

### *3.8.9. Collaboration with potential employers*

In the process of recruiting employers who would like to collaborate with universities in order to combine theory and practice in the educational process, each actor (employer - university - student) is clearly assigned roles from the start, companies perceiving that, by guiding them, become part of the teaching process, contributing to the formation of the professional skills of future employees.

Interestingly, the reciprocal selection method, based on a secret survey by which companies assign scores to each work group (students), indicating preference with

which group they would like to work together. The same procedure is done by working groups (students), pointing to the companies they would like to work with for the group project. In this regard, prior to selection, a meeting takes place between employers, who briefly present their research issues in relation to the work done by them and the working groups (students), who present their group in the way they consider it necessary. Surveys collected are analyzed by supervisors and they set for the semester the company and the working group that will work together to complete the project.

### **3.9 The teacher training program level**

According to the Order of the Ministry of Higher Education of Denmark, universities set their rules on the academic evaluation of candidates at different positions within the institution.

The purpose of the assessment is to determine whether the candidate meets the occupational requirements described in the job structure and the requirements for the job applicant described in the employment notice.

In particular, the candidate's competencies in teaching, research and communication will be assessed. The results of the evaluation will be recorded in writing and presented to the Rector. If there is a different opinion within the evaluation committee, it will be indicated in the minutes. The composition of the evaluation committee is decided at university level. In general, experts in the area under assessment will be appointed as members, who will at least have the competences required for the assessed position. Only members of the evaluation committee may be members who hold at least the position of university lecturer. Only the president, the secretary and the regular members can take part in the evaluation committee's work. Everyone is required to work under the principle of confidentiality and gender equality.

The activity of the invited teachers is not evaluated.

The appointment of the Chairperson and the members of the Evaluation Committee is within the competence of the Academic Council, and the Rector will set the deadline for submission of the Evaluation Report. Criteria for evaluation are those set out in the Job Structure Memorandum.

The outcome of the evaluation, which will be qualified (when the candidate corresponds to the post) or unqualified (when the candidate does not correspond), will serve as a basis for the employment or, as the case may be, promotion of the employee in the academic career.

The task of the Evaluation Committee is to ensure an impartial, qualified and objective assessment of the academic competences of candidates for academic positions, with a detailed description of the competencies of teaching, research and knowledge transfer and other relevant competencies needed to carry out a particular activity. The Commission does not prioritize candidates for certain positions and each candidate is assessed individually.

To meet training and / or promotion requirements, the requirements of the Danish Accreditation Agency, the University of Aalborg has created the Learning Lab, the purpose of which is to contribute to the mission of the University, excel in teaching and learning in higher education. This laboratory (Training Center) collaborates with academic staff, instructing them on best practices and modern trends in teaching. The Center provides support to academic staff to develop their skills, pedagogical skills to deliver teaching at high quality standards. In principle, the Center's activities are geared towards the following categories of beneficiaries:

- Higher education pedagogy for university assistants certified for higher education pedagogy;
- Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ;
- Continuous training of staff with work experience;
- Various seminars, workshops, individual training, etc.

## **4. Bachelor's Degree in Public Administration at the University of Gloucestershire**

### **4.1. Introduction**

The University of Gloucestershire is a public university in the UK, located in three campuses, two in Cheltenham and one in Gloucester, Francis Close Hall, Park and Oxstalls. The University is a recent successor to a large number of secondary and higher education institutions that were merged and reformed, obtaining university status in October 2001.

From the point of view of the institutional structure, the University of Gloucestershire has three faculties: the Faculty of Applied Sciences, the Faculty of Business, Education and Professional Studies and the Faculty of Media, Art and Technology. Each faculty is responsible for certain areas, offering university and postgraduate courses, promoting research in related fields. The faculties are responsible for developing and implementing study programs, leading the research and commercial activities of the university in their fields. Students benefit from this combination of learning, research and partnerships with external organizations, which ensures that curricula are relevant and up-to-date.

Teaching in the field of legal disciplines is predominantly classical, being done through lectures and seminars. During the lectures, the teacher presents students with the necessary information to be assimilated by providing a list of the main bibliographical sources and referring to the legal framework and the judicial practice in the field. As far as the seminars are concerned, they are done through discussions, debates in groups for a good understanding of the practical aspect of the discipline. Such a method is called Mooting - Debates. Using this method offers the experience of participating in an imaginary court and developing the skills to make a speech, to present a pleading. Moreover, there are famous speeches by well-known lawyers, whose speeches have solved certain theoretical problems of law. This stimulates research-based learning. Similarly, process simulations are used (I attended one of these seminars where a labor dispute was simulated in a specialized court). Certain seminars are conducted by experienced parkers in the field. Each group has appointed an academic tutor to provide academic support and help each student develop their careers according to each one's interests.

In the University of Gloucester, studies are indissoluble in research, and are also geared to the employment of all graduates of this institution. Each member of the academic community must be concerned about the implementation of the mission and vision of the university in everyday work. The use of innovative teaching methods including the widespread use of ICT is a component part of the University's strategy, as these methods bring benefits to both higher general and academic staff and students to the particular.

The use of ICT in teaching facilitates the widespread implementation of student-centered teaching methods. In this process, students are trained in various activities that promote the analysis, synthesis, and evaluation of classroom information. The activities are carried out in the form of an umbrella and consist mainly of:

- Simulations;
- Group projects;
- The formulation of a problem;
- Investigational projects;
- Case studies.

In such situations, students will make extensive use of the tools that ICTs provide. Similarly, teachers are to use new ways to make learning as active as possible. For example, use the Adobe Connect, Moodle platform and an interactive evaluation method with a problem: KAHOOT! Generally speaking, active grouping (group) is essential in the active learning process. As to the formulation of the problem, it must be very reflective, with complex content. Students should be faced with situations with many unknowns, and the fact that they will use the knowledge they possess is more important than the result they will get. Regarding the learning outcomes there is a balance between their orientation towards both content and process.

## 4.2. System Level

Higher education in the UK is recognized as one of the best educational systems. It is provided by three types of institutions: universities, colleges and other higher education schools, such as colleges of music and art.

Higher education in the UK is divided into two stages. In the first stage (Undergraduate), students generally learn for three years and get a bachelor's degree. The second stage consists of master's degrees and doctoral studies. Master studies usually last one year, and doctoral studies - three years.

*4.2.1 National Qualifications Framework.* All diplomas and certificates of study relate to a national credit system and qualification, independent of the Scottish National Credit and Qualification System (SCQF). The national credit and qualification system used in England, Wales and Northern Ireland is called the Qualifications and Credit Framework (QCF).

National qualifications frameworks have been created in the UK to offer: homogeneous standards and qualifications, recognized at national level, recognizing the accumulation of knowledge and skills, as well as a basis for possible revisions of existing and future qualifications. The UK national qualifications system is compatible with the European one, called the European Qualifications Framework (EQF).

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

- Doctorate (PhD) - with a duration of three to four years, Doctoral studies can be accessed by Master's degree graduates, but also by Bachelor Honors degrees;
- Research based programs (MPhil, MRes) - this kind of programs have as main activity the research in order to prepare the dissertation;
- Taught master's (MA, MSc) - such a program lasts between one and two years and has two parts: a) attendance at courses and seminars, passing exams and presenting the essays, b) preparing and submitting the dissertation;
- Master of Business Administration;
- Postgraduate Diploma / Postgraduate Certificate - usually these courses do not include research or dissertation elements. The programs last up to one year. After graduation, holders of a PGDip can transfer their accumulated credits to a relevant master program;
- Bachelor degrees - the duration of these courses varies from three to four years, while programs in architecture, dentistry, medicine, veterinary medicine last for five to six years. In the British system, bachelor's degrees are classified according to the final average and the grade at the dissertation.

- Foundation degrees - represents a higher professional course requiring between two and three years (day) or between three and four years (without frequency) to be achieved. To provide the necessary skills for employment, these courses have been developed in partnership with employers. After completing such a course students can continue their studies for another 12-15 months, at the end of which they can obtain a Bachelor degree.

- Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE) - programs of this type are offered in general occupational fields such as engineering, health, social work or IT. The courses aim to prepare senior managers and technicians. HND is at the same level as DipHE and equivalent to the first years of study in a Bachelor's degree program of three years. At the end of such courses, students can access the third year of study from a bachelor degree in the same field.

- Foundation courses, foundation years or access / bridging courses - generally, these courses last for one year and cover the gap between the qualification of the student and the program (qualification) he / she wants to follow. This type of program offers the student the possibility to expand his / her qualification to another field, or can help him / her meet all the conditions to apply to a specific program.

*4.2.2. Accreditation in higher education.* Monitoring and counseling on standards and quality in higher education in the UK is carried out by an independent body - the Quality Assurance Agency for Higher Education (QAA). The agency is independent of the government and higher education institutions, having the vocation to act in the public interest and for the benefit of the students.

The Agency was founded in 1997. Initially, the accreditation was at the level of a study program, and since 2002 the University is also accredited. The agency is an independent organization in whose work the Government can not intervene. Employees are about 180 people and the number of evaluators -400. Among them are: top academic staff, quality managers, active students (about 20%). Their experience is relevant. In the QAA before the start of the evaluation procedure, a 3-day training for assessors is carried out. The evaluation teams consist of + 2-6 members depending on the size of the HEI. The sources of funding for the Agency are in principle contracts with the Financing Agency in England, Wales and Northern Ireland and Scotland; of contributions paid by members who are in principle public institutions and the provision of services internationally at the request of non-UK HEIs.

The Agency's activity pursues the following objectives:

- improving the quality and ensuring standards in UK higher education in order to maintain public confidence;
- promoting management through knowledge and resources in assuring and enhancing the quality of higher education in the UK and internationally;
- expanding and increasing the value and access to the Quality Assurance Agency's services in higher education in the UK and beyond.

**The main areas of activity of the Agency are:**

- publishing and implementing the Quality Code for Higher Education in the UK;
- conducting external evaluations of higher education institutions and reporting publicly;
- examining aspects of academic quality and standards;
- conducting research and exchanging information on good practices to improve quality;
- collaborating internationally with other agencies on common criteria in the field of standards and quality;
- organizing training and training measures to help higher education institutions develop and improve their own quality assurance processes;

- advising the government on applications for university status in the UK and on competences for awarding degrees and qualifications.

At country level, a Quality Code for universities is being drafted, with all universities participating. The code consists of 3 sections: Standards; Ensuring and maintaining academic quality; Information required to be submitted by HEI.

The core activities of the QAA are:

1. Evaluation of HEIs that are funded from public funds;
2. Evaluation of transnational education (validation partnerships, franchise partnerships);
3. Evaluation of private HEIs wishing to take students from outside the European Union;
4. Evaluating private HEIs in which students who want to benefit from state loans will be trained;
5. Accreditation of those entities wishing to issue diplomas.

There are also professional unions (guilds) that accredit certain programs. For employment, this accreditation is mandatory (eg Medicine, Engineering). This way reflects the link with the business environment.

**Evaluation process ( it is done every 6 years):**

1. Self-evaluation (a report with justifications on what is presented in this report is being drafted). Students participate in program evaluation;
2. Analysis of the self-assessment report by the Agency team. Initially, an office analysis, then a field visit (3-5 days) to convince the veracity of what was indicated;
3. Elaborating the Report, which contains the team's reflections on what you have seen. In the form of a draft, it is sent to the university, which acquires knowledge, then the final report is produced.
4. Elaborating the action plan.

**Qualifications obtained according to the evaluation results:**

- ✓ Very good; Excellent; Exceeded expectations);
- ✓ Complies with expectations;
- ✓ Some improvements are needed to match;
- ✓ Does not match.

It is worth highlighting the individual assessment approach for each university, including the results of the evaluation.

**Principles of assessment:**

- ✓ Based on evidence;
- ✓ On risk assessment;
- ✓ Centered per student;
- ✓ Targeting for improvement;
- ✓ Transparent and justified;
- ✓ Collaborative.

The evaluation of the research is done through a sophisticated mechanism. It has been emphasized that emphasis is placed on the evaluation of research in abstract terms and not the impact of research. This will undergo some changes until 2020, so that the impact of



research is prioritized in the science evaluation process, and HEIs will be ranked accordingly. Evaluation of research facilitates the classification of universities and financiers have the opportunity to see for which institution the money is spent. The research is funded by a state agency according to results. The information is public and everyone can see what each HEI presents on the research plane.

The research findings are evaluated on the basis of the following factors: Research results, PhD number and scholarship volumes, Research income, Research environment (as perceived in business research), Outcomes of publications that identify areas of excellence.

Similarly, reference standards for different areas of study at the level of the first cycle are being developed at the system level and are an integral part of the UK Quality Code. These papers define what we can expect from a graduate of a higher education institution about what they might know, what they could do and what they could understand at the end of their studies, being consistent with the qualification descriptors relevant. Additionally, these papers explain what gives a certain discipline coherence and identity. These papers are part of Chapter A of the Quality Code to cap the academic standards to a safe level. Standards are used as reference points for designing, launching and reviewing study programs.

For certain areas, educational institutions must also take into account other standards for designing, launching and revising study programs. These may contain requirements submitted by different professional unions, and the observance and adjustment of study programs to these expectations is left to the higher education institution.

#### **4.3. Level of university management**

The governing body of the university is the University Council, which is responsible for the educational activity and the mission of the university, approving annual estimates of income and expenditure, appointment of management personnel, and establishing the management arrangements for the university. The University Council currently comprises 18 members: 14 external members and 4 members of the university community, including the deputy chancellor, one representative of the teaching staff and auxiliary staff and the president of the Students' Union.

The following committees were set up within the University Council: Audit Committee, Standing Council and Foundation Group, Employment Policy Committee, Committee on Finance and General Purposes, Management and Appointments Committee, Remuneration Committee.

##### **The main attributions of the University Council are:**

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

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

The president of the University Council is responsible for the Board/Council's leadership, ensuring that it offers the University a clear and strategic direction so that the University develops and thrives in a dynamic and competitive environment.

#### **4.4. The Faculty / Department level**

The Law School of the University of Gloucestershire offers the opportunity for students to know the fundamental principles of law in England, Wales and the European Union. As progress is made, students have an interesting list of study options that are appropriate to their career interests and choices, such as commercial law, medical law, human rights and family law.

Students have the opportunity to develop their key skills in the field of legal practice, such as how to efficiently support a case in court, how to interview clients and how to negotiate legal arrangements. Students also have the opportunity to take part in simulated processes, as well as customer interviews and contests.

The Law School of the University of Gloucestershire contributes to the students' ability to critically analyze and synthesize information, abstract thinking, assessing competing arguments and motivating decision-making in problem solving. All of these skills are essential to the field of law. At the same time, they are also life skills and are highly sought after by other professions where students decide to choose a different path from the field of law.

In addition to academic and practical studies, students follow their own 4-level formal employment program. This is unique at the University of Gloucestershire and gives students the first opportunity to engage in practical legal work.

The Law School of the University of Gloucestershire is driven by a main goal: its graduates must be ready for their career. This means that the student graduates with academic excellence and substantial experience in the real world. It is an important combination for future employment and the graduate will be able to quickly draw the attention of potential employers.

In 2015, The Guardian ranked the Law School of Gloucestershire University as the Best Law School in England and Wales in terms of the satisfaction of teaching students. This distinction is proof of the high qualification of academic staff and a competitive learning environment that faculty provides for students. Most teachers come from professional backgrounds with a variety of specializations, including in the field of commercial law, intellectual property, international law, and human rights. Their experience anchors students' theoretical knowledge to practical real world realities, providing them with a constant understanding of the issues of legal practice.



#### **4.5. Study Board level**

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

#### **4.6. Level of integration of students with special needs**

Within the University of Gloucestershire, the Student Services department (Helpzone) provides students with a wide range of services, information and support in the university accommodation process and helps them make the most of their student experience. Thus, from the range of services and assistance that the department offers to students, we can list:

- Providing a personal tutor to benefit from academic advice throughout studies;
- providing support in finding a place to live, inside or outside the campus;
- offering support to apply for funding, payment of fees and application for scholarships;
- providing counseling for people with disabilities, childcare counseling;
- providing information on university services such as sports, music, religion and the Students Union, etc.

In order to protect the interests of students who have children, the University of Gloucestershire collaborates with local nurseries, thus contributing to ensuring adequate childcare conditions. In this way, the University ensures that children are in a comfortable care environment as long as their parents are at school. For current or future students with school-age children, the issue of choosing local schools is, of course, a very important one. In this regard, in Gloucestershire children will be assigned either to the nearest state school or may be accepted through admissions of a school.

To help students make the most of their time at the university, the counseling service gives them support in any emotional, psychological, or mental health difficulties they may encounter. This service is free, confidential and provided by qualified and professional counselors who understand the pressures of university life. The counseling service of the University operates in accordance with the Ethics Framework of Good Practice of the British Counseling and Psychotherapy Association.

Within the Gloucestershire University also operates the Disability, Dyslexia and Learning Support Service, which provides confidential support for students with disabilities, learning difficulties and medical conditions. This Service can help students with:

- university consulting visits before submitting the application file;
- advice on the diagnosis of specific learning difficulties, such as dyslexia, dyspraxia or dyscalculia;
- support to apply for allowance for students with disabilities;
- advice on access for disabled people;

- liaising with academic staff and student services in support needs.

Employees involved in helping students work in the following directions:

- Ensuring students' well-being (medical insurance, mental problems in different periods of life, etc.)
- Developing student activism (developing skills for employment, volunteering, learning abilities)
- Students' life (guides them how to arrange their life, financial resources, accommodation, faith, etc.)

#### **4.7. Level infrastructure**

The University of Gloucestershire is located in three campuses, two in Cheltenham (Francis Close Hall and Park) and one in Gloucester (Oxstalls).

Francis Close Hall Campus hosts the School of Humanities, the School of Natural and Social Sciences, the School of Education Sciences, the School of Art and Design. The Campus offers qualified help and advice in using the full range of resources available to support the studies. Designed to provide an adequate and secure entourage for individual and group work, the campus libraries are open 7 days a week with a long-term program. Along with a number of improvements to study spaces and facilities, design studios for design and architecture students have recently been designed.

Originally designed as a botanical garden, the Park campus astonishes its visitors with splendidly landscaped parks and lakes that surround this modern academic center. Within the Park campus, the Business School, the School of Computer Science and Technology, the Media School, the School of Accountancy and the Law School are active. Campus Park includes a large number of study blocks, library, canteen, Helpzone, medical center, parking, smoking areas, etc. Being the location of a wide range of courses, Park Campus brings together students from various specialties, from accounting and right to music and film direction. As part of the expansion of the Media Center, new animation, film and TV studios, as well as computer and technology classes were opened in 2015.

The Oxstalls campus is located in Gloucester and hosts the School of Physical Education and Sports, the School of Leisure and Performing Arts. In the Oxstalls campus there are sports performance labs, sport halls, gymnasiums, fitness halls, sports therapy clinics, dance studios. With the help of high performance equipment and qualified staff, the Performance Lab has the ability to provide consulting services in a variety of sport, physical education and health science fields. Using state-of-the-art scientific equipment and research techniques, the Performance Lab offers testing services for individual athletes, sports teams and the general public.

#### **4.8. Level study program**

*4.8.1. General.* Business School of Gloucestershire University offers the opportunity to study law in the program entitled "Legal Studies".

**The objectives** of the "Legal Studies" program are to offer the following opportunities:

- acquiring knowledge and understanding of the doctrines and fundamental principles of England, Wales and the European Union;

- developing a broad understanding of the economic, political and social contexts in which the legal system operates;
- development of the intellectual, practical and transferable skills necessary for the graduation of the graduate;
- developing the intellectual, critical and practical skills needed to promote education and lifelong learning, including research.

Taking into account the learning outcomes of the "Juridical Studies" program, at the end of the course the student must:

- understand some of the doctrines and fundamental principles of England and Wales law, especially in the field of contract law, tort law, constitutional and administrative law, criminal law and European Union law;
- know and understand the sources of these branches of law, the way they have developed and developed and the institutions that make up their content;
- understand the social, political and economic context in which law operates, and form critical thinking in areas of controversy within the topics studied;
- expand their understanding of English or international law by studying optional modules;
- be able to apply research skills to plan and conduct independent research;
- be able to critically analyze, interpret, evaluate and synthesize information from a variety of sources;
- be able to analyze practical legal issues, differentiate between relevant and irrelevant information, and apply legal rules and legal principles to generate solutions;
- be able to evaluate competing arguments and make rational judgments;
- be able to communicate clearly both verbally and in writing, using the legal terminology correctly;
- be able to think and work both as a team member and individually, reflecting on the learning process.

Within the "Legal Studies" program, **the teaching and learning strategy** is aligned with that of the University, which aims to develop students' ability to learn independently and collaboratively, prepare them for life and placement, develop critical thinking skills in planning and decision- making. Collaborative learning opportunities are provided in seminars, especially in group activities at the "Legal Methods and Skills" discipline, interviews and negotiation exercises at the "Advocacy Skills" module and simulated labor law processes. The teaching and learning strategy makes extensive use of case studies, which enables students to develop their skills in counseling individuals and organizations on law enforcement in dealing with practical issues.

Problem solving and teamwork is initially developed in seminars through focused discussion and problem-solving exercises.

*3.8.2. Teaching methods.* Throughout the years of study, the timing of different teaching methods differs. At level 4 (first year of studies), 24% of the time is allocated to planned teaching activities according to the timetable, 2% of the time is allocated to internships, including abroad, and 74% to individual activities. Level 5 (2nd year of study) does not include time for internships, and the ratio between the planned teaching activities according to the timetable and the individual activities is 80 to 20. In the third year of studies - level VI is also lacking in the internships , and the raport between the planned teaching activities and the individual activities is 83 to 17.

The curriculum contains a series of compulsory modules, distributed during the three years of study, as follows: 1st year (Level IV) - 120 ECTS accumulated from compulsory subjects; 2nd year (Level V) - 90 ECTS cumulative from compulsory modules, and the remaining 30 ECTS is to be obtained from the study of two disciplines of 15 ECTS each, which must be selected from a 5-module shoulder to free choice . For 3rd Year (Level VI) - 45 ECTS accumulated from 2 compulsory subjects, and the remaining 75 ECTS will be accumulated from the optional 5 disciplines out of 9 at free choice. This flexibility allows students to focus on disciplines they will need in their professional work.

The number of hours allocated to a course of 30 ECTS is 300 hours, of which 84 hours are direct contact, and the remaining 216 hours are for the individual study.

The program uses **a variety of approaches**, such as lectures, debates, seminars, role-plays, simulated processes, case studies and presentations, to ensure that learning outcomes of the program can be achieved and demonstrated.

In general, knowledge is acquired through the course, seminars, tutorial classes and the guided and individual study, supported by printed material and the Moodle platform.

A teaching method used at the University of Gloucester is "Flipped Classroom" - which in a free translation means an unbalanced, irregular class. The point is that this pedagogical model assumes that the roles of teaching in the classroom and the homework preparation are reversed. For homework, students watch the video of the lesson, and in the classroom they solve the exercises with the teacher. Video lessons are the key ingredient of the so-called "flipped-classroom," which is either created by the teacher and posted on-line or taken from an on-line repository. In the classroom, the lesson is transformed into a workshop, an interactive discussion through which students can specify certain aspects of the subject matter, can test their own abilities and interact with one another.

*3.8.3. Evaluation of learning outcomes.* Students' **intellectual abilities** are developed during lectures, seminars, and individual studies, especially in the process of discussion and debate in seminars, participation in problem solving and case studies. Seminars will have a more critical approach within the Level 6 modules. Guidance in the use of law libraries and the electronic resources of the University is provided by the Level 4 "Methods and Skills" module. The research skills are further developed within the modules mandatory and optional. At Level 6, students develop an expanded essay module that develops their skills in planning and conducting independent research.

**Written communication skills** are developed through specific teaching activities within the Level 4 "Methods and Abilities" module; opportunities to develop these skills through their implementation are provided under the optional "Advocacy Skills" module. They are further developed by developing the assessment course and developing the 6th Level Extended Essay Module.

**Verbal communication skills** are developed in seminars and workshops in all modules, especially in the presentation, discussion and debate process. In addition, new opportunities for developing these skills are provided in the "Legal Methods and Skills" Module and the Optional "Level 4 Skills" module.

The skills to solve practical problems and team work skills are primarily developed in seminar activities and tasks.

As for **the evaluation strategy**, the students' knowledge is evaluated through written examinations and coursework or other appropriate assessment forms. Mandatory modules are evaluated partly through written exam (50%). Students are given the opportunity to promote current examinations to prepare for summative assessments.

Research skills are evaluated in the Compulsory Essay Module of Level 6. Writing and problem-solving skills are evaluated through written exams and coursework. Verbal communication skills are evaluated in the concrete optional modules in accordance with the module descriptors.

An active method of teaching is used in the subject of Legal Method and Skills - a fundamental discipline aiming to develop skills specific to the profession and to initiate in the lawyer / civil servant. This method is called a simulated process contest. Thus, students being divided into small groups have the task of presenting the pleading of the defense and prosecution in a criminal trial, invoking as many arguments as possible in support of his position. This interactive method of organizing the practical classes is very effective in the disciplines of Criminal Procedural Law and Civil Procedural Law, Legal Rhetoric, Ethics and Professional Ethics, etc. because it offers students the opportunity to personally apply their theoretical knowledge, simulating a judicial process and interpreting the role of prosecutor, lawyer, judge, official, etc.

Some seminars are conducted by practitioners with experience in the field. Each group has appointed an academic tutor to provide academic support and help each student develop their careers according to each one's interests. In order for the learning to be successful and the students to acquire the skills necessary for the labor market, the teachers focus in the seminars on the following aspects:

- Group dynamics are of particular importance;
- Explaining in the seminars what is the way to go in order to reach certain decisions;
- The challenge to think about how to make a decision;
- There is no unambiguous answer, but it is important to understand how this answer has been reached.

#### **4.9. Level of pedagogical training program**

In the United Kingdom of Great Britain and Northern Ireland there is at the state level Framework of Professional Standards for teaching and supporting learning in higher education. The purpose of this framework of standards is:

- providing support in the initial and continuing training of staff trained in teaching and learning activities;
- enhancing the dynamic approaches of the teaching-learning process through the perspective of creativity, innovation and continuous development in various professional situations;
- showing students and different beneficiaries of professionalism in academic activity;
- learning the various learning, teaching and evaluation practices that support and highlight the student learning activity;
- Facilitating at the individual and institution level to obtain formal recognition for qualitative teaching and learning support, including in managerial and research activities.

Placement of the student in the center of the learning process creates new requirements for academic staff. First of all, staff need to address teaching through methods that they do not know. Secondly, academic staff is required to design learning and evaluation goals, to express their views and to ask for the same from students, to include a number of



specific competences in the curriculum, to focus on opportunities associated with differences who are in classrooms and ethics. In the context of the above, academic staff can not be expected to perform their activities effectively without support and training in the pedagogical field. That is why the UK institutions are focused on meeting these needs by implementing various pedagogical training programs and developing the pedagogical skills of academic staff. In principle, pedagogical training takes place through the following activities:

- Teaching courses and organizing informative seminars for teachers (not only for young specialists but also for more experienced teachers);
- Establishing support subdivisions for professional development;
- Assessment and attestation of pedagogical competences in employment and promotion;
- Motivating academic staff to participate in various mobility, informative seminars, etc.

The purpose of training academic staff as educators is to enhance students' learning abilities. Therefore, pedagogical training facilitates a student-centered approach to teaching principles.

## 1. Data analysis and interpretation

### 1.1. Introduction

This table with inserted text is an appendix, but in section 5.2. each criterion including properties and indicators will be described.

AAU	UOG	Criteria properties, indicators
<p>Fundamental findings on levels</p> <p>Cross-data analysis will generate criteria, properties and indicators on each level</p>	<p>Fundamental findings on levels</p>	<p>L1 Level, criterion etc.</p>

### 1.2. Criteria, properties and indicators

Table 1: University of Aalborg

Problem formulation	Sources consulted	Appreciations	Reflections
L1: System Level	<p><a href="http://akkr.dk/wp-content/uploads/akkr/Guide-to-institutional-accreditation_fin al.pdf">http://akkr.dk/wp-content/uploads/akkr/Guide-to-institutional-accreditation_fin al.pdf</a>;</p> <p><a href="http://studvindenmark.dk/portal/">http://studvindenmark.dk/portal/</a>;</p> <p><a href="http://english.eva.dk/higher-education/">http://english.eva.dk/higher-education/</a>;</p> <p><a href="http://ufm.dk/en/education-and-institutions/higher-education/accreditation-and-quality-assurance/accreditation-and-">http://ufm.dk/en/education-and-institutions/higher-education/accreditation-and-quality-assurance/accreditation-and-</a></p>	<p>The existence of the national qualifications framework (NQF);</p> <p>The legislation governing the accreditation of higher education was adopted in 2013.</p>	<p><b>CNC:</b></p> <ul style="list-style-type: none"> <li>• Set up in 2008;</li> <li>• It is divided into three elements:</li> <li>• Universities designing study plans in strict compliance so that each student to achieve the aims described in the NQF.</li> </ul> <p><b>Accreditation of higher education:</b></p> <ul style="list-style-type: none"> <li>• Institutional accreditation aims to strengthen the efforts made to develop higher education institutions, including by opening new study programs, which is an essential element of competitiveness and relevance.</li> <li>• Program accreditation differs as it relates to existing programs or to initiating new programs.</li> <li>• Accreditation of existing programs may take place either in the case of refusal</li> </ul>

	<u>evaluation;</u> <u><a href="http://www.uddannelsesguiden.dk">www.uddannelsesguiden.dk</a></u>		of institutional accreditation or in the case of provisional accreditation. I
L2: level university management	Danish Universities Act 2012	Academic Council - Academic Management body	<ul style="list-style-type: none"> <li>• According to the Danish Act (Consolidation) Universities Council is the governing body of the university.</li> <li>• Managing academic work is performed at university by Academic Council;</li> </ul>
L3: Level of Faculty / Department	Aalborg University website		<ul style="list-style-type: none"> <li>• Head of Department ensures quality, continuity and development programs of study offered by the department and the teaching activities, research and knowledge sharing.</li> </ul>
L4: Council level studies	Danish Universities Act 2012	To solve the problems of academic, research and collaboration between various structures at faculty, the Rector may establish study boards, which manage one or more programs.	<p>The main task of the councils of study is to organize and ensure an educational and training process focused on performance and development through:</p> <ul style="list-style-type: none"> <li>• Quality assurance, evaluation and development of study programs and the teaching-learning process;</li> <li>• elaboration of draft academic regulations, as well as their modification;</li> <li>• monitoring the learning-evaluation process by approving the course units, evaluation forms and evaluation tests;</li> <li>• Consultation on the improvement of study programs and didactic activities, etc.</li> </ul>
L5: The level of integration of students with special needs	Aalborg University website; <u><a href="http://www.oecd.org/edu/imhe/Fostering-inclusion-of-disadvantaged-students.pdf">http://www.oecd.org/edu/imhe/Fostering-inclusion-of-disadvantaged-students.pdf</a></u>	Facilities for students with special needs.  Integration of students from families where parents did not have higher education	Ensuring non-discriminatory implementation of policies.
L6: Level Infrastructure	Aalborg University website	Modern infrastructure adapted PBL teaching method	Classrooms for group activities.  ICT equipment for evaluating online students.

		PBL.	
L7: Level of study program	<p>University website;</p> <p>Discussions with dr. Louise Faber, professor at the School of Law;</p> <p>Discussion with Professor. Olav Jull Sørensen</p>	<p>Clearly defined learning outcomes;</p> <p>Closely linked to potential employers;</p> <p>Teamwork influences students' vision.</p>	<ul style="list-style-type: none"> <li>• The curriculum includes PBLs based on project activity as a central and obligatory element and contains an exhaustive description of the educational objectives, including the competences and skills gained;</li> <li>• The project is assigned an "n" number of ECTS;</li> <li>• The curriculum is a combination of fundamental and compulsory modules, optional subjects and project;</li> <li>• • The role of the supervisor is well defined. He becomes mentor, guide;</li> <li>• • The pre-requisites for working with employers are set in the curriculum, including internships in national and international companies and organizations.</li> </ul>
L8: the level of teacher training	<p><a href="http://ec.europa.eu/education/tools/docs/2015/monitor2015-denmark_en.pdf">http://ec.europa.eu/education/tools/docs/2015/mo nitor2015- denmark_en.pdf</a></p> <p><a href="http://www.learninglab.aau.dk/resources/ict-teaching-learning-online-environment+/">http://www.learn inglab.aau.dk/res ources/ict- teaching- learning-online- environment+/ </a></p>	<p>In order to meet the requirements of training and / or promotion, the requirements of the Danish Accreditation Agency, the Learning Lab is created within the University of Aalborg,</p>	<p>The Center's activities are targeted at the following categories of beneficiaries:</p> <ul style="list-style-type: none"> <li>• Higher education pedagogy for university assistants certified for higher education pedagogy;</li> <li>• Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ;</li> <li>• Continuous training of staff with work experience;</li> <li>• Various seminars, workshops, individual training, etc.</li> </ul>

Table 2: University of Gloucestershire

<b>Problem formulation</b>	<b>Sources consulted</b>	<b>Appreciations</b>	<b>Reflections</b>
L1: System level	- discussions with Dr. Malcolm Maclean, associate Dean in the department of Quality and Standards;	Higher education in the UK is divided into two stages. In the first stage (Undergraduate),	Higher education in the UK is recognized as one of the best educational systems.

	<ul style="list-style-type: none"> <li>- wikipedia.org site consultation;</li> <li>- consult the website of the Agency for Quality Assurance in Higher Education in the UK <a href="http://www.qaa.ac.uk">www.qaa.ac.uk</a></li> </ul>	<p>students generally learn three years and get a bachelor's degree. The second stage consists of master's degrees and doctoral studies. Master studies usually last one year, and doctoral studies - three years.</p> <p>UK Standards and Quality Monitoring in Higher Education is carried out by an independent body - the Quality Assurance Agency in Higher Education (QAA).</p>	
L2: University management level	<ul style="list-style-type: none"> <li>- discussions with representatives of the academic and administrative staff of the University of Gloucestershire;</li> <li>- consult the website of the University of Gloucestershire</li> </ul>	<p>The governing body of the university is the Academic Council, which is responsible for the educational activity and mission of the university, approving annual estimates of income and expenditure, the appointment of senior personnel, and determining how the university administration.</p>	
L3: Level of Faculty / Department	<ul style="list-style-type: none"> <li>- discussions with representatives of the academic and administrative staff of the University of Gloucestershire;</li> <li>- consult the website of the University of Gloucestershire</li> </ul>	<p>The Law School of the University of Gloucestershire offers the opportunity for students to know the fundamental principles of law in England, Wales and the European Union. In 2015, The Guardian ranked the Law School of Gloucestershire University as the Best Law School in England</p>	<p>Students have the opportunity to develop their key skills in the field of legal practice, such as how to efficiently support a case in court, how to interview clients and how to negotiate legal arrangements. Students also have the opportunity to take part in simulated processes, as well as in interviewing clients and pleading competitions</p>

		and Wales in terms of the satisfaction of teaching students.	
L4: Council level studies		-	
L5: Integration of students with special needs	<ul style="list-style-type: none"> <li>- talks with Luisa Jessup engaged in the service Helpzone;</li> <li>- consulting the website of the University of Gloucestershire</li> </ul>	<p>Within the University of Gloucestershire, the Student Services department (Helpzone) provides students with a wide range of services, information and support in the university accommodation process and helps them make the most of their student experience.</p> <p>Within the University, the Disability, Dyslexia, and Learning Support Service also operates, providing confidential support for students with disabilities, learning disabilities and medical conditions.</p>	To help students make the most of their time at the university, the counseling service gives them support in any emotional, psychological, or mental health difficulties they may encounter. This service is free, confidential and provided by qualified and professional counselors who understand the pressures of university life.
L6: Level Infrastructure	<ul style="list-style-type: none"> <li>- discussions with representatives of the academic and administrative staff of the University of Gloucestershire;</li> <li>- consult the website of the University of Gloucestershire</li> </ul>	<p>University of Gloucestershire is located on three campuses, two in Cheltenham (Francis Close Hall and Park) and one in Gloucester (Oxstalls).</p> <p>Francis Close Hall Campus houses the School of Humanities, School of Natural and Social Sciences, School of Education Sciences, School of Art and Design.</p>	Originally designed as a botanical garden, the Park campus astonishes its visitors through the splendidly landscaped parks and lakes that surround this modern academic center

		<p>Park active in campus School of Business, School of Computer Science and Technologies, School of Media, School of Accountancy and Law School. Oxstalls campus is located in Gloucester and the School of Physical Education and Sports, leisure and Performing Arts School.</p>	
L7: Study program	<ul style="list-style-type: none"> <li>- talks with Sharon Harvey, Academic Director of the School of Business and School of Law;</li> <li>- consulting the website of the University of Gloucestershire</li> </ul>	<p>Business School of Gloucestershire University offers the opportunity to study law in the program entitled "Legal Studies". Within the "Legal Studies" program, the teaching and learning strategy is aligned with that of the University, which aims to develop students' ability to learn independently and collaboratively, prepare them for life and placement, develop critical thinking skills in planning and decision making.</p> <p>The program uses a variety of approaches, such as lectures, debates, seminars, role-plays, simulated processes, case studies and presentations, to ensure that learning outcomes of the program can be achieved and demonstrated.</p>	

L8: Teacher training program	<p>- Clegg, S. 2009. Histories and institutional change: understanding academic development practices in the global 'north' and 'south'. International Studies in Sociology of Education;</p> <p><a href="http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf">http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf</a></p>	<p>In the United Kingdom of Great Britain and Northern Ireland there is at the state level the Framework of Professional Standards for teaching and supporting learning in higher education.</p>	<p>The purpose of this framework of standards is:</p> <ul style="list-style-type: none"> <li>• providing support in the initial and continuing training of staff trained in teaching and learning activities;</li> <li>• Enhancing the dynamic approaches of the teaching-learning process through the perspective of creativity, innovation and continuous development in various professional situations;</li> <li>• showing students and different beneficiaries of professionalism in academic activity;</li> <li>• learning the various learning, teaching and evaluation practices that support and highlight the student learning activity;</li> <li>• Facilitating at the individual and institution level to obtain formal recognition for qualitative teaching and learning support, including in managerial and research activities.</li> </ul>
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### 1.3. Emerging patterns

Table: Emerging patterns

	Common patterns	Variations
<p>L1: System Level</p> <p>Foreign Accreditation Agencies</p> <p>National Qualifications</p>	<p>Accredited institutions can initiate new curricula.</p> <p>NQF highlights the usefulness of each result individually in skills</p>	<p>UK institutional accreditation takes place every six years in Denmark every five years. In the UK, the approval of study programs by professional unions is</p>



<p>Framework (NQF)</p>	<p>development. They encourage lifelong learning and facilitates the students in choosing a profession and studies. Help students to choose what they learn by goals each and can become an important aid for self-study. In both countries are compatible with the European Qualifications Framework</p>	<p>required. It is not necessary</p>
<p>L2: University management level</p> <p>Governance structures responsible for student-centered education</p> <p>Evaluation of academic staff</p> <p>The role of students</p>	<p>The existence of college structures responsible for academic activity.</p> <p>Staff assessment serves as a basis for career promotion and institutional accreditation, being part of the internal quality management system.</p> <p>Problem-Based Learning involves cooperation between students and academic staff, and it is necessary to cooperate to develop a common understanding of both learning issues and their problems as beneficiaries within their institution, proposing together solutions that could work for both groups. In both universities the role of students is manifested in the following:</p> <ul style="list-style-type: none"> <li>• Taking responsibility for implementing a problem-based approach throughout the studies;</li> <li>• Creating synergy between different types of cooperation through collaboration with external</li> </ul>	<p>Academic Council in Denmark is established at faculty level.</p>

	<p>partners and through the interdisciplinary approach of the learning environment.</p> <ul style="list-style-type: none"> <li>• Participation in curricular development and proactive role in the Study Board;</li> <li>• Periodic evaluation of curriculum content.</li> </ul>	
<p>L3: Faculty / Department level</p> <p style="text-align: center;">Relationship College-university management structures</p>	<p>At departmental level, the head of department is responsible for the quality, continuity and development of the department's study programs as well as teaching, research and knowledge sharing.</p>	<p>In Denmark the head of department is assisted by study boards/councils and study directors, the department head monitors the evaluation process of departmental and teaching activities</p>
<p>L4: Study Board level</p> <p style="text-align: center;">Academic governance body</p>	<p>In accordance with the Danish University Act 2012, 18, in order to solve academic, research and collaborative problems between different faculty structures, the Rector may establish study boards/councils that manage one or more programs.</p>	<p>It does not exist in the United Kingdom, but the University of Gloucestershire has the Academic Board with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students; designation and removal of external examiners; policies and procedures on the current and final assessment of students' academic performance; content curricula; academic standards, validation and assessment of courses; awarding qualifications and academic degrees; the expatriation procedure of students, etc.</p>

<p>L5: The level of the entire measurement of students with special needs</p> <p>Policy support for students, including the disadvantaged</p>	<p>In both universities there is institutional support for the integration of underprivileged students, and modern teaching methods of student-based learning contribute to this because these methods do not propose a solution that suits everyone. An essential element for integration is the understanding that, as all higher education institutions are different, so all teachers are different, so all students are different. Academic staff must be aware that students have different needs and interests.</p>	
<p>L6: Infrastructure level</p> <p>Support structures for students</p>	<p>Universities with a modern infrastructure, adapted to the requirements of student-centered education.</p>	
<p>L7: Study program level</p> <p>Integrate the curriculum into the university strategy</p>	<p>Problem-based learning is one of the University's strategic objectives for the period 2016-2021, and its principles are fundamental ones that develop design, independent thinking, and professional training. The integration of PBL principles into the AAU's organizational context takes place in the following way:</p> <ul style="list-style-type: none"> <li>• Explain explicitly the principles of PBL as a result of learning in curriculum content and all study programs;</li> <li>• Professional development of academic staff according to PBL</li> </ul>	<ul style="list-style-type: none"> <li>• Active Learning Methodology is an innovative method whose principle is student-centered learning. Within this process, students are trained in various activities that promote the analysis, synthesis and evaluation of classroom information. The activities are carried out in the form of an umbrella and consist mainly of:</li> <li>• Simulations;</li> <li>• Group projects;</li> <li>• Formulating a problem;</li> </ul>

<p>Focus on employability</p> <p>Digitalize the teaching process</p>	<p>principles and use of ICT in the teaching process.</p> <p>These teaching methods pave the way for better jobs on the labor market.</p> <p>Technology-rich online environments, which in practice serve as a physical space for student collaboration, discoveries and innovations, support the learning process that takes place inside the classroom.</p>	<ul style="list-style-type: none"> <li>• Investigational projects;</li> <li>• Case studies.</li> </ul>
<p>L8: Teacher training program level</p> <p>Structures responsible for pedagogical training</p>	<p>Taking into account the tendency of higher education institutions to focus on research, the status of the teacher can be improved by adopting a student-centered approach to teaching. It takes into account innovation and allows teachers to pursue their courses the way they want, while giving students the flexibility to grow in the way they choose.</p>	<p>The At the University of Aalborg there is a Learning Lab, the activities of which are:</p> <ul style="list-style-type: none"> <li>• Higher education pedagogy for university assistants certified for higher education pedagogy;</li> <li>• Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ;</li> <li>• Continuous training of staff with work experience;</li> <li>• Various seminars, workshops, individual training, etc.</li> </ul> <p>In the United Kingdom of Great Britain and Northern Ireland at the state level there is Framework of Professional Standards for teaching and supporting learning in higher education.</p>



## 6. Conclusions

"I never teach to my students. I am just trying to provide them with the conditions they can learn." Einstein

Following the realization of this report and the discussions with the academic staff of the two universities, the following principles underpin the innovative teaching methods (PBL at the University of Aalborg and Active Learning in the University of Gloucestershire) of student-centered learning:

- The PBL / Active Learning organization framework is always based on the project. The purpose of a project is always determined by the formulation of the problem;
- In order to be able to complete a project, students need fundamental theoretical knowledge that they will gain in courses, seminars, etc .;
- Cooperation is the driving force of PBL / Active Learning, as students work in a group, and each individual activity contributes to the consolidation of the overall outcome;
- The project contributes to the development of students' competences, influencing the formation of professional skills, as the problem must be close to a problem that may be possible in practice;
- Students are responsible for their own learning goals, organizing their activities independently and being guided by a supervisor.

PBL / Active learning is a philosophy, a culture within these higher education institutions, characterized by innovative teaching methods aimed at promoting learning through communication with teachers and other students involved in the learning process, methods that consider participating students active in their own learning, developing transferable skills such as problem solving, critical thinking and reflexive thinking. The advantages of teaching approach through the PBL / Active learning philosophy are as follows:

1. Working with potential employers: students will be able to find a job that suits them;
2. Students are motivated to study the theoretical aspects of the disciplines in order to identify the relevant institutions to solve the problem, in other words they are motivated to learn;
3. The role of the teacher is to guide the student to solve the problem, education is really centered on the learner;
4. Strengthening team work capabilities and the ability of students to identify themselves as free-riders from the faculty, preparing them for the realities of life;
5. External examination (by invited staff) excludes certain acts of corruption and will make the teaching staff accountable, emphasizing quality;

6. Students are more receptive to each other and will support each other during their studies;
7. Students have an active participation in curricular design;
8. Students are committed to continuously improving their own learning, constructive critique and impartial analysis of their own failures;
9. Academic staff will become more prominent outside the academic community due to their active involvement in determining the external organizations they will work with;
10. The study program (specialty) has a relevant impact in society due to the direct collaboration and involvement of external organizations.

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