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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 LAW:**

## **Benchmarking Analysis on Institutional Study Program**

**Editors :** Niculița Angela, PhD, vice- rector; USM  
Turcan Liliana, PhD, senior lecturer, deputy dean, USM (team leader)  
Belei Elena, PhD, assoc. prof., USM  
Vidaicu Mihaela, PhD, assoc. prof., USM  
Zamfir Natalia, PhD, assoc. Prof., USM

**Evaluated by:** Louise Faber Associate Professor, AAU  
Sharon Harvey Academic Director, UOG

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## 1. Introduction

### The Goal

This report is part of Work Package 2 of the Project "*Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability*", funded in the framework of the European Erasmus + program.

The project aims to improve the quality of teaching and learning programs and methodologies in higher education of the Republic of Moldova, while enhancing their relevance to the labor market and disadvantaged groups of society. To achieve this goal, the curriculum for 6 study programs based on new teaching / learning methodologies, including problem-based learning (PBL), is being designed, tested and implemented in partner universities in the Republic of Moldova. At the same time, the training of academic and managerial staff in the field of PBL methodologies, learning outcomes and practitioners based on performing information technologies is planned. We will mention that at the State University of Moldova (USM), the study program developed according to the PBL methodology will be implemented in the Law (License) speciality.

This report reflects the results of a comparative analysis (AAU University of Denmark / UK University of the United Kingdom) of the accreditation and quality assurance process at higher education system level, university organizational structure and quality assurance system at university level, responsible structures for the elaboration and management of study programs, the formation of content of study programs, taking into account the involvement of students and employers' representatives in the elaboration of these programs, as well as teaching methods based on problematic learning. The team members collected and analyzed primary data in two universities in partner countries participating in the project, and reports on study visits and roadmaps were produced.

This report strengthens the process and findings included in the study visit reports and includes: the methodology used to collect and analyze data; comparative analysis of education systems in the UK and Denmark; summary of the reference reports; conclusions to break off from analysis based on clear benchmarks.

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

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

The first study visit of the Moldovan delegation was made during 8 to 12 February 2016 at the University of Aalborg, Denmark. On behalf of the Moldova State University, Mrs. Angela Niculiță and Mrs. Elena Belei participated in this visit.

The second visit took place during February 29 to March 5 at the University of Gloucestershire in the UK. On behalf of the Moldova State University, Mrs. Mihaela Vidaicu and Mrs. Natalia Zamfir participated in this visit.

**Table 1. Teamwork - MSU**

Working Group members MSU  "Comparative analysis of institutional and study programs at universities in Denmark and the UK"	Scientific and teaching title, position held
Angela Niculița	Dr., Assoc. Prof., Vice-rector of MSU
Țurcan Liliana	Dr. Law, lect.sup., Dean, Faculty of Law, MSU, team leader
Belei Elena	Dr. Law, Assoc. Prof., Head of The Department of Procedural Law, Faculty of Law, MSU
Zamfir Natalia	Dr. Law, Prof., International Law and European Law, Faculty of Law, MSU
Vidaicu Mihaela	Dr. Law, Assoc. Prof., Department of Criminal Law, Faculty of Law, MSU

## 2. Methodology

### 2.1 Methodological framework

The baseline method used in this study was comparative. However, it is obvious that the comparison of some research subjects requires for the beginning to be familiar with the essence and the basics of these topics.

It is worth mentioning that the Workshop organized in Chisinau from 19-22 January 2016, attended by the representatives of the University of Aalborg (Erik de Graaf, Claus Spliid and Lars Peter Jensen), was of particular importance in knowing the essence of problem-based learning, Denmark, as well as the representatives of six universities from the Republic of Moldova, including the State University.

During this workshop the detailed features of the PBL method were discussed, the importance and the necessity of introducing this method at the universities of Moldova.

Subsequently, the members of the working teams of the Moldovan universities carried out desk research, analyzing the work on the application of the PBL method in higher education institutions, and the effectiveness of this method compared to traditional teaching methods (the list of literature was recommended before organizing the workshop).

At the first stage, the criteria and sub-criteria used to determine the institutional specifics and the essence of the study program at the University of Denmark and the University of the United Kingdom were identified. As a result of this stage, an **Appendix 1** Data Collection template was developed - a template for collecting the data needed for the study.

At the second stage, study visits were made at the universities of Denmark and the UK, where the members of the working teams were able to find answers to several questions related to the subject under discussion, discussing with the representatives of the academic staff, attending the theoretical and practical lessons, etc.

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

Stage 4: As a result of steps 2 and 3, the data reporting tables included in **Appendixes 2 and 3** have been developed that contain the analysis of information collected on the country.

Stage 5: The same criteria and indicators were used to perform cross-case analysis. The final stage in the data analysis was to find common patterns and variations that emerged during the comparative analysis of the two universities. This stage is reflected in **Appendix 6**.

### 2.2 Collection of data

In order to collect primary and secondary data, study visits were made at AAU University of Denmark and UoG University in the UK. Also, the relevant information from the websites of the specified universities was used, the literature was consulted, video conferences were organized with the participation of the representatives of the Law School of USM and the partner universities in the project. Some details have been specified via e-mail.

During the visit to the University of Aalborg (Denmark), various meetings were held with representatives of the academic, management and administrative staff of Aalborg University, who presented innovative methodologies and teaching methods based on PBL - problem-based learning. This model means that all students are trained how to apply theoretical knowledge in practice, solving a concrete problem. At the same time, this model encourages students to develop their communication skills, group work, and develop an analytical vision of how to

solve the problem. As Vice-Rector Inger Askehave has been exposed, problem-based learning is one of the University's strategic objectives for the period 2016-2021, and these principles are fundamental principles that develop curricular design, independent thinking, and professional training.

In general the presentations made by the representatives of the academic staff of the University of Aalborg during the study visit of the working teams from the Republic of Moldova approached the following aspects:

1. Curriculum design.
2. Evaluating learning outcomes.
3. The role of students. 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.

Professor Olav Jull Sorensen presented successfully the principles of PBL philosophy from the perspective of Business and Administration studies.

During the visit to the University of Gloucestershire the following topics were addressed, according to the agenda:

- familiarization with the theoretical and didactic methods of active training (simulation, group project elaboration, investigation project, etc.), guideline and monitoring methodology, as well as evaluation of the results of the group work;
- analysis of the discipline records containing the information on the hours allocated to the subjects, the learning (training), assessment methodology, the evaluation criteria for each level of knowledge, calculated as a percentage;
- analysis of the way students are advised;
- visualization of activity specifics and division of activities within the group work of students with IT application. Team members had the opportunity to talk with the teacher and participate in debates in solving the various issues that arise in the application of this method;
- supporting speeches on the development and recognition of academic opportunities;
- analyzing the activity of the Department of employment for students;
- familiarizing with new teaching methods, including the use of innovations in the field of information technologies.

**Table 2: Study visits to EU partners**

Country-EU partner	Period	Host	Representative university partner
Denmark	8-12 February 2016	Aalborg University	Louise Faber, Associate Professor, AAU
UK	February 29 to March 5, 2016	University Gloucestershire	Sharon Harvey, Academic Director, UOG

The data collected are set out in section 3 and 4 of this report. **Appendixes 2 and 3** include tables on data reporting for each university. These tables were developed based on the template set out in Table 3.

**Table 3: Model data reporting (reporting date template)**

<b>The formulation of the question / problem</b>	<b>Date / Sources consulted</b>	<b>Findings</b>	<b>Notes / Comments</b>
L1: System level			
L2: University management level			
L3: Faculty / Department level			
L4: Study board level			
L5: Integration of disadvantaged students level			
L6: Physical environment level			
L7: Study Program level			



### 1.1. Data analysis

In order to analyze the data, the methodology of multiple case studies was used, each EU partner country being considered a case study. For the beginning, the working teams of the Moldovan universities who participated in working visits to the partner universities in the EU, carried out an internal case study of the study programs at specific specialties in the country on the basis of criteria, properties and indicators.

Cross-case analysis, as presented in the comparative template (Table 4), allowed the criteria, properties and indicators to be re-formulated for each level.

**Table 4: Model and guide of the development of criteria, properties and benchmarks**

AAU	UOG	Criteria properties, indicators
Findings basic levels  Cross comparison of date Would generated criteria, properties and indicators for each level	Findings basic levels	The level one criteria, etc.

The findings were recorded during the detailed case analysis, with different ideas, concepts, principles being highlighted. Within these activities, common models and differences were sought, as well as the possible changes in the higher education sector in the Republic of Moldova. For this purpose, a small data template presented in Table 5 was developed.

**Table 5: Model data reduction (Date reduction template)**

	Common models/patterns	Variations
Level 1: System level  criterion 1  criterion 2  criterion 3		

### **3. Law Bachelor's Degree at the University of Aalborg**

#### **3.2 Introduction**

The University of Aalborg (AAU) is one of the first universities to introduce the PBL methodology in 1974, applying it to some specialties, especially in the field of economic sciences. Today the PBL methodology is adopted at all faculties of the university. For this teaching-learning mode, the University of Aalborg is recognized at both national and international level. It is also worth mentioning that this university is ranked the first in the country as regards the employability of the graduates of the study programs.

After the meetings with the university management, the visits to the facultyuni took place. The USM partner at the University of Aalborg is the Faculty of Law, one of the youngest faculties of the institution. Within this faculty, only 42 teachers work, all of them are Doctors in law. This is significant in the context of the fact that the number of students in the "Law" specialty is not very different from that of law students, from the USM.

Data collected in accordance with the criteria and subcriptions formulated will be displayed in this compartment. Essential data are included in Appendix 3. The structure of the study program at law faculty, Aalborg University, is included in Appendix 4.

#### **3.3. System level**

##### **3.3.1. Accreditation of study programs**

The Accreditation System is based on the Act of Accreditation, the Act of 2013, and the responsibility for implementing the Law lies with the Ministry of Higher Education and Science.

The Act aims to create a system to ensure and document the quality and relevance of higher education in Danish educational institutions. The Danish Qualifications Framework has been included in the quality criteria of the accreditation system.

The Act changes the accreditation system until 2013 from the accreditation of the study programs to the accreditation of the institution.

Higher education institutions are subject to institutional accreditation with an emphasis on the systematic and continuing activity of the educational institution to protect and develop the quality and relevance of its curricula. Institutions with a positive institutional accreditation have the right to create new study programs and new study program offers, after obtaining pre-qualification and ministerial approval, and make adjustments to existing study programs. Institutions that have not yet obtained a positive institutional accreditation must accredit their study programs.

##### **3.3.1.1. Accreditation body**

The Accreditation System in Denmark consists of the Accreditation Board and the Danish Accreditation Institution.

##### **3.3.1.2. Powers**

**The Danish Accreditation Institution** is an independent agency founded by the Ministry of Higher Education and Science. The role of the Agency is to support the own responsibility of Danish higher education institutions for quality assurance and quality improvement. The main task of the Agency is to accredit higher education institutions as well as existing and new higher education programs. In addition, the institution produces synthesis reports presenting and analyzing the general findings of accreditations as well as thematic reports on topical subjects related to higher education.

The accreditation institution is charged with all stages of the process leading up to, but does not include the decision-making stage. The accreditation body defines - in agreement with the Accreditation Board and in accordance with the law - the guidelines to be followed by the institutions in their documentation on good quality and quality assurance. The institution carries out the analysis of the relevant documentation, on the basis of which it draws up the accreditation report, which after the formal hearing is submitted to the Accreditation Council for examination.

**The Accreditation Council** is an independent academic board setting out the rules of procedure.

The Accreditation Board adopts decisions on the accreditation of higher education institutions and their programs on the basis of accreditation reports drawn up by the Danish Accreditation Institution.

In line with the Accreditation Act, the Accreditation Board is entitled, for academic reasons or to determine the Competitiveness of the Danish Accreditation Authority, to use a different operator than the Danish Accreditation Institution to prepare accreditation reports. The mandatory operator must be a member of the European Quality Assurance Register.

### ***3.3.1.3. Accreditation procedure: methodology and evaluation criteria***

There is a distinction between institutional accreditation and program accreditation.

**Program accreditation** is based on five statutory criteria:

1. Necessity and relevance - an assessment conducted exclusively by the Danish Accreditation Institution in connection with the accreditation of existing programs. The assessment of relevance to the accreditation of new programs is carried out by the pre-qualification system of the Ministry of Higher Education and Science.
2. The knowledge base.
3. Objectives of learning outcomes.
4. Organization of the program and rate of completion by students.
5. Internal assurance and quality development.

**Institutional accreditation** is based on five statutory criteria:

1. Policies and strategy for quality assurance.
2. Organization and quality management.
3. Knowledge base of programs.
4. Level and content of programs.
5. Relevance of programs.

Institutional accreditation is based on a holistic assessment carried out by an accreditation committee consisting of persons with institutional quality assurance competencies, expertise in the higher education sector in general who have knowledge of the relevant market conditions are international experts, but also student representatives. The holistic evaluation is based on key figures, the institution's self-assessment report, on-site visits to the institution, and documentation on performance in quality assurance in selected areas within the institution.

In the case of **accrediting the study program**, before applying for accreditation it must be pre-qualified and approved by the Ministry of Higher Education and Science. Once applied for pre-qualification, the applicant-higher education institution (HEI) must inform the Accreditation Body (IA) of the application period for accreditation. After submitting the program dossier in pre-established form, the IA creates an accreditation commission. The educational institution shall be informed of the composition of the committee and may lodge reasoned objections in established terms if there is reason to call into question the competence of the members to act within the commission. The Accreditation Commission on the basis of the statutory criteria assesses the file submitted and may request other information from the HEI.

On the basis of the analysis carried out, the Danish Accreditation Authority draws up the evaluation report containing recommendations for the Accreditation Council regarding the positive accreditation decision or refusal of accreditation. The educational institution receives the accreditation report for the administrative hearing. The IA submits the report of the Accreditation Council for examination and the final decision.

#### **3.2.1.4. The relations of the accreditation body with the Ministry of Higher Education and Science**

The Accreditation Board is made up of a chairman and eight members. The Minister of Higher Education and Science appoints the President and the members of the Accreditation Council, two members being appointed on the recommendation of the students' representatives from the boards of higher education institutions.

The Minister of Higher Education and Science, based on the recommendations of the Accreditation Council, appoints the Director of the Danish Accreditation Institute.

### **1.1.1. Quality Assurance System**

#### ***3.2.2.1. Existence of a national quality assurance (QA)***

The standard and quality of educational services in the Danish education system is provided by a number of factors including:

- Rules and guidelines (curriculum) specifying common objectives, content and duration of individual programs and disciplines.
- Testing and examination system, using external evaluators.
- Ministerial approval of educational services and their inspection in different areas of education.
- Quality standards, which were introduced in a number of educational fields.
- Accreditation of study programs in higher education.

For all higher education programs, accreditation is mandatory and a prerequisite condition for obtaining public funding.

#### **3.2.2.2. National QA body**

There is no central / national quality assurance body in the Danish education system.

In general, the Danish Accreditation System is intended to improve the quality of programs in the higher education sector and to help create a more coherent and transparent educational market for the benefit of students, the labor market and educational institutions.

In this context, the Danish Accreditation Institution also aims to ensure quality and relevance in the field of higher education. At the same time, through its many analysis and communication projects, it transfers HEIs to relevant knowledge and accreditation and quality assurance.

#### **Criterion 3.2.2.3. External quality evaluation procedure: levels, criteria.**

The quality of the study programs is subject to external evaluation under the accreditation procedure, one of the criteria for the presentation of the program *being Internal Quality Assurance and Development*.

Furthermore, in the case of institutional accreditation, the University must illustrate and document the quality assurance system and its activity according to the five accreditation criteria set out in the Ministerial Order on Accreditation, namely:

1. Policies and strategy for quality assurance.
2. Organization and quality management.
3. Knowledge base of study programs (ie the strategic and practical work of the institution to ensure that relevant and up-to-date knowledge is the basis for study programs and actively applied in teaching).
4. Levels and content of programs.
5. Relevance of programs.

#### **3.3.3. Double degree programs and recognition of professional experience.**

In accordance with the Danish (Consular) Act of Universities (Part 2, Article 3 (a)), Danish universities, in collaboration with one or more foreign universities, can provide full or partial study programs abroad. The individual components of study programs must be made at the Danish University and at one or more of the partner universities abroad. Components made at foreign universities may be elective or compulsory. If the entire study program is carried out abroad, the Danish university can allow the foreign university to provide the program if this is done in collaboration with the Danish university. This collaboration also covers the EU's Erasmus Mundus programs.

In accordance with Article 6 of the Danish Act of Universities, the university can award a Danish diploma to students who have completed a program of study abroad. Also, the

university can award a diploma to students who have completed part of the university study program without being enrolled in the university.

### **3.4. University level**

#### **3.4.1. Governing bodies of the university.**

According to the Danish (Consolidation) Act on Universities Act, the Board/Council is the governing body of the university. This Act broadly defines the responsibilities, structure and designation of the University Board.

##### **3.3.1.1. Body structure.**

The board consists of 9 to 11 members and is made up of external members and internal members representing the academic community, including employees, technical and administrative staff and university students. The majority in the Board is made up of external members.

The (exact) number of the external and internal members of the University Council is stipulated in the Statute of the Higher Education Institution. The Board elects its chairperson from among its external members.

##### **3.3.1.2. Powers of the Board**

The Board is the main authority of the university that protects the interests of the university, which is an educational and research institution, and establishes the guidelines for its organization and development as well as its long-term activities.

The Board has the following basic responsibilities:

- The Board is responsible in front of the minister for the activities of the university, including for the administration of all university resources.
- The Board administers the University's funds.
- The Chairman of the Board, together with a board member, manages the university's patrimony.
- The Board approves the University's budget, according to the Rector's recommendations, and distributes all resources.
- The Board employs and dismisses the Rector; the rector's recommendation hires and dismisses the senior management team.
- The Board signs a development contract with the Minister of Education.

##### **3.3.1.3. Selection procedure**

The selection procedure of the Council's external members provides as follows:

The University establishes a nomination committee and a commission for the selection of external members. These committees must ensure that candidates for external member of the Council meet qualification requirements and commitment to the university.

The procedures for the establishment of nomination and selection committees are drawn up by the Board. Their composition is stipulated in the Statutes of the Universities. They usually include representatives of the academic community of the university.

The internal members of the Board are elected by the entire academic community and represent the teaching and research staff (including the PhD students), the technical, administrative and university staff of the university. Students are represented in the Board in a number of at least two members.

External members are selected based on their personal qualifications. Candidates must have a perspective on issues related to research, education, dissemination and knowledge sharing, as well as experience in the field of management, organization and finance, including budget and account assessment.

The external members of the Board may hold no more than two mandates of four years each. The internal members of the Board are elected for a period of four years and may be re-elected for another term. Representatives of students in the Board are appointed for a two-year term.

#### ***3.3.1.4. Governing body responsible for teaching-learning and evaluation processes.***

In order to effectively manage all aspects of academic activity, the Rector establishes one or more academic boards. These boards can be set up at different levels of organization (university, faculty, department).

The members of the academic board are teachers, including employed doctoral candidates, as well as students. In the academic board of the faculty, the dean is an office member, according to the position held.

The academic board has the following tasks:

- informs the rector of the Board's opinion (through the form of a report, informative note) about the internal distribution of funds.
- explains the key strategic questions related to research, educational process and knowledge sharing.
- makes recommendations to the rector on the composition of academic committees for the evaluation of candidates for teaching and scientific positions.
- grants titles and doctoral degrees in science.
- other attributions stipulated in the University Statute.

Academic Boards can make statements about all academic aspects of substantial relevance to university activities, and have the duty to discuss academic issues submitted for examination to the Rector.

Each academic council elects its president from among the elected members (thus a dean may not be chairman of the council).

The number of members, as well as the duration of the academic board's mandate are stipulated in the Statute of the University.

### **1.1.2. *The bodies of university management / executive***

Rector is responsible for daily management of the university. He/She acts as head of the executive management and delegates work tasks and responsibilities of executive management team, which consists of the Rector, Vice-rector (s), Director of the university and the Deans.

The management team is responsible for the functioning of the university and for achieving the strategy and objectives of the university.

#### **3.3.2.1. *Powers***

The main responsibilities of the Rector are:

- making recommendations to the Council on the employment and dismissal of members of the university's senior management team;
- employing and dismissing of heads of academic units and doctoral schools (responsible for offering doctoral degree programs). Doctoral schools are established by order of the rector;
- presenting of the Board for approving the annual budget and signing the annual accounts;
- determining the internal structure of the university within the limits set by the Board;
- establishing rules on disciplinary sanctions to be applied to students;
- in special circumstances, the Rector may dissolve Academic Councils, Doctoral Commissions, and Education Councils.
- In special circumstances, the Rector can take on the responsibilities and attributions of academic councils, doctoral commissions and study boards.

#### **3.3.2.2. *Selection procedure***

The Rector (as well as the Vice-Rectors) is appointed by the Board, following a public notice, on the recommendation of the Board of Directors appointed by the Board. This committee is set up to ensure the representation of teachers, technical and administrative staff, as well as students of the institution.

The candidate for the position of Rector must be a recognized researcher in one of the research fields in which the university operates and to know the higher education sector internally. He must be a manager and organizer with experience in the research environment, understand the nature of the university's activities and its relationship with the society it is part of. The Rector is appointed for a fixed term determined by the Board and there is a possibility of obtaining a new mandate.



### **3.4.3. Organizational structure of the university**

The organizational structure of universities is not regulated by law. Universities can decently resolve their structure. The Rector is the body that determines the internal structure of the university within the limits set by the university Board.

However, in the Act of Universities there are provisions on specific bodies related to academic, research and collaboration issues with stakeholders: employer's panels, doctoral commissions, study councils, etc.

The organizational structure of the university is stipulated in the Statute of the institution. The university is divided into faculties (main areas), operating a number of departments, schools and study councils, doctoral schools and doctoral commissions as well as administrative (management) units.

University: Each faculty operates departments, doctoral schools, study councils (and, in some universities, schools).

The Dean, appointed by the Rector on the basis of a public opinion, represents the faculty and is responsible for the management of its activities.

The Dean performs the executive management of the faculty, ensures coherence between the research, the study programs and the public services provided by the faculty, as well as the quality and strategic development of all faculties' activities. The principal responsibility of the Dean is to manage faculty finances and staff management. He is a member of the university's senior management team and a member of the faculty's academic board.

Under the Deputy Rector's Dean, the Dean of the faculty establishes one or more doctoral schools, constitutes and dissolves the study councils and doctoral commissions. He appoints heads of departments, appoints school heads and heads of doctoral schools, approves presidents and vice-presidents of study boards, and appoints presidents and vice-presidents of doctoral committees.

The faculty Department is headed by a Head of department, employed by the Dean, based on a public announcement. The employment period is fixed in the employment contract, which can be renewed.

The head of the department carries out the day-to-day management and administration of the department, including planning and distribution of work tasks. It ensures the quality, consistency and development of study programs offered by the department as well as teaching, research and knowledge exchange activities. Being assisted by study boards and study directors, the head of the department monitors the process of evaluating departmental and teaching activities.

The Head of Department establishes the department's board, determines its size and structure, and the term of office of elected members of the Board.

The department council consists of the head of department, the representatives of the academic staff, including the salaried doctoral candidates, the technical and administrative staff and the students. The head of department, together with the board, heads the department.

Doctoral School. The Dean is responsible for establishing and abolishing doctoral schools / doctoral research centers within the faculty. Each doctoral school is headed by the director of the doctoral school, who is appointed and dismissed by the dean. The director of the doctoral school must be a recognized researcher with experience in conducting doctoral studies.

The Doctoral Committee. For each doctoral school, the Dean establishes a Ph.D. committee, with members elected by and from the academic staff for the duration of the mandate of 3-4 years, and PhD students, with a one-year term of office. The Committee is designed to ensure the influence of students and academic staff on the whole process of elaboration, modernization and teaching of doctoral programs.

The number of members of the committee is determined by the Dean. As a result of the doctoral board's recommendation, the Dean appoints the president and, if applicable, the vice-chair of the doctoral committee.

Study boards. Study boards develop and manage one or more study programs and are instituted and abolished by the faculty dean after consultation with the departments responsible for these programs. The number of members in the council is determined by the Dean. Each study council must include an equal number of teachers and students' representatives elected by academic staff and students respectively.

The Study Board elects its president for a one-year term. The president is elected from academic staff, employed on a full-time basis, members of the study board. The main responsibility of the study council is to elaborate the study plan, the study guide, to ensure the quality of the program, as well as to ensure the organization, performance and delivery of the teaching-learning process.

School. In some universities (eg Aalborg University), study councils of study programs related to a subject / field are organized in schools, which are approved by the rector at the recommendation of the faculty dean. Each school is administered by the school head.

Head of school. The Dean appoints and dismisses the head of the school upon the recommendation of the respective council. The candidate for the post of head of the school must be a recognized researcher, know the academic fields of which the school is responsible, must have management skills and teaching experience.

The head of the school is generally responsible for:

- Elaborating and implementing school policies and strategies.
- Presenting the Faculty Dean's recommendations on the budgets of the school and its councils.
- Coordinating all school activities and ensuring their quality.
- Approving of the theses and deadlines for submitting master theses as well as the students' monitoring plan.

- In cooperation with the respective council of study, the head of the school ensures the planning and practical organization of the teaching process, tests and other assessments included in the examination.
- Together with department heads and relevant study boards, the head of the school monitors the evaluation of the study programs and the teaching process.

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

Problem / project-based learning (PBL) is one of the strategic directions of the Aalborg University Strategy for 2016-2020 - Knowledge for the world. It provides for the following key actions:

1. International recognition of the PBL and documenting the results of this approach: identifying the research results of the PBL practice at the AAU and launching a number of research and development projects related to PBL. One of the research topics is related to the use of IT in PBL, but also to the motivation and learning experience of students.

2. PBL - a component part of the quality assurance of AAU study programs: the continued development of the PBL of the AAU, in order to ensure the correlation of learning and needs based on the competencies of students and society. The first step is the integration of TI into the PBL model.

3.

Organizational incorporation of PBL principles: schools will develop programs based on PBL principles, ensuring PBL integration as an explicit learning objective in curricula and regulations of all study programs, systemic initiation in PBL of students from all study programs, initiation systematically in PBL of the new academic staff, elaboration and implementation (department heads) of a plan to improve the PBL and IT skills of academic staff.

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

The inter-university structure responsible for the implementation, promotion and development of PBL within the AAU is the PBL Academy.

***3.4.5.1. Powers and subordination***

The PBL Academy develops pedagogical activities, supports research networks, and provides up-to-date knowledge and resources with reference to PBL in general, but also to the PBL Aalborg, both internally and externally.

Internally, the aim of the PBL Academy is to facilitate the creation of a strong PBL profile in all areas of AAU study. Facilitation is accomplished by organizing PBL-related activities in various networks of inter- and cross-departmental interest.

***1.1.2.1. Structure / Composition***

PBL Academy is an open network initiatives and the participation of all employees in Aalborg House, Bucharest, as well as external stakeholders.

The Academy has a board of directors, launching new initiatives related to PBL, facilitate, support and coordinate networks and activities, plans and coordinates international visits, trainings and seminars, manages and keeps record of budget.

#### **3.3.5.4. Documents issued**

#### **3.3.5.5. Relations undergraduate academic structures (faculties, departments, etc.)**

PBL Academy works with departments and faculties, in order to support the continued development of Aalborg PBL model. It organizes various seminare lessons, provides resources to promote the implementation of PBL in the university.

### **3.3.6. Education System Quality Assurance (QA)**

#### **3.3.6.1. Powers**

Quality assurance system at the University of Aalborg ensure that work on quality assurance and development of study programs will result in University policy objectives described in quality assurance in education.

The quality assurance is defined eight domains of quality:

1. Key performance indicators for quality;
2. Structure and process;
3. Quality of teaching and student environment;
4. Scientific and research infrastructure;
5. Pedagogical skills development;
6. Key performance indicators regarding relevance;
7. Dialogue with graduates;
8. Cooperation and dialogue with representatives of the labor market.

In addition, the curriculum every three years are self-assessed through a process of self-assessment, which provides an overall assessment of the quality and relevance of curricula. Based on this process, relevant development initiatives are launched.

#### **3.3.6.2. Structure**

Quality assurance management system at AAU is provided (see: [www.kvalitetssikring.aau.dk/kontakt/](http://www.kvalitetssikring.aau.dk/kontakt/) university website):

✓ At the university subdivision "Management Studies" (Study Administration) of the Secretariat Rector - 4 employees.

✓ At college education group within the Faculty Office (ex. Faculty of Humanities [www.en.hum.aau.dk/about-the-faculty/deanery-and-the-faculty-office/](http://www.en.hum.aau.dk/about-the-faculty/deanery-and-the-faculty-office/)) 2-4 employees .

### **3.3.7. Introduction of Bachelor study programs**

### **3.3.7.1. Structures empowered to initiate and develop a program of study.**

Study programs University curriculum programs in Danish higher education institutions are usually designed at the initiative of research groups with high performance, based on the human potential and material obtained from the research.

Each program is under the responsibility of a program team (in the AAU - study board), subordinated to a department (schools), within a faculty.

### **3.3.7.2. Requirements of the folder (all documents) for new study programs**

The basic document for a study program is the Study Plan / Curriculum that includes the following sections: the legal basis (ministerial orders or papers, the faculty and the board / board of study to which it will be affiliated); admission conditions, degree, duration and competences (knowledge, skills, professional skills); structure by semesters and modules; a brief description of the modules (prerequisites, objectives, activities, forms of examination, evaluation criteria); rules on written work, including the draft license; rules on credit transfer, including the possibility of choosing part-modules of another program from a university in Denmark or abroad; rules that relate to the progress of bachelor / master programs, project realization, examination rules.

The curriculum is elaborated following the provisions of the legal acts and orders issued by the relevant ministry: the Danish Consular Act, the Examination Order, the Order of the Minister on Study Programs, the Admission Order, the Order of the Minister on Grading Scale and the Normative Acts at the institute and faculty level. The curriculum is accompanied by the following documents: Descriptions per semester of the program and Program module description.

Bachelor's and undergraduate study programs offered by AAU are structured on modules and are organized on the principle of problem-based learning (PBL).

### **3.3.7.3. Body approving the folder**

After a rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic council.

### **3.3.8. Learning-teaching and evaluation methods used at university (differences between approaches to different faculties / fields).**

Professors in the Faculty of Law enjoy freedom and independence in terms of choosing teaching methods. For example, associate professor Marie Jull Sorensen is using the so-called workshop method, which involves organizing work with students in the following way.

The workshop lasts 5 hours 30 minutes (8.00-13.30), starting with a theoretical lesson of about 30 minutes. Then there is group work, discussions, a break, theoretical explanations, group work, etc. This method allows the teacher to involve students more actively in the learning process, the role of the teacher being secondary. It is the teacher who only guides or traces the theoretical points of reference, and students have to engage actively in finding answers to curricular questions. Within the discipline taught by Mrs Sorensen, students prepare

group projects according to the PBL method. According to Mary Sorensen, there are 3 key elements of PBL.

1. Project;
2. Supporting courses.
3. Cooperating.

The final evaluation takes place by supporting the project. Although the project is carried out in a group, the evaluation takes place individually, depending on the contribution of each project when elaborating it. 60% of the exam grade is the grade for the project and 40% of the exam grade is based on the student's answers to the questions related to the topics included in the curriculum.

An interesting teaching method, called master-class, is used by Professor Sten Bonsing in Administrative Law. After the theoretical and practical classical lessons, master classes are organized. The day before the master-class on Moodle, there appears a complicated and multiaspectual problem. Students just need to read the problem. In fact, the problem is solved by the teacher himself during this master-class. The problem is presented on two large screens in an enormous hall with the participation of over 100 students. The teacher emphasizes in yellow in the electronic document the main ideas that would help solve the case. There are several questions on the electronic document, leaving an empty space between them. The teacher divides the assignments between the students. For example, some students answer a question, another part - another question. Students solve and search for solutions together. Master-class takes about 2 hours - 2 hours 30 minutes. This method helps the student to connect a practical problem with existing legislation.

The assessment of the administrative law discipline takes place through an examination that lasts 5 hours and consists in solving a concrete case according to the model showed in the master class.

There are 2 evaluators: internal and external (practitioner). In the exam, students have access to laws.

It is well noting, that there are several ways to evaluate students. Thus, some teachers use the 2 hours written exam. The test includes 5 more theoretical questions, but analysis or comparison. There is also the 24-hour written project, which involves solving a practical problem and requires knowledge of national and international legislation.

### **3.3.8.                    *The structure responsible for the Third Cycle***

**3.2.10**            The Danish education system of doctoral studies are organized doctoral schools.

#### **3.3.10.1 Powers**

Doctoral School is responsible for the organization of doctoral studies in college, including further development of existing doctoral studies programs and new proram and to ensure their quality. Doctoral School Doctoral Programs continuously review, make general evaluations and develop strategies for creating and maintaining a framework of resources for research programs of the faculty.

Through the doctoral school there shall ensure overall objectives of the doctoral program:

- ✓ A high-level international in training the researchers.
  - ✓ Integrating doctoral and doctoral programs in research environments with communication and exchange of scientific knowledge internationally.
- 3.4 Raport with other university structures responsible for curriculum approval.

Doctoral School. Rector, Doctoral School. The Rector, or, in the case of the delegation of this responsibility, the Dean of the faculty is responsible for the establishment and dissolution of doctoral schools / doctoral research centers within the faculty. Each doctoral school is headed by the director of the doctoral school, who is appointed and dismissed by the dean. The director of the doctoral school must be a recognized researcher with experience in conducting doctoral studies.

The Doctoral Committee. For each doctoral school his / her rector or, in case of delegation of this responsibility, the dean establishes a doctoral commission, having as members representatives elected by and from academic staff for the duration of the mandate of 3-4 years, and doctoral students, with the term of office of one year.

The number of members of the commission is determined by the Dean. Following the recommendation of the doctoral board, the dean appoints the president and, if appropriate, the vice-chair of the doctoral committee.

The Committee is set up to ensure the following tasks: to recommend to the Dean the composition of the evaluation commissions; to approve the courses in the doctoral program; to prepare for the director of the doctoral school suggestions regarding the internal directors' lines for the doctoral school; to rule on the evaluation of doctoral programs and supervision / leadership of doctoral students, etc.

The doctoral programs and the activities of the Doctoral Schools are motivated by the dean.

***3.3.10. Documents on the policies and content of the curriculum***

***3.3.11. Pedagogical qualification of academic staff.***

***3.3.12. Involvement of students in the governance and management of the university.***

In most universities there are student organizations whose purpose is to promote the general interests of students and to ensure effective communication with university authorities.

In accordance with the University Act and the statutes of universities, student representatives are members of all management bodies and university advisory bodies.

At Danish universities, students make a major contribution to managing the educational process, being represented in academic councils at all levels and in study councils, where students make up 50% of their membership.

### ***3.3.13. Approach to student-centered teaching at university level.***

#### ***3.3.13.1. University Mission / Strategy***

Problem / project-based learning (PBL) is one of the strategic directions of the Aalborg University Strategy for 2016-2020 - Knowledge for the world.

Promotion within the university

Problem based learning -PBL is implemented in all Faculties within the AAU. All the grids offered at the university are elaborated on the basis of this methodology. The inter-university structure responsible for the implementation, promotion and development of PBL within the AAU is the PBL Academy.

#### ***3.3.13.2. Administrative and financial support to implement this approach***

The PBL Academy was created at the university to ensure continued training and improvement of academic staff able to apply the PBL in its training areas.

The University purchases and allocates resources to support and facilitate the application of problem / project-based learning. This involves: providing group work spaces, meetings with the project supervisor, classes of different sizes, and equipment for study activities (lessons, seminars, labs, workshops); maintaining a university library that gives students access to specialist, periodical scientific journals and scientific literature that contain information on cutting-edge results; providing access to IT information and systems / platforms to support project activities.

#### ***3.3.13.3 The contribution of Lifelong learning***

Through its work PBL Academy ensures the continuous development of pedagogical skills and teaching skills in the respective fields of training, teachers, parallels what causes changes in teaching and learning styles.

### ***3.3. At faculty / department***

#### ***3.4.1. The ratio between upper management (university level) and management faculty and / or department with regard to student-centered teaching and learning.***

### ***3.5. Body / structure level responsible for developing the curriculum***

#### ***3.5.1. Structure of the body responsible for developing syllabuses and curriculum***

Within AAU structure that is responsible for developing the curriculum (cycles I and II) is the Study Board.



The council members is determined by the dean. Each board of studies must include an equal number of representatives of teachers and students, elected by academic staff and students respectively.

Study Board shall elect its chairman for a term of one year. The President is elected from among the academic staff employed on a full-time members of the studies.

The main responsibility of the board of education is to develop the study plan, to guide studies, quality assurance program, and to ensure the organization, performance and conduct of teaching and learning.

**3.5.2. *Relationship of this body with faculty, department and other structures from faculty / department.***

Study Boards are established and dismissed by the dean after consultation with department members. They are responsible for the development and management of one or more programs of study. The Study Boards are structures within a department but can be inter-departmental structures, managing programmers inter and multi disciplinary disciplines.

**3.5.3. *Creating inter- and multi-disciplinary programs.***

Inter- and multi-disciplinary study programs are developed and managed by the inter-departmental study boards, within one or two faculties.

**3.5.4. *The development and approval of new programs of study.***

Study Board elaborates the Curriculum , following the provisions of legal acts and orders issued by the ministry. After a rigorous legal scrutiny, the Dean od faculty approves the program and proposes it to the academic board.

**3.5.5. *The process of approving a new module in an existing study program.***

**3.5.6. *Practices / methods of used evaluation.***

In the Danish higher education system, examinations are specific to both the final phase of study programs and the assessment of semester modules. One semester of study typically includes 4-5 modules with 5, 10 or 15 ECTS credits. Of these, at least one (10 or 15 credits) will have an external examination, the others undergo an internal review. Internal examinations are evaluated by one or more teachers (internal examiners) appointed by the university from among their teachers. External examinations are evaluated by one or more internal examiners and one or more external examiners appointed by the Danish University for Internationalization.

The Minister's Order (MO on Grading Scale and Other Forms of Assessments of University Education, no. 666/2011, section 20 (4)) states: "The external examinations must provide important parts of the programs, including the master's thesis, master thesis (Candidate) and the master project. At least one third of the total ECTS points of the program must be obtained at the external examinations. The teacher of the course evaluates student attendance. "

The evaluation consists of a score based on the 7-point grid or the admitted / rejected score.

The following evaluation methods can be applied:

- Current assessments (attendance at courses, written assignments, presentations, work with docs). Typically, the admitted / rejected rating is given.
- Module evaluation (written or oral exams, or their combination). At least two evaluators always attend oral examinations.

- Project evaluation. The project exam is carried out simultaneously for the students who worked on the project and prepared the project report together.

The starting point for the examination is the project report. The examination consists of a common presentation, a common discussion and individualized questions. Questions must be based on the project report submitted by the group and should include the central topics corresponding to the learning objectives of the project module.

### ***3.5.7. Involvement of students in curriculum development.***

The active involvement of students in the curriculum development is ensured by the fact that each board of students responsible for the program is constituted by 50% of the faculty students.

### ***3.5.8. Management of study programs***

#### ***3.5.8.1. Involvement of academic staff in organizing and coordinating a study program***

Each study program offered at the AAU is developed and managed by a board of study in a school that operates at one or more faculties. The content and processes of each semester of the program are planned and controlled by *the semester group*.

The semester group, also referred to as the coordination group, consists of academic staff (the teachers who keep the courses and supervisors of projects completed in the respectful semester), the study secretary and the students' representatives. The chair of the semester group is called the coordinator of the semester and is usually a teacher who has courses in this semester.

During its meetings, the group plans and discusses the course of half-year activities. The semester coordinator, if necessary, ensures the involvement of other academic staff in the semester in planning and management activities. The semester group is responsible for the planning, execution and assessment of the activities of the semester.

In its work, the Group takes into account the decisions and recommendations referred to in the Council of Ministers' summary of the half-year cycle of the previous year.

After completing the semester, the semester coordinator prepares a draft assessment report for the semester and the teaching process. The draft assessment report is sent to all members of the semester group for remarks and comments. The final evaluation report with the conclusions and proposals of the semester group is submitted to the Education Council.

#### ***3.5.8.2. How this process is formalized***

The semester coordinator and other teachers in the semester group are appointed by the department / departments. The study board may reject the person appointed by the department as coordinator of the semester. The semester coordinator is considered to be the right hand of the Study Board. Students, after the semester, mark their representatives so that each project group is represented in the semester group.

Prior to commencing the semester, the chair of the study council convenes a meeting where information on guidelines, new rules, etc. is provided. and the cross-semester questions are discussed. Study secretaries are also invited to the meeting. The semester coordinator is to contact the chair of the study board if there are issues or questions about the planning, execution and evaluation of the semester.

The manner and rules for managing the semester are described in the institutional document called Semester Management.

### ***3.5.9. Revision of a study program***

#### ***3.5.9.1. Annual monitoring procedure and periodic review of the program***

Each study program is continuously monitored primarily by the study board responsible for this program. This is done by (a) evaluating each semester and the teaching process made in the semester card, (b) evaluating the entire study program.

The evaluation of the semester and of the teaching process carried out on the card is the responsibility of the semester group. After the completion of the semester, the coordinator of the semester with the consultation of the semester group elaborates the evaluation report of the semester and of the teaching process, which is submitted to the Study Board.

This evaluation report, in addition to the students' answers to the questionnaires drawn up by the school, the minutes of the semester group meetings and the evaluation meeting, must be based on any documents submitted by the lecturers, the project supervisors and the groups project. Comments submitted must be attached to the assessment report. Also, the statistics of the results of the examinations completed in the respective semester must also be attached to this report.

The evaluation report is finalized with a summary and with the group's recommendations for making the necessary changes before the next iteration of the semester. The summary and recommendations are included in a document, which the school council publishes on the school's website, in line with the ministerial order on transparency in educational programs, etc.

Semestrial evaluations are an important tool for the council of study and the work of academic councils to ensure both the quality of teaching and the quality of educational programs, as the recommendations presented in the evaluation reports are used for adjustments to study programs and the norms of teaching activities in subsequent semesters .

In addition to the assessment of the teaching process and the semester, the study board also performs the evaluation of the entire study program. This assessment is based on the answers to a questionnaire of the 6th and 10th semester students about their experience with content, progress (evolution), task / volume of studies and fulfillment of expectations both within the license program and of the master.

#### ***3.5.6.1. Performance indicators applied***

Quality assurance system at the University of Aalborg include the following key indicators related to the educational process:

- Incorporation;
- The student current;
- Graduates;
- Abandoning their studies, expulsions;
- Characteristic statistics;
- Efficiency;
- Coverage of (curricula) with scientific support;
- Availability;
- Students per years of study;

- Students who pay tuition.

### **3.5.6.2. *Students' feedback: procedure and impact.***

University students participate in the evaluation of both the teaching process within each semester, full semester and full-time study program.

In the semester evaluation, the school sends a short questionnaire to all students. Student responses are presented to the study boards and sent to each semester coordinator to use them together with other documents (including the semester group meetings) as the basis for the preparation of the semester evaluation report and the teaching process within it. The semester coordinator can also organize an assessment meeting, which all teachers and students in that semester shall attend.

Course lecturers and project supervisors use assessment reports that include student responses to proposed questionnaires for ongoing improvement of course and project modules. Also, the semester coordinator uses information from previous semester cycles to adjust or change the organization and course of the semester. At the same time, half-year assessments give students the opportunity to evaluate their own learning processes.

## **3.6. Integration of disadvantaged groups of students**

The University may offer special examination conditions for students with physical or mental disabilities and students with a native language, other than in Denmark, if the university considers it necessary to provide such students with the test situation. However, the conditions offered must not diminish the merit-based assessment.

### **3.6.1. *Academic support available for learning disabilities.***

There are access roads in the University, one-level study blocks, access roads for the visually impaired.

## **3.7. Infrastructure**

Each academic employee has a separate office equipped with the necessary furniture and equipment, in which he/she carries out the research and distance guidance of projects made by small groups of students / master students. In addition to the lecture halls, there are also smaller halls for student group work.

Students have free access to the 24/24 study and workshop by applying the electronic card.

Practical work on the projects (discussions, sketches, design of the project) takes place in the places arranged throughout the department (halls, corridors, etc.).

The Moodle platform, social networks and Skype are widely used, especially in organizing group work. The University offers student study groups, free WiFi access to the campus, access to the university library until 10 pm, IT support for students, and co-ordination with the supervisor can facilitate the participation of disabled people.

**3.5.7. Study program level**

**3.5.8. Reflecting the institutional strategy a learning-teaching approach.**

The Aalborg University Strategy 2016-2017 is focused on the development of the problem-based study (PBL), and this method is implemented by academic and methodical academic staff together with students. An integral part of this training process is information technology.

For this purpose, curricula and study plans have been revised. The university staff is systematically trained in PBL and the department heads ensure the development of TI and PBL skills of teaching staff.

The ability of electronic communications in the field of study programs must ensure that any written communication between students can only be done through university mail system (id-mail and student-mail). Students are required to inform themselves with study board decisions and other emails sent to the student.

**3.5.9. The study program focusing.**

**3.5.10.**

The program is designed to provide students with a Masters Degree in Law. Thus, the law student acquires methodological knowledge and skills within the legal scientific disciplines, including the theory and methodology of research.

A bachelor's degree in law through education confirms extensive academic knowledge and theoretical and methodological skills that make students able to:

- find and process the sources of law and legal literature in Danish and English;
  - reflect and make reasoned statements on what the current rules of the legal program provide;
  - be able to use one or more research methods and tools and skills to engage in legal professions;
  - identify, analyze and evaluate legislation in different regulatory areas;
  - analyze and evaluate legal arguments;
  - evaluate, interpret and qualify issues in the field of private law, public law or procedural issues, taking into account the relevant legislation;
  - be able to communicate professional issues and solutions to colleagues and non-professionals or partners and users;
- manage complex and development-oriented situations in the context of study or work within the legal framework of the discipline, as well as to participate in professional and interdisciplinary cooperation with a professional approach;
  - work independently and in professional and interdisciplinary cooperation;
  - identify learning needs in different learning environments.

The study program focuses on the development of small-scale groups of 3-4 students of research projects on practical problems with the implementation of

knowledge from the recommended sources. Student groups are guided by a professor who coordinates methodologically the process of project development and evaluates the results.

### **3.5.11. Structure of the curriculum of the program**

The curriculum is structured according to an academic calendar consisting of 3 years of study of 2 semesters each, during which the students must have 180 transferable credits. 160 of them must meet obligatory subjects, 10 - for optional subjects and 10 - for the elaboration of the final bachelor project. All the disciplines found in the 160 ETCS are grouped into 4 modules. Thus, there are no individual disciplines, but parts of the modules distributed in different semesters.

The following teaching and work units are included in the program:

- Lectures, courses, written exercises, oral exercises;
- group projects (with project sample);
- compulsory legal courses and training activities.

The students are given the opportunity to choose from within a set period of time so that they can successfully document with the course content and be able to make a decision corresponding to the master's specialization.

#### **3.5.11.1. No.of total hours per semester**

In each semester the student shall get 30 ETCS, ie 900 hours.

#### **3.5.11.2. Modules**

All disciplines of 6 semesters are grouped into four modules: Basic Module, Public Law Module, Private Law Module, Procedural Module.

#### **3.5.11.3. Students' evaluation**

All compulsory courses must be evaluated in written and / or oral exam (including project sample). If the assessment is not internal, an external examiner is also involved in the examination.

Students in Denmark are assessed according to a gradation consisting of points grouped in 7 levels. This specificity often creates difficulties for Danish students to be accepted in other universities that require only top-rated students. The scale of 7 levels of student performance assessment is based on the European Transfer Scale resulting from the Transfer Credit Scheme. The assessment of the students is found in the Regulation of Training Purposes and Criteria.

Specifically:

Marks	N	escription	DD	I

		<b>Rating of performance</b>		
12	1	Excellent		A
10	1	Very good		B
7	7	Good		C
4	4	Fair		D
02	0	Adequate		E
00	0	Inadequate		Fx
-3	-	Unacceptable		F

**3.5.11.4. Assessment of academic staff**

**3.5.11.5. Progress of learning**

**3.5.12. Type of accreditation: academic / regulatory or professional**

**3.5.13. The level of use of IT, e-learning platforms and / or blended learning (blended)**

**3.5.14. Elaborating, upgrading / modernizing and organizing / managing the study program**

**3.5.14.1. Responsible procedures and structures**

Within the AAU, the structure that is responsible for developing the curriculum (Cycles I and II) is the Study Board.

The number of members in the council is determined by the Dean. Each study board must include an equal number of teachers and students' representatives elected by academic staff and students respectively.

The Study Board elects its president for a one-year term. The president is elected from academic staff employed on a full-time basis, members of the board of study.

The Study Board elaborates the Curriculum by following the provisions of the legal acts and the orders issued by the relevant ministry. After rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic board.

The main responsibility of the board is the elaboration of the study plan, the study guide, the quality assurance of the program, as well as the organization, performance and performance of the teaching-learning process.

#### **3.5.14.2. *Involvement of students***

Active involvement of students in curriculum development ensures that every study board responsible for the program consists of 50% of faculty students.

#### **3.5.14.3. *Involvement of employers and other stakeholders (eg. Graduates)***

#### **3.5.14.4. *Functions of academic staff involved in program implementation***

The study program offered at the AAU is developed and managed by a study board within a school that operates at one or more faculties. The content and processes of each semester of the program are planned and controlled by the **semester group**.

The semester group, also called the Coordination Group, consists of academic staff (the teachers who keep the courses and supervisors of the projects done in that semester), the study secretary and the students' representatives. The chair of the semester group is called the coordinator of the semester and is usually a teacher who teaches courses in this semester.

During its meetings, the group plans and discusses the course of half-year activities. The semester coordinator, if necessary, ensures the involvement of other academic staff in the semester in planning and management activities. The semester group is responsible for the planning, performing and assessment of the activities of the semester.

In its work, the group takes into account the decisions and recommendations mentioned in the summary of the half-year cycle of the previous year.

After completing the semester, the semester coordinator prepares a draft assessment report for the semester and the teaching process. The draft assessment report is sent to all members of the semester group for comments and comments. The final evaluation report with the conclusions and proposals of the semester group is submitted to the study board.

#### **3.5.15. *Documents / materials accompanying / support program and public availability (description of courses, regulations, guides, outcomes of program, evaluation guides)***

#### **3.5.16. *Management study program criteria compartment =***

*Level body / structure responsible for developing the curriculum - see above*

#### **8.1. *Regulations on the curriculum***

#### **8.2. *The structure that monitors implementation of the Regulation***

#### **8.3. *Rules for batch formation (norms) for academic staff (for different types of activities: teaching, supervision, evaluation)***



**8.4. *Student workload: the procedure for calculating the impact on developing curriculum***

**8.5. *The purposes of the program and evaluation***

**3.5.17. *Student evaluation***

**3.5.17.1. *Regulations / existing guidelines***

1. Order of the Minister on Grading Scale and Other Evaluation Forms in Higher Education (MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, Section 20 (4))
2. Examination regulations at each Faculty

Exam regulations are primarily directed at the student and are designed to help him / her get the overall picture of what to do and take into account when attending exams at the faculty.

Examining regulations are based on legislation and executive orders in force in the field. Review regulations are regularly updated as changes occur in executive orders. If there are discrepancies between the executive order in force and these review regulations, executive orders have priority.

**3.5.17.2. *Forms of assessment***

The student who is assessed on the bachelor's degree project must demonstrate the ability to think independently and to have the ability to formulate, analyze and deal with legal issues within a defined legal subject.

The choice of the subject by the student must be approved by the program director at the same time, setting a deadline for the project and identifying a mentor for the student.

License projects can be prepared individually and in a group of up to 3 participants.

The designated supervisor may, at the student's request, approve the design and presentation

The BA project is written in English.

**3.8.9.3. *Measures to avoid cheating and plagiarism***

Plagiarism is considered a fraud in the exam if it is found in exam materials submitted by the student for use during an examination. If the plagiarism takes place outside of a real examination situation, such plagiarism will often be considered as a violation of the academic discipline guidelines or applicable academic ethics.

There is plagiarism if a mission of examination in whole or in part

1) includes the identical or almost identical reproduction of other authors' writings or works without the text being marked with quotation marks, cursives or other clear indications, including the source, page number, etc. (copy),

2) contains major passages with a choice of words so similar to the formulation of other works so that when comparing it seems that the passages could not have been written without using the other work (paraphrasing etc.);

3) reuses text and / or core ideas from own studies previously evaluated or published.

Therefore, students have the right to use and quote from the works of other authors - provided they indicate the works and authors used and quoted clearly. When deciding which sanction to impose in connection with the plagiarism discovered, the severity of plagiarism is of crucial importance. The evaluation of this document should be based on the following criteria: the extent of plagiarism (calculated as a percentage of the product deposited) and the type of plagiarism, ie how the plagiarism was performed:

- In case of aggravating or attenuating circumstances, these should be included in the evaluation.

- If the student has used multiple types of plagiarism, a global assessment should be made.

Aggravating circumstances may also have an impact on the duration of the expelling period.

Examples of particularly aggravating circumstances:

- the student was previously subjected to disciplinary sanctions, including issuing a warning;

- plagiarism was carried out in a final license project;

- plagiarism consists in the complete reproduction of a foreign work.

Recourse to a plagiarism due to time pressure will not be considered an attenuating circumstance. If plagiarism is discovered outside of a real examination, it will be qualified as a violation of academic discipline guidelines. This does not mean, however, that plagiarism will lead to as severe sanctions as if it had been discovered in an examination situation.

If plagiarism is discovered during surveillance, action must be taken against it. If, despite the supervisor's request, the plagiarism is discovered after the submission of the work, it will be considered an aggravating circumstance.

If the plagiarism is discovered on a mission to examine a work that has already been submitted, the student will be subject to the following sanctions:

1) In the case of gross plagiarism: The Rector will expel the student from the University, as well of the examination in question and will alert the student against repeated violation of disciplinary rules. Therefore, this incident must be reported to the Rector, and the report must comply with certain formal requirements.

2) In case of plagiarism: The student will be excluded from this examination and receive a warning against repeated violations. The study director also cites the student at a serious discussion. Plagiarized text should be rewritten without plagiarism.

3) In case of simple plagiarism: The student will receive a warning against repeated violation of disciplinary rules.

#### **3.8.9.4. Provisions for appeals**

The student may challenge his / her examination or other examinations included in the examination, such as legal issues, the basis for examination (questions, themes, etc.), the testing and evaluation procedure. Complaints about exams or other examinations that are part of the examination are addressed to the students' administration. The complaint must be written and motivated. The appeal must be filed within 2 weeks from the date of publication of the assessment or from the date announced for publication. The University may decide to provide a new reassessment, but not for oral tests.

If the objection has been accepted, the mark may be higher than the original one. A student who failed in an appeal against the exam may, within 2 weeks of the announcement of the decision, request the university to appeal to the board specifically established for that purpose.

Remedies against previous decisions may be submitted to the Agency for Universities and Internationalization.

The student may also contest the refusal or partial refusal of credit and credit advancement. Student appeal against credit decisions in university programs is submitted to the Qualifications Board in accordance with the Law on External Evaluation.

#### **3.8.9.5. Involvement of external examiners**

External examiners are involved in all examinations, except for cases where an external evaluation is required for a given discipline. For example, in Legal Methods, Theory of Judicial Practice, Constitutional and International Law, Fundamental Human Rights.

#### **3.8.9.6. Grading system, study credits, and recognition of previous study results.**

Scoring chart with 7 points

**Point 12:** For excellent performance, showing a high level of ownership of all aspects of the relevant materials, with or without a few minor weaknesses.

**Point 10:** For very good performance, showing a high level of possession of most of the aspects of the material in question, with weaknesses, only minor.

**Point 7:** For good performance, showing good possession of the relevant material, but also some weaknesses.

**Point 4:** For a fair performance, showing some competencies of the relevant material, but also some major deficiencies.

**Point 02:** For a performance that meets only the minimum acceptance requirements.

**Point 00:** For a performance that does not meet the minimum acceptance requirements.

**Point -3:** For performance that is unacceptable in all aspects.

In accordance with the framework provisions for credit transfer rules, in particular cases, the Board of Directors may approve the successful promotion of elements in other master programs instead of current program items (credit transfer).

The Board of Studies may also approve the successful promotion of elements of the current program based on the results of studies in other Danish or outside programs at the same level. Decisions on credit transfer are made by the Board of Directors on the basis of an academic assessment.

### **3.8.10. *Incorporating into the program and facilitating academic mobility***

In accordance with Danish Act (the Consolidation) Universities (Part 2, Art. 3) in special cases some components of a program of study that are offered at a foreign university (off-site training) are also considered as courses offered in Denmark. Minister sets precise rules on off-site training. This article allows students to perform academic mobility within the study programs offered by the Danish universities.

### **3.8.11. *Student evaluation of academic staff and management of feedback results.***

The study board evaluates the whole study program, but also provides the assessments of the teaching process of the semesters.

The evaluation of the semester and of the teaching process carried out on the card is the responsibility of the semester group. After the completion of the semester, the coordinator of the semester with the consultation of the semester group elaborates the evaluation report of the semester and of the teaching process, which is submitted to the study board.

This evaluation report, in addition to the students' answers to the questionnaires drawn up by the school, the minutes of the semester group meetings and the evaluation meeting, must be based on any documents submitted by the Lecturers, the project supervisors and the groups project. Comments submitted must be attached to the assessment report. Also to this report there should be attached the statistics of the results of the examinations performed in that semester.

The evaluation report is finalized with a summary and with the group's recommendations for making the necessary changes before the next iteration of the semester. The summary and recommendations are included in a document, which the school council publishes on the school's website, in accordance with the ministerial order on transparency in educational programs, etc.

Semestrial assessments are an important tool for the study board and the work of academic councils to ensure both the quality of teaching and the quality of educational programs, as the recommendations presented in the evaluation reports are used for adjustments to study programs and norms of teaching activities in the following semesters.

Evaluation of study programs is largely based on the answers to a questionnaire of students in semesters 6 and 10 about their experiences with content, progress (evolution), task / volume of studies and fulfillment of expectations both within the program both undergraduate and master.

### **3.8.12.            *Academic requirements for enrollment in the study program***

**Admission to a Bachelor's degree** program requires prior completion of upper secondary education, adherence to admission requirements for grades (grades A, B, C), and compliance with all grade requirements. In addition, upon admission, the applicant may be required to pass an entrance examination in accordance with the rules laid down by the university [Ministerial Order on Admission to Graduate Programs, MO No 240 of March 2013 on Admission and Enrollment on Bachelor Programs at Universities, Art . 2, 4].

Specific admission requirements are set by the Ministry of Education and Science at the University's recommendation. Any new specific admission requirements are notified to the public at least two years before the entry into force.

Admission requirements in Danish universities are rather flexible [MO No 240 of March 2013 on Admission and Enrollment on Bachelor Programs at Universities, Art. 5, 6, 7] and pursue the aim of enrolling in studies all those who are able to complete a bachelor program. In the places where there are several applicants, a contest is organized on three categories of candidates. Quotas are set by the university.

The organization of the admission - application and enrollment procedures - are determined by the relevant Ministry in accordance with the requirements determined by the universities [OJ No 240 of March 2013 on Admission and Enrollment on Bachelor Programs at Universities, art. 2. 3]. Application is on-line. Some institutions can do the demolition, but under the control of the ministry.

#### ***Admission to a Master's and Doctoral program***

The University can enroll students to masters programs and doctoral programs. For admission to a Masters program (Candidatus), a bachelor's degree or other relevant Danish or foreign qualifications of the same level is required.

The admission requirements for the concrete (candidatus) master programs must be based on the curriculum of the program. Any introduction of stricter admission requirements will be announced at least one year before their entry into force.

Requirements for admission to a Masters program (candidatus) will be set by

the university. Furthermore, the university will decide on the application and admission procedure, including deadlines, and publish the relevant information on its website.

If a program of study or some of its important parts is provided in English, the applicant must document English language skills that correspond to at least level B before the start of the program [MO No 240 of March 2013 on Admission and Enrollment on Master's Programs at Universities, art. 6].

Admission to the PhD program is based on the Master's degree or equivalent [Ministerial Order on the PhD Program at Universities and Certain Higher Arts Educational Institutions, no.1039, August 27, 2013]. The University may decide on the commencement of the doctoral program in connection with a master's program; however, it must ensure that the entire study program has the scope and level described. The university sets rules in this regard. The institution decides who will be admitted as PhD students. The rules of the institution must provide the criteria underlying the admission. The PhD is administratively enrolled in the doctoral program.

### **3.8.13.     *Monitoring graduates' employment program.***

## **4. BSc in Law at University of Gloucestershire**

### **4.1. Introduction**

During the study visit at the University of Great Britain, the members of the working group participated in various meetings with representatives of the Faculty of Business, the Faculty of Law and the Faculty of Information Technologies. The presentations and lectures attended by the group members were aimed at familiarizing the Moldovan delegation with the study process at this university, as well as presenting interactive teaching methods oriented towards active learning and a more intense involvement of students in the teaching-learning process.

With reference to Section 4, Appendix 3, which sets out the essential elements that characterize the undergraduate studies in the UK, and Appendix 5, which includes the structure of the Gloucestershire University Law School

### **4.2. At the educational system level**

#### **4.2.1. Accreditation of universities**

UK study diplomas are provided by educational institutions accredited by the Privy<sup>1</sup> Committee on the basis of the opinion provided by the Agency for Quality Assurance in Higher Education (AAC).

Applications are submitted to the *Higher Education Financing Council of England* (HEFCE)<sup>2</sup>, which sends the CAA file for research and analysis. Candidates applying must meet the criteria set out in the *Guidelines for Superior Education Teachers: Criteria and Application Process for Granting Diploma Supplementation Competence (2015)*. The main criteria for the accreditation of study programs (license and master) are as follows:<sup>3</sup>

1. academic management;
2. academic standards and quality assurance;
3. scholarships and pedagogical efficiency of teachers;
4. the environment in which the study program will take place.

The ACC Recommendation is based on an analysis of the file, that is being carried out by an *Advisory Committee on the Granting of Study Examining Competence* (ACC Expert Committee). The analysis of the folder by the Committee includes the following steps: (1) initial analysis of the package of documents on which it is committed if the next step is taken; (2) the detailed verification step which is carried out by a team of experts specifically appointed for this purpose; (3) drafting the final report and providing the recommendation. Based on this analysis, the ACC Committee will provide its HEFCE recommendation, which will forward this recommendation to the Department of Business, Innovation and Skills.

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<sup>1</sup> <https://privycouncil.independent.gov.uk/work-of-the-privy-council-office/higher-education/>

<sup>2</sup> <http://www.hefce.ac.uk/about/role/> Higher Education Funding Council for England (HEFCE)

<sup>3</sup> <http://www.qaa.ac.uk/en/Publications/Documents/Degree-Awarding-Powers-Handbook-England-15.pdf>

The Privy Committee issues final decisions based on the recommendation received from ACC through the Business, Innovation and Skills Department. The applicant is directly informed by the Privy Committee if the study program has successfully completed this process.

#### **4.2.2. Quality assurance**

The body that monitors the quality of studies in the UK is called the Agency for Quality Assurance in Higher Education (AAC). AAC is an independent body, which is led by a 15-member committee. This Community has the competence to develop policies, manage financial means and monitor the performance of the WSS. The Committee operates in accordance with *The Code of Good Practice*<sup>4</sup>, which is regularly reviewed. The day-to-day management of AAC is carried out by a seven-member Board of Directors.

The quality assurance process is governed by *The Quality Code*<sup>5</sup>, which contains three parts: (1) academic standards; (2) academic quality; (3) information on higher education regulations. This Code provides all providers<sup>6</sup> with the standards and requirements they have to meet to ensure an educational process.

In accordance with the Quality Code, study programs are to be developed in accordance with the Framework Qualifications Framework<sup>7</sup>. Also, study programs must correspond to the Subject Benchmark Statement describing the skills and abilities a graduate needs to have. Each university must establish a process of elaborating and approving study programs.

The ACC organizes once every six years a verification of accredited universities. The purpose of this verification is to inform students and the public if the university meets all the necessary requirements to ensure: (1) the maintenance of academic standards; (2) provisions on learning opportunities; (3) provisions on information; (4) enhancing the learning opportunities of students. Verification is done by staff or students from other universities and ends with the publication of a report. Students are members of the teams created to conduct the verification.<sup>8</sup>

### **4.3 At university management level**

The University of Gloucestershire is headed by a Board of 20 people, including: 14 external members, one vice-rector, two Board members, one member of the Academic Committee and 2 students. The 14 external members are appointed by the Board for a period of four years. The other members have a mandate that coincides with their position / status. The Board elects a president and a vice-president. The Board is responsible for determining the mission of the university and monitoring its work, the financial management of the university

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<sup>4</sup> <http://www.qaa.ac.uk/en/Publications/Documents/Code-best-practice-QAA-Board.pdf>

<sup>5</sup> <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code>

<sup>6</sup> In accordance with the Providers Code, universities and colleges offering study programs in the UK are considered .

<sup>7</sup> <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications>

<sup>8</sup> <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/higher-education-review>



and the promotion of senior teaching staff. The Board may delegate some of its powers to committees set up by it.

The Board appoints the **Vice-Rector**, who is also the Executive Director of the University on the basis of a competition. The Vice-Rector conducts the administration of the university. The Board may also appoint a **rector or vice-rector (s)** to represent the university from time to time (these positions are more honorable and not remunerated).

The Board may also appoint a Secretary and / or (Assistant Secretary) of the University, which will have the powers established by the Board.

The Board approves the criteria for employing, remunerating and penalizing teachers.

**The Academic Committee** is composed of up to 25 members (elected from the teaching staff and students under the procedure established by the Council) and is headed by the Vice-Rector. The term of office shall be determined by the Council. The Academic Committee decides on all issues related to study programs, research, etc.

**Student organizations** must be created and administered by students under a statute approved by the Council.

From an academic point of view, the university is composed of faculties. The University of Gloucestershire has three faculties: (1) the Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media, Arts and Technologies. The University has 10 schools.<sup>9</sup> The Law Specialty is at the Faculty of Business.

**The Academic Committee** has quality assurance competencies that report directly to the Board. Although the ultimate responsibility for the quality of studies lies with the Academic Committee, quality assurance is also provided at faculty and department level. At the university level, there is an Academic Development Committee, a Teaching, Learning and Research Committee, an Academic and Quality Standards Committee, and a Monitoring Committee for Collaboration Agreements that play a central role in Quality Management.<sup>10</sup>

At university level several verification processes are provided. For example, internal quality auditing focuses on quality assurance processes at university level.

#### **4.4 At faculty level**

At the faculty level, there is a *Committee on Academic and Quality Standards* that ensures compliance and monitoring of quality standards in collaboration with the Faculty

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<sup>9</sup> <http://www.glos.ac.uk/faculties-and-schools/Pages/faculties.aspx>

<sup>10</sup> <http://www.gaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Gloucestershire/University-of-Gloucestershire-IA-annex-10.pdf>

Board. Also, this Committee ensures that all processes related to quality assurance are carried out at the faculty level.

The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Faculty Plan, which is presented by the Dean. Validation of courses is done by the *Validation Panel* which is approved by *the Academic and Quality Standards Committee*. Each panel has a president from another faculty, members from different faculties and at least one outside university member. Validation is based on the program specification. A summary of the validation report is submitted to *the Academic and Quality Standards Committee* and subsequently to the Academic Committee for final endorsement.

The Annual Approvals Modification Program allows course holders to propose changes to existing modules or courses. These changes are to be consulted with students and an external examiner. Approving is done through panel faculties.

Monitoring is carried out annually by monitoring panels reporting to *the Academic Standards and Quality Standards Committee* of the Faculty.

The university also collects feedback from students through an external survey (National Student Survey). At the internal level, the individual assessment of each module is mandatory, but the university does not immune a particular model.

The University of Gloucestershire has conducted a pilot project called the Gloucestershire Student Survey, based on the National Survey model. The purpose of these assessments is to identify students' views about the courses taught at the university, as well as to familiarize them with the national survey through which they will pass at the end of the study years.

The mechanism by which students are told about how feedback is collected is the publication of a manual on the web-site on this process.

Students are involved at all levels in the process of developing and monitoring academic strategies, and the university assists student organizations in training their members to participate more actively in the academic management process.

#### **4.5. At the Faculty Board level**

The faculty council is responsible for the academic programs of the faculty, including academic and program performance standards that faculty has to implement in line with the university's teaching-learning strategy.

Teachers' performance assessment can take place through different methods: (1) self-evaluation - each teacher is expected to reflect on his / her teaching by writing an annual report; (2) Peer evaluation - Teachers can invite colleagues to attend the courses / seminars taught to appreciate the teaching efforts; the teacher will usually ask the observer to draw attention to certain aspects of the organization and teaching used, and the observer teacher will discuss these issues with his colleague after the observations have been completed; (3) the department manager spends every year individual discussions with teachers on the teaching methods used; (4) assessment questionnaires completed by students. Senior teachers must

demonstrate how their teaching mode has influenced trends in teaching-learning methodology. Teachers are also trained how to organize their classes and how to effectively use voice during teaching.

Increased attention is paid to the internship, which takes place within the relevant organizations / institutions, and its period is determined according to the specificity of the faculty / specialty. The role of university / faculty administration is very important in identifying the placement of the practice internship, as well as in maintaining relationships with prospective employers of future graduates. Thus, the existence of a separate unit / division that has the competence to organize the internship and assist / guide the students throughout it is a mandatory condition. Moreover, many of the host organizations have a well-organized scheme for the internships they offer. The internship does not overlap with course classes and the students are to draw up an individual plan that includes: (1) the purpose of the internship; (2) the lessons learned; and (3) own assessment of the traineeship period. The University has the obligation to determine, after 6 months from graduation, the employment rate of the graduates.

#### **4.6 *Integrating disadvantaged students level***

Students with a degree of disability are studying in regular educational institutions. The University is equipped with special ramps for students traveling with wheelchairs far behind; campus and within blocks of education. The library can be provided materials, printing letters published braise and / or recorded lectures on mediums.

In university there service support students with disabilities, medical conditions, dyslexia and learning difficulties and learning support services, offering individual counseling and ensure confidentiality.

Financial incentives are provided by applying to the Scholarship for Students with Disabilities.

#### **4.7 *Infrastructure***

Spaces for staff, administrative and technical staff are well-equipped with the necessary equipment for work. Educational and recreational spaces and a University canteen are nicely equipped.

The technical capacity of the institution facilitates active learning, they are widely used Moodle, social networks and Skype it, and teachers are encouraged to use more and more information technology in teaching and learning.

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

#### **4.8 *Study program level***

The UK Quality Code at a national level is a benchmark for all those involved in delivering higher education programs that lead to a high qualification or academic credit from an institution that issues the UK diploma.

It is developed and published by the Quality Assurance Agency for Higher Education (QAA) and has been developed in consultation with the higher education sector. The Quality Code includes Chapter B1 "Design, development and approval of programs" which only provides benchmarks without specifying socio-human and general disciplines.

Disadvantaged higher education providers decide what programs to offer in their mission to organize the teaching process according to employer and student requirements, as well as social, economic factors, etc.

The study program consists of compulsory and optional modules. Optional modules allow the free choice of a study module. The totality of modules in the law course is termed the "course map".

The structure of the law study plan is based on the Benchmark Statement for Law (2015) standards.

The structure of the Law Study Programs is based on this document as a benchmark for the classification of vocational courses, according to the codes of the Joint Academic Coding System (JACS). The Joint Academic Coding System (JACS) is owned and managed by the Universities and Admissions College (UCAS) and the Higher Education Education Agency (HESA), which is used to encode the professional courses provided in the whole higher education system UK.

Modules are distributed over 3 years of study, which are qualified by levels, from 4 to 6, as grade honors start at level 4, progress through level 5 and usually lead to level 6 to you provide a level 6 qualification. The scale continues to Level 8, which applies to PhD level qualifications in the Higher Education Qualifications Framework in England, Wales and Northern Ireland.

The duration of the Law studies lasts 3 years and comprises 6 semesters, in total the students accumulate 360 CATS.

A CATS is equal to 10 hours. During one semester it is necessary to accumulate 60 CATS (each study level = 120 CATS).

In order to obtain the diploma, it is necessary to accumulate 300 credits, including 210 credits obtained at levels 5 and 6.

**The first year of study** is qualified at level 4 and contains general disciplines: contract law, constitutional and administrative law, legal methods and abilities and "tort" law .

**The second year of study** is qualified at level 5 and includes subjects such as criminal law, intellectual property law, European Union law, family law, commercial law, property rights, legal capacity development, and employability.

**The third year of study** is qualified at level 6 and contains the following subjects: Equity and Trusts, Enhanced Essay, Entrepreneurship, Labor Law, Environmental Law, Human Rights, Information Technology Law, Medical Law, Public International Law, Media and Entertainment Law, International Criminal Law, developing legal capacity.

For the study program at Law at the University of Gloucestershire, the structure responsible for designing the study program was attended by the Faculty of Business, Education and Professional Studies (Business, Education & Professional Studies).

The study program is initiated by the Department, where a program committee is formed, which argues, then elaborates the curriculum of the program. The program is discussed

within the department, then within the faculty academic committee. It is mandatory for the professional associations and the union of students to be consulted.

Students are represented in all decision-making, executive and advisory structures of the university and are actively involved in the elaboration and finalization of the study program.

The study program in the compartment: "Learning-teaching methods" emphasizes the individual study, but also the group work.

Study programs contain significant individual workload. This helps students to organize themselves better and makes them more responsible. Also, through individual work, students improve their research skills and learn how to solve a problem or how to interact with real clients.

Active learning is provided by the following tools: simulation, problem-solving (PBL), case studies, research / investigation projects. Group work is one of the most commonly used methods for achieving individual student work. It involves several steps: (1) planning (member selection and assignment of tasks); (2) monitoring (coordinating the work of each team member, debating issues, etc.) (3) evaluating (writing essays through which students reflect on the whole group work process).

In the law studies it is often used simulation of the trial. In simulating a trial, students are appreciated on the basis of an essay describing how to prepare for the trial and all the actions taken and the arguments put forward. Also, there are taught courses that teach students how to do research properly, and which are the most important methods / tools for collecting information, data to conduct research.

The factsheet of each discipline clearly contains the training capacities (five levels), the assessment methodology, instructions on the evaluation criteria for each level of knowledge, calculated as a percentage.

The record of each discipline contains the assessment methodology (assessment of knowledge) of the students and the fulfillment of the tasks in the group.

Knowledge and understanding is evaluated through written examinations and the writing of course theses or other forms of assessment, as appropriate, in writing. Compulsory modules (with the exception of LW4004 (legal skills)) are assessed partly through a written exam (50%). Students are given the opportunity to pass preliminary examinations for preparation for summative assessments Some modules use different examination methods oral), as specified in the module descriptor.

Knowledge assessment also reflects the concept of a study program based on individual student work: each level of study provides a high percentage for individual work (coursework) - 62% for all disciplines and only 38% of the assessment is made by written examination . Level 6 provides only 10% for written exam and 90% for coursework.

Information retrieval skills are evaluated indirectly in that the ability of the research students to form the basis of their performance in other evaluations. Research skills are assessed in the Compulsory Module at Level 6 - Extended Essay.

In the fall of 2015, it was declared that the University used the "Turnitin" plagiarism detection software.

Teachers have the opportunity to be appreciated through a system of motivations, scholarship schemes at national and university level.

Disintegrating teachers need to think about the way and methods of teaching they use, and the appreciation of these methods is very important in the annual assessment of teacher performance. Evaluation can take place through different methods:

(1) self-evaluation - each teacher is to reflect on his teaching by writing an annual report;

(2) peer-evaluation - Teachers can invite colleagues to attend taught courses / seminars to appreciate teaching efforts. Usually, the teacher asks the observer to draw attention to certain aspects of the organization and teaching used, and the observer teacher discusses these issues with the colleague after the observations are finished;

(3) the department manager spends every year individual discussions with teachers on the teaching methods used;

(4) assessment questionnaires completed by students.

Senior teachers must demonstrate how their teaching mode has influenced trends in teaching-learning methodology. Teachers are also trained how to organize their classes and how to effectively use voice during teaching.

Teachers in the training process have the technical possibility to apply new teaching methods with the use of innovations in the field of information technologies. (Podcasts-Quicctype, Adobe-Connect, Audacity, Go Pro, Kahoot). The Moodle platform is also one of the basic tools that facilitate the teaching process.

The University has the obligation to determine, after 6 months from graduation, the employment rate of the graduates. Within the University, the Employment Department for Students is established, which establishes and maintains close relationships with employers in order to organize practical traineeships and / or subsequent employment. Moreover, an active collaboration is promoted in order to acquire the concepts of projects and practical problems, used and applied in the training process.

The internship takes place within the specialized organizations / institutions and its period is determined by the specificity of the faculty / specialty. The role of university / faculty administration is very important in identifying the placement of the practice internship, as well as in maintaining relationships with prospective employers of future graduates. Thus, the existence of a separate unit / division that has the competence to organize the internship and assist / guide the students throughout it is a mandatory condition. Moreover, many of the host organizations have a well-organized scheme for the internships they offer. The internship does not overlap with course classes and the students are to draw up an individual plan that includes: (1) the purpose of the internship; (2) the lessons learned; and (3) own assessment of the traineeship period.

## ***1. Analysis and interpretation of data***

### **5.1. Introduction**

It should be mentioned that data analysis is a central stage of conducting a research study. It follows the data collection stage and is of particular importance for the final conclusions. The aim of this study is to perform the comparative analysis of collected data with reference to the institutional framework and the specificity of study programs at two European universities. This comparative analysis as well as the comparison criteria are reflected in Annex 5 to this report.

### **5.2. Criteria, properties and indicators**

At each level, criteria and subscriptions have been formulated, which allowed to systematize the collected data but also to obtain a clear vision of the common aspects and the differences between the two universities under the comparative study. It should be specified that the criteria and subcriteria formulated have been subject to changes several times according to the data that were collected and analyzed.

At level 1 (system level), such criteria were approached as: accreditation of study programs, quality assurance system. They allowed for a general vision of the corporation's relationship with the public authorities with attributions in the field of higher education.

At level 2 (university level) the following criteria were submitted: the governing bodies of the university, the university management bodies, etc. These criteria have highlighted the inner structure of universities, the relationships between the elements of these structures.

At level 3 (college level, department), the ratio between higher management and faculty management with reference to student-centered teaching and learning was provided as a criterion.

At level 4 (organ level responsible for the elaboration of the study program) the criteria were: the structure of the body, the process of elaborating the study programs, etc.

At Level 5 (Integration of Disadvantaged Student Groups) and Level 6 (Infrastructure) the criteria were formulated following visits to partner universities.

At Level 7 (Study Program Level) some criteria were reformulated following video conferences from 25.26 May with representatives of partner universities.

### **5.3. Emerging templates.**

The table below summarizes the key criteria for the efficacy study, common patterns that emerged during the analysis, and the variations found.

***Table 6***

	<b>Templates</b>	<b>Variations</b>
<p><i>1. Level System</i>            Criterion 1. Accreditation of study programs</p> <p>Criterion 2. The quality assurance system</p>	<p>The process of accreditation, the responsible institutions are clearly specified in regulations</p> <p>Both systems are designed to improve the quality of programs in the higher education sector and contribute to a more effective educational market.</p>	<p>Denmark: The accreditation consists of the Accreditation Council and the Danish Institute for Accreditation</p> <p>UK: Accreditation of study programs is the involvement of three organizations: Privy Committee, Quality Assurance Agency for Higher Education, Higher Education Funding Council for England</p> <p>Denmark: In the Danish education system there is no central / national quality assurance.            UK: Agency for Quality Assurance in Higher Education</p>
<p>2. University level</p>	<p>The existence of the governing body and management body of university</p>	<p>Denmark: University Council and Rector</p> <p>The University of Aalborg is created "PBL Academy" which is responsible for developing and implementing PBL model at university. This body has the responsibility to coordinate and cooperate with schools and study boards to ensure that the model PBL is used at all levels.</p> <p>UK: management: Council, Vice-Rector, Academic Committee, secretary, student organizations.</p> <p>The existence of a university-wide "Help Zone" which is competent to assist, help, guide students throughout their stay to study facilitates educational process.</p>



3. Faculty, department level	<p>Within each faculty of the universities concerned, departments, doctoral schools, study councils operate.</p> <p>Each faculty is headed by the Dean</p>	<p>Denmark: Faculty of Law has a rather small number of teachers. But every teacher is assisted in exercising the so-called assistants.</p> <p>UK: University of Gloucestershire has three faculties: (1) Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media Arts and Technologies.</p>
4. Body level responsible for study programs	<p>The Faculty Council is responsible for the academic programs of the faculty at both universities.</p> <p>In both universities within the faculty council is included an impressive number of students who are actively involved in the management of the faculty, the elaboration of the study programs. Also, future employers who are better acquainted with the needs of the labor market are also involved in the development of study programs.</p>	
5. Integraration of disadvantaged groups of students	Both universities offer very good conditions for the integration of disadvantaged students (special stairs etc.)	
6. Infrastructure	Both universities are equipped with advanced technology, which allows the effective application of	

	<p>the PBL method in the teaching-learning process. Within universities there are many study rooms that offer students the opportunity to work in small groups.</p>	
<p>7. Study program level Key criteria: The structure of the study program, number of credits, basic skills</p>	<p>At both universities, the undergraduate studies last 3 years, in total: 6 sem. The core competencies offered by both study programs are: a) to identify, analyze and solve problems; b) Extended academic knowledge, theoretical, practical and methodological abilities</p> <p>At both universities, the programs contain a small number of disciplines.</p>	<p>Denmark A semester = 30 ECTS Total: 30 ECTSx6 = 180 ECTS</p> <p>UK A semester. = 60 CATS (CATS each level = 120) Total: 60 CATSx6 = 360 CATS</p> <p>PBL method can be found in a more emphasized in the curriculum of the university in Denmark, which provides for the development of several research projects.</p>

## *1. Conclusions*

The aim of this project is to get acquainted with an environment favorable to an educational process that is based on active learning or problem-solving. These aspects could help to change the traditional approaches that we encounter in universities in the Republic of Moldova. Changing teachers' attitudes towards the educational process, as well as the more active involvement of universities in building graduates' professional careers, will encourage the introduction of active learning in universities in the Republic of Moldova.

In both Denmark and the UK, curriculum development is the responsibility of higher education institutions, in compliance with current legislation and internal regulations. The University Council approves its own organization and functioning regulation in line with general and specific quality national and international standards.

The curriculum is developed by one or more departments of the institution in strict accordance with the qualification profile defined in the Qualifications Code and is approved by the faculty academic committee and the University Senate (eg UK). The consistency between the curriculum and the qualification offered by the university degree program is a mandatory quality assessment criterion. The professional associations' opinion is mandatory.

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

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

A university degree program operates legally if it is provisionally authorized or accredited and operates under the conditions established by the authorization act, such accreditation.

Evaluating teacher teaching methodology and encouraging them to reflect on how courses are delivered fosters the development of an interactive learning process.

Periodically, meetings are organized for the teaching staff to exchange experience.

At both universities, effective programs / internships are created and managed to make a significant contribution to ensuring graduate employment.

The policy of both universities offers the opportunity for students to become aware of the future profession prior to obtaining the diploma, either through an annual internship (organized and conducted at study year 3) - in the UK, or through close collaboration with

prospective employers - in Denmark . In the UK, multiple programs provide for an internship abroad in exchange for a practical internship, in order to gain and accumulate knowledge at international level and to successfully develop various forms of collaboration.

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

Periodic review of study programs and taught courses ensures their updating and effective monitoring.

Former graduates are invited to work with the university and accept projects in the company they are employed in. They can be invited as external examiners, as teachers by college or as a guest teacher to provide counseling.

### **Final conclusions:**

- Both universities use group work and individual student work;
- Broad use of IT;
- The emphasis is on the active involvement of students in the educational process;
- Employers are those who are involved in the development of study programs, in the assessment of students;
- Programs contain a small number of disciplines, modules;
- Universities are autonomous in the elaboration of the study program;
- Programs reflect current needs, there are no additional disciplines that burden students with unnecessary information.

### **References:**

#### **I. Denmark**

1. The Danish Law of 2013 "Act of Accreditation".
2. The Danish (Consolidation) Act on Universities (*The Danish (Consolidation) Act on Universities*).
3. The University of Aalborg Strategy for the years 2016-2020 - Knowledge for the world.
4. Order of the Minister on the Grading Scale and Other Forms of Evaluation in Higher Education (MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20 (4))

#### **II. United Kingdom**

1. Code of Good Practice of the Agency for Quality Assurance in Higher Education adopted in 1999 <http://www.qaa.ac.uk/en/Publications/Documents/Code-best-practice-QAA-Board.pdf>
2. Quality Code // <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
3. Articles of incorporation of University of Gloucestershire (revăzut în 2015) <http://www.glos.ac.uk/docs/download/Governance/articles-of-association-may-2016.pdf><http://www.glos.ac.uk/faculties-and-schools/Pages/faculties.aspx>

**Observation charts**  
**System Level Chart 1**

<b>Criterion</b>	<b>Description</b>	<b>Source- Legislative norms, Regulations, Guidelines.</b>
<b>Criterion 1: Accreditation of study programs</b>		
National body of external accreditation		
Accreditation procedure: methodology and evaluation criteria		
Relations of the accreditation body with the Ministry of Education		
<b>Criterion 2: Quality Assurance System</b>		
Existence of a national quality assurance (QA)		
National QA body		
Relation of QA with universities body		
External quality assessment procedure: levels, criteria.		
<b>3: Professional bodies involved in validating or supervising the way in which of the study programs are conducted.</b>		
<b>4. Programs with double degrees and recognition of professional experience.</b>		

**Chart 2 University level**

<b>Criterion</b>	<b>Description</b>	<b>Source- Legislative norms , regulations, guidelines.</b>

<b>Criterion 1: The governing bodies of the university</b>		
Structure		
Powers		
Selection Procedure		
The governing body responsible for study programs, teaching-learning and assessment processes		
<b>Criterion 2: The bodies of university management / executive governance</b>		
Structure		
Powers		
Selection Procedure		
<b>Criterion 3: The organizational structure of the university</b>		
<b>4: Objectives of student-centered teaching-learning strategy (separate or embedded in institutional strategy): pre-learning. Innovative, IT use, focus on employability, internationalization of curriculum, acquisition of linguistic and intercultural competences (Document)</b>		
<b>5: The key structure responsible for organizing the student-centered teaching- learning process</b>		
Duties and subordination		
Structure / Composition		
Documents issued		
Relations with undergraduate academic structures (faculties, departments, etc.)		
<b>Criterion 6: Education System Quality Assurance (QA)</b>		
Powers		
Structure		

<b>Criterion 7: Introduction Bachelor study programs</b>		
Structures empowered to initiate, develop and approve a program of study. (to mention if necessary, to consult career center, finances, library, etc.)		
Requirements for the folder for new degree programs		
The body that approves the folder		
<b>Criterion 8: Learning-teaching and evaluation methods used at university (differences between approaches at different faculties / fields).</b>		
<b>Criterion 9. The structure responsible for Cycle II / III</b>		
Powers		
Relationship with other scholars responsible for approving the curriculum.		
<b>Criterion 10. Documents on university policies and curriculum content</b>		
Form <i>Study Program</i> (Cycles I and II)		
Form <i>Examination policies and procedures</i>		
Form <i>Description of Semester</i> (on program)		
Form <i>Description of Module</i>		
<i>Grading System</i>		
<b>Criterion 11. Pedagogical qualification of academic staff.</b>		
1. Existing of pedagogical qualification for academic staff		
2. Existing of national- standards methodologies		



3. The structure that offers / validates the qualifications		
4. The courses required to qualify		
5. The formal requirements for the continuous development and training of the staff		
6. The structure responsible for Continuous Training		
7. The process of monitoring and evaluation.		
<b>12. Involvement of students in the governance and management of the university.</b>		
<b>13. Approach to student-centered teaching at the university level.</b>		
1. University Strategy/Mission		
2. Promotion within the university		
3. Administrative and financial support in implementing the approach		
4. The contribution of lifelong learning		

**Chart 3 Faculty / department level**

<b>Criterion</b>	<b>Description</b>	<b>Source- Legislative norms, regulations, guidelines.</b>
.. The relationship between higher management (university level) and faculty management and / or the department with reference to teaching-centered learning.		

**Chart 4**

### Body / structure level responsible for developing the curriculum

Criterion	Description	Source- Legislative norms, guidelines.
<b>Criterion 1.</b> <b>Structure of the body responsible for developing study programs and curriculum</b>		
<b>Criterion 2.</b> <b>Relationship of this body with faculty, department and other structures within the faculty / department.</b>		
<b>Criterion 3.</b> <b>Creating inter- and multi-disciplinary programs.</b>		
<b>Criterion 4.</b> <b>The development and approval of new study programs.</b>		
<b>Criterion 5.</b> <b>The process of approving a new module in an existing study program.</b>		
<b>Criterion 6.</b> <b>Evaluation practices/ methods used.</b>		
<b>Criterion 7.</b> <b>Involvement of students in developing study programs.</b>		
<b>Criterion 8. Management of study programs</b>		
Involvement of academic staff in organizing and coordinating a study program		
The way this process is formalized		
<b>Criterion 9. Revision of a study program</b>		

Annual monitoring procedure and periodic review of the program		
Performance indicators applied. Student Feedback : procedure and impact.		

### Chart 5

#### Integration of disadvantaged groups of students:

<b>Criterion</b>	<b>Description</b>	<b>Source- Legislative norms, regulations, guidelines.</b>
<b>Criterion 1. Structure responsible for students with disabilities.</b>		
Responsibilities		
Resources		
<b>Criterion 2. Measures / arangaments for students with disabilities.</b>		
<b>Criterion 3. Approaches for socially disadvantaged students.</b>		
<b>Criterion 4. University Capacity on teaching methods for students from disadvantaged environments.</b>		
<b>Criterion 5. Academic support available for students with learning disabilities.</b>		

### Chart 6

#### Study program level

<b>Criterion</b>	<b>Description</b>	<b>Source-Legislative norms, regulations, guidelines.</b>
<b>1. Way of reflection in institutional strategy and teaching approach.</b>		
<b>2. study program.</b>		

<b>3.</b> <b>Program study plan</b>		
Total No hours total per semester		
Modules		
Student evaluation		
Evaluation of academic staff		
Progress of learning		
<b>Criterion 4.</b> <b>Type of accreditation: academic / regulatory or professional</b>		
<b>Criterion 5.</b> <b>The level of use of IT, e-learning and / or blended learning (blended)</b>		
<b>Criterion 6. Developing, upgrading / modernizing and organizing /managing the study program</b>		
Responsible procedures and structure		
Involvement of students		
Involvement of employers and other stakeholders (eg. graduates)		
Functions of the academic staff involved in the implementation of the program i		
<b>Criterion 7.</b> <b>Documents / materials accompanying / support program and public availability (description of courses, regulations, guides, outcomes of program evaluation guides)</b>		
<b>Criterion 8. Management study program</b>		
Regulations on the curriculum		
The structure that monitors implementation of the Regulation		

Rules for norms formation for academic staff (for different types of activities: teaching, supervision, evaluation)		
Student workload: Calculation procedure and impact on curriculum development		
Program finalities and their evaluation		
<b>Criterion 9. Student evaluation</b>		
Existing regulations / guidelines		
Forms of assessment		
Measures to avoid cheating and plagiarism		
Provisions for appeals		
Involvement into the program and facilitation of the academic mobility		
Grading system, study credits, and recognition of previous study results.		
<b>Criterion 10. Incorporation into the program and facilitating academic mobility</b>		
<b>Criterion 11. Student evaluation of academic staff and management of feedback results.</b>		
<b>Criterion 12. Academic requirements for enrollment in the study program</b>		
<b>Criterion 13. Monitoring the employability of program graduates.</b>		

*Appendix 2. Data reporting table  
University of Aalborg, Denmark*

<b>Formulating the question, problem</b>	<b>Material consulted</b>	<b>Findings</b>	<b>Reflections</b>

<p><b>System Level</b></p> <p><b>Criterion 1: Accreditation of study programs</b></p>	<p>The Accreditation System is based on the Act of Accreditation of Higher Education Institutions (Act of Accreditation).</p> <p>The Accreditation System in Denmark consists of the Accreditation Council and the Danish Accreditation Institute</p>	<p>The Act changes the accreditation system up to 2013 from the accreditation of study programs to accreditation to the institution.</p> <p><b>Institutional accreditation is based on five statutory criteria:</b></p> <ul style="list-style-type: none"> <li>- Policies and quality assurance strategy.</li> <li>-Organization and quality management.</li> <li>-The knowledge base of the programs.</li> <li>- Level and content of programs.</li> <li>-Relevancy of programs.</li> </ul>	<p>We consider logical and rational the implementation of institutional accreditation in which the accreditation of study programs is carried out..</p> <p>Good practice to be included in the Accreditation Council and student representatives.</p>
<p><b>Criterion 2: Quality Assurance System</b></p>	<p>There is no central / national quality assurance body in the Danish education system.</p>	<p>In general, the Danish Accreditation System is intended to improve the quality of programs in the higher education sector and to help create a more coherent, transparent educational market for the benefit of students, the labor market and educational institutions.</p>	<p>It is a logical practice.</p>
<p><b>External quality evaluation procedure: levels, criteria.</b></p>	<p>The quality of study programs is subject to external evaluation in the framework of their accreditation, one of</p>	<p>In case of institutional accreditation, the university should illustrate and document quality assurance</p>	<p>We consider justified external quality assessment procedure study programs in the form of accreditation.</p>

<p><b>Criterion 3.</b> <b>Diplomas</b> <b>recognition</b></p>	<p>the criteria for presentation of the Internal Quality Assurance program and development (Internal Quality Assurance and Development).</p> <p>In accordance with The Danish act (for Consoldare) Universities (Part 2, Art. 3).</p>	<p>system and its activities according to five criteria for accreditation set out in the ministerial order on accreditation, namely:</p> <ul style="list-style-type: none"> <li>-Policy and quality assurance strategy.</li> <li>Organizing and quality management.</li> <li>-The meet study programs</li> <li>-Levels and program content.</li> <li>-Relevance of programs.</li> </ul> <p>According to art. 6 of the Act may be granted a diploma Danish university students who have completed a study program abroad. Also, the university can grant degrees to students who have completed part of the study program at the university without being enrolled in the respective university.</p>	<p>It is an interesting practice.</p>
<p><b>University level</b> Criterion 1: The governing bodies of the university</p>	<p>According to the Danish (Consolidation) Act on Universities, the Council is the governing body of the university</p>	<p>The Board consists of nine to eleven members and is made up of external members and internal members representing the academic community, including employees, technical and</p>	<p>It is appropriate practice of including external members of the board members are actively involved in ensuring the quality of research being competent people (judges, prosecutors, notaries)</p>

<p><b>Criterion 2: The bodies of university management / executive</b></p>	<p>The Danish act (for Consoldare) of the University (<i>The Danish (Consolidation) Act on Universities</i>)</p> <p>The organizational structure of the university is stipulated in the Statute of the institution.</p>	<p>administrative staff and university students. The majority in the Council is made up of external members.</p> <p>These committees must ensure that candidates for membership of the Council meet the qualifications requirements and commitment to the university.</p> <p>Rector is responsible for daily management of the university.</p> <p>Rector (as well as vice-rectors) is appointed by the Council, following a public announcement, the committee's recommendation for designation established by the Board.</p>	
<p><b>Level faculty, department</b></p> <p><b>Criterion 3: Structure Faculty / Department</b></p>	<p>Rector is the body that determines the internal structure of the university, within the limits set by the university council.</p> <p>Universities Act, there are provisions on specific bodies, issues related academic research and collaboration with stakeholders: employers panels, doctoral committees,</p>	<p>Within each faculty working departments, doctoral schools, boards of education (and in some universities, schools).</p> <p>Dean appointed by the rector on the basis of public opinion, represents the faculty and is responsible for managing its activities.</p> <p>Dean's primary responsibility is financial management</p>	<p>Practice on Dean endowment with financial management functions is appropriate and should be taken.</p>



	boards of education, etc.	<p>faculty and staff management. He is a member of the executive management team of the university and faculty member of the academic council.</p> <p>Department of the faculty is led by a head of department, hired by the dean on the basis of a public announcement.</p> <p>Head of department establishes the department council, determines the size and structure, and the term of office, of elected council members.</p> <p>Council department is composed of the head of department, representatives of academic staff, including PhD employment, technical and administrative staff and Students.</p>	Students representing the Department Council is a welcome practice.
<b>Level body / structure responsible for developing the curriculum</b>	Domestic University Act	<p>Every board of studies must include an equal number of representatives of teachers and students, elected by academic staff and students respectively.</p> <p>The main responsibility of the board of</p>	

<p><b>Criteria: Strategy objectives of teaching and student centered learning</b></p>	<p>Learning based on problems / projects (PBL) is one of the strategic directions of the Strategy for the years 2016-2020 Aalborg University - Knowledge for the world.</p>	<p>education is to develop the study plan, to guide studies, quality assurance program, and to ensure the organization, performance and conduct of teaching and learning.</p> <p>Into some universities (eg Aalborg University) study boards of study programs related to a topic / area are in schools that are approved by the Rector on the recommendation of the faculty dean. Each school is managed by the school head.</p> <p>Incorporating organizational principles PBL: schools will develop programs based on principles of PBL ensure the integration of PBL as a learning objective explicit curricula and regulations of all programs of study, initiation sistematică in PBL students from all study programs, initiating systematic PBL new academic staff, developing and ensuring implementation (department heads) of a plan to improve the PBL and IT skills of academic staff.</p>	<p>It is interesting and useful practice consider creating a research school.</p> <p>The practice is appropriate and should be taken.</p>
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<p><b>critereon</b> <b>are</b> <b>e for</b> <b>the</b> <b>nd learning</b> <b>ntered</b></p> <p><b>olvement</b></p> <p><b>and</b></p> <p><b>ment</b></p>	<p>Inter-university structure responsible for the implementation, promotion and development in the AAU PBL is PBL Academy.</p> <p>According to the Universities Act and statutes university student representatives are members in the consultative bodies and university management.</p>	<p>PBL Academy develops educational activities, supporting research networks and provides knowledge and resources updated referring to PBL in general and the Aalborg PBL model, both internally and external.</p> <p>Danish universities students have a major contribution to the management of the educational process, being represented in all academic councils and councils nevelele university studies, where students constitute 50% of the members.</p>	<p>The practice is appropriate and should be taken.</p>
<p><b>Integration of disadvantaged groups of students</b></p>		<p>University can provide any special consideration for students with physical or mental disabilities and students with a mother tongue other than in Denmark, where the university considers it necessary to provide such students when testing.</p> <p>In the University roadways blocks studies level, routes for visually impaired are provided.</p>	<p>The experience is to be taken in this field by creating the conditions for such categories of students</p>

<p><b>Infrastructure (Physical Environment level)</b></p>		<p>University acquires and allocates resources to support and facilitate the application of problem-based learning / project. This involves: providing spaces for group work, meetings with project supervisor, classes of different size and level of equipment for research activities (lectures, seminars, laboartoare, workshops); maintaining a university library that offers students access to specialized journals, periodicals and scientific literature containing information on the latest results; providing access to information of a precise and systems / IT platforms to support project activities.</p>	<p>We believe that the priority funding to be redistributed in order to equip with technical equipment.</p>
<p>Study program level</p> <p><i>Criterion. Academic staff involvement in organizing and coordinating a study program</i></p>	<p>Order of the Ministry [MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20 (4)]</p>	<p>The curriculum elaborates the Curriculum by following the provisions of the legal acts and the orders issued by the relevant ministry. After rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic board.</p>	<p>It is a good practice and should be taken.</p>

<p><i>Student Feedback: procedure and impact</i></p>		<p>Eachh study program offered at the AAU is developed and managed by a study board within a school that operates at one or more faculties. The content and processes of each semester of the program are planned and controlled by the <b>semester group</b>. The semester group, also called the Coordination Group, consists of academic staff (the professors who keep the courses and supervisors of the projects done in that semester), the study secretary and the students' representatives.</p> <p>In the semester evaluation, the school sends a short questionnaire to all students. Students' responses are presented to the study boards and sent to each semester coordinator to use them together with other documents (including the semester group meeting s minutes) as the basis for the preparation of the semester evaluation report and the teaching process within it. The semester coordinator may also organize an evaluation meeting to</p>	
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<p><b>Criterion: Student evaluation</b></p>	<p>Order of the Ministry on the rating scale and other forms of evaluation of higher education [MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20 (4)]</p>	<p>be attended by the teachers and students of that semester.</p> <p>All compulsory courses must be evaluated in written and / or oral exam (including project sample). If the assessment is not internal, an examiner is also involved in an exam.</p> <p>Students in Denmark are assessed according to a grading system, consisting of points grouped in 7 levels. This specificity often creates difficulties for Danish students to be accepted in other universities that only require top-rated students.</p>	
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*Appendix 3. Chart reporting data  
UOG, UK*

<b>The formulation of the question / problem</b>	<b>material consulted</b>	<b>Findings</b>	<b>Reflections</b>
<p><b>System Level</b></p> <p><b>Criterion 1: Accreditation of study programs</b></p>	<p>The Quality Code</p> <p>Accreditation of study programs is done with the involvement of three organizations: the Privy Committee, the Agency for</p>	<p>Main Criteria:</p> <ol style="list-style-type: none"> <li>1 Academic management;</li> <li>2. Academic standards and quality assurance;</li> <li>3. Scholarships and pedagogical</li> </ol>	<p>The accreditation system is too complex and very specific for Great Britain.</p> <p>However, the criteria used are well formulated and</p>

<p><b>Criterion 2: Quality Assurance System</b></p>	<p>Quality Assurance in Higher Education, the Council for Higher Education Financing in England</p> <p>The body that monitors the quality of education in the UK is called the Quality Assurance Agency for Higher Education</p>	<p>efficiency of teaching staff;</p> <p>4. the environment in which the study program will take place.</p> <p>The quality assurance process is governed by the <i>Quality Code</i>, which contains three parts: (1) academic standards; (2) academic quality; (3) information on regulations on higher education .</p>	<p>can be used in Moldova.</p> <p>Quality Code provisions can be studied to improve the quality assurance process in Moldova.</p>
<p><b>University level</b></p>	<p>Status of the University</p> <p>Governing bodies: Board, Rector, Vice-Rector, Academic Committee, Secretary, student organizations.</p>	<p>From an academic point of view, the university is made up of faculties and 10 schools.</p>	<p>This management model is effective in the UK. Adapting it to the RM conditions may be difficult.</p>
<p><b>Faculty / Department level</b></p>	<p>Status of the University</p> <p>University of Gloucestershire has three faculties: (1) Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of</p>	<p>The Law Specialty is within the School of Business, which is part of the Faculty of Business, Education and Professional Studies.</p> <p>This is where lawyers are trained for business.</p>	<p>This structure is quite complex and difficult to adapt in RM.</p>

	<p>Media Arts and Technologies.</p> <p>Each faculty is headed by the Dean and is structured in schools.</p>	.	
<p><b>Board Study level</b></p>	<p>Faculty Board is responsible for the academic programs of the Faculty, including academic standards and program performance standards that the faculty has to implement in line with the university's teaching-learning strategy.</p>		<p>The role of the Faculty Board in the Republic of Moldova can be extended to ensure the observance of academic standards.</p>
<p><b>Criterion: Objectives of student-centered teaching learning startegy:</b></p>	<p>The student-centered teaching / learning process is ensured by the specificity of the faculty.</p>	<p>At Law Speciality, the curriculum is not developed according to the PBL methodology.</p>	<p>The integration of teaching and learning centered on student Specialty Law is similar to that existing in Moldova</p>
<p><b>Key grading of teaching-learning student centred</b></p>	<p>Each college decides on teaching methodology courses depending on the specific of the faculty</p>	<p>As Law Specialty there is no special structure created for the organization of student-centered teaching-learning process, the course Lecturer decides</p>	<p>Involvement of the the course Lecturer in the choice of the teaching methodology is important.</p>



<p>are e for the nd learning ntered</p>	<p>The status of the University University of Gloucestershire <b>Student Organizations</b> must be created and administered by students under a statute approved by the Council.</p>	<p>Students are involved at all levels in the process of developing and monitoring academic strategies, and the university assists student organizations in training their members to participate more actively in the academic management process</p>	<p>Encouraging student participation in the process of administering the study program is important.</p>
<p><b>Integration of disadvantaged students</b></p>	<p>Students with a degree of disability are enrolled in regular educational institutions.</p>	<p>The University is equipped with special ramps for students traveling with wheelchairs on the campus and within the blocks of study. Financial facilities are provided by applying to the Disabled Students Scholarship.</p>	<p>This is missing in the universities of RM.</p>
<p><b>Infrastructure Physical environment level</b></p>	<p>The spaces for the teaching staff and the collaborators are very well equipped with the necessary equipment for work.</p>	<p>The technical endowment of the institution facilitates the active learning process, the Moodle</p>	<p>Encourage teachers to make the most of this platform.</p>

		platform is widely used.	
<p><b>Study program level</b></p> <p><b>Criteria: involvement of academic staff in organizing and coordinating a study program</b></p> <p><b>Students' Feedback: procedure and impact</b></p>	Quality Code	<p>The study program consists of compulsory and optional modules.</p> <p>The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Faculty Plan, which is presented by the Dean. Validation of courses is done by the <i>Validation Panel</i> which is approved by the <i>Academic and Quality Standards Committee</i>.</p> <p>The university also collects feedback from students through an external survey (National Student Survey). At the internal level, the individual assessment of each module is</p>	<p>The way of elaboration, modification of the courses is to be reviewed in Moldova</p> <p>Students' feedback should be encouraged. A nationwide survey would be welcome.</p>

		mandatory, but the university does not impose a particular model.	
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*Appendix 4. Structure of the study program  
At the University of Aalborg, Denmark*

SEM.1

- 5 ETCS Legal methods
- 5 ETCS Elaboration of the research project
- 20 ETCS Contract law and tort liability

SEM.2

- 5 ETCS Constitutional and International Law
- 5 ETCS Fundamental human rights
- 10 ETCS Criminal law and criminal procedure
- 10 ETCS Family law and succession

SEM 3

- 10 ETCS Administrative Law
- 10 ETCS Civil Procedural Law
- 10 ETCS Theory of jurisprudence

SEM.4

- 20 ETCS Ownership, rights of obligations, private international law
- 10 ETCS EU Law

SEM.5

- 10 ETCS Business regulation
- 20 ETCS Bankruptcy law, civil enforcement law

SEM.6

- 10 ETCS Company law
- 10 ETCS Optional subjects
- 10 ETCS License Project

Module name	The name of disciplines	TCS	em	evaluation
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General module	Legal methods			hours written ex <i>Internal</i>
	The theory of judicial practice	0		hours written ex <i>Internal</i>
Public Law module	Research project			supporting the project
	Constitutional and international law			hours written ex <i>Internal</i>
	Fundamental human rights			
	Criminal law and criminal procedure	0		hours written exam
	Family law and succession	0		hours written exam
	EU law	0		hours written exam
	Business regulation	0		hours written exam
Private Law module	Contract law and tort liability	0		0 ETCS – 5 hours written exam; 0 ETCS – oral exam
	Family law and succession	0		hours written exam
	Ownership, rights of obligations, private international law	0		0 ETCS -hours written ex 0 ETCS – oral exam

	Binding law; The right of bankruptcy; Civil enforcement law	0		0 ETCS - 5:00 written ex;  0 ETCS – oral exam
	Company law	0		oral exam
Procedural module	Civil procedural law	0		hours written ex

In the optional catalog in semester 6, there are disciplines such as:

- Commercial contracts
- Consumer rights
- Elaboration of contracts
- Public procurement
- Construction Law
- Supporting Entrepreneurship
- The Law of Financial Institutions
- The UN Judicial System on Human Rights
- Environmental law
- Rhetoric and communication
- Immigration Law

*Appendix 5. The structure of the study program  
at UOG, UK*

**LEVEL 4**

To complete your program you must pass GMT compulsory modules:

LW4001 Contract Law 30 CATS YEAR \*

Cake LW4002 30 CATS YEAR

LW4003 Constitutional & Administrative Law 30 CATS YEAR

LW4004 Legal Method & Skills 30 CATS YEAR

**LEVEL 5**

To complete your program you must pass 30 from GMT CATS core modules:

LW5001 Criminal Law CATS 30 YEAR

LW5002 Property Law 30 CATS YEAR

LW5003 EU Law 30 CATS YEAR

Which other CAN modules count Towards the Requirements of your Course is:

LW5004 Family Law 15 CATS SEM 1

Intellectual Property Law CATS LW5005 15 SEM 1

Commercial Law LW5006 15 SEM 2 CATS

LW5007 Lawyers' Skills 15 SEM 2 CATS

LW5008 Employability 15 CATS YEAR

**LEVEL 6**

To complete your program you must pass GMT compulsory modules:

LW6002 Extended Essay 15 CATS YEAR

Which other CAN modules count Towards the Requirements of your Course is:

LW6001 Equity and Trusts 30 CATS YEAR

LW6003 Company Law SEM 2 15 CATS  
 Employment Law LW6004 15 SEM 1 CATS  
 Environmental Law LW6005 15 SEM 2 CATS  
 15 CATS LW6006 SEM Human Rights 1  
 LW6007 Information Technology Law 15 CATS SEM 1  
 LW6008 Media & Entertainment Law 15 CATS SEM 2  
 LW6009 Medical Law 15 CATS SEM 2  
 LW6010 Public International Law 15 CATS SEM 2

*Appendix 5. Comparative analysis  
 the institutional and study programs  
 AAU University of Denmark  
 and UOG University UK*

AAU	UOG	Criteria, properties, indicators
<p>The Accreditation System in Denmark consists of the Accreditation Council and the Danish Accreditation Institute</p> <p>There is no central / national quality assurance body in the Danish education system.</p> <p>The quality of the study programs is subject to external evaluation in the accreditation procedure.</p> <p>The University may award a Danish diploma to students who have completed a study program abroad. Also, the university can award a diploma to students who have completed part of the university study program</p>	<p>Accreditation of study programs is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Council for Higher Education Financing in England</p> <p>The body that monitors the quality of studies in the UK is called the Agency for Quality Assurance in Higher Education</p>	<p><b>System Level</b></p> <p><b>Criterion: Accreditation of study programs</b></p> <p><b>Criterion: Quality Assurance System</b></p> <p><b>Criterion: Programs with diplomas</b>  <b>Double re-recognition experience</b></p>

without being enrolled in the university.		
The Council is the governing body of the university  Rector	Governing bodies: Council, Rector, Vice-Rector, Academic Committee, Secretary, Student organizations.	<b>University level</b> <b>Criterion: Governance bodies of the university</b>  <b>Criterion: Bodies of university management / executive</b>
The Rector determines the internal structure of the university within the limits set by the university council. Within each faculty there are departments, doctoral schools, study councils (and, in some universities, schools).	University includes faculties and 10 schools	<b>Faculty/ department level</b>  <b>Criterion: Faculty / Department Structure</b>
The Education Council includes an equal number of teachers and students' representatives. The main responsibility of the study council is to develop the study plan, the study guide, assure the quality of the program, and also ensure the organization, performance and performance of the teaching-learning process  Problem / Project Based Learning (PBL) is one of the strategic directions of the Aalborg University Strategy for the years 2016-2020 -  The inter-university structure responsible for the implementation, promotion and development of PBL within the AAU is the PBL Academy.	The faculty council is responsible for the faculty's academic programs, including academic and program performance standards that faculty has to implement in line with the university teaching / learning strategy  The student-centered teaching / learning process is ensured by the faculty's specifics.  At the University of Gloucestershire Student organizations must be created and administered by students under a statute approved by the Council.	<b>Body / structure level responsible for developing the curriculum</b>  <b>Criterion: Objectives of student- centered teaching-learning strategy</b>  <b>Criterion: key structure responsible for organizing the teaching and learning student-centered</b>  <b>Criteria: involvement Students governance and the management university.</b>

<p>Student representatives are members of all governance and advisory bodies.</p>		
<p>There are provided in the University roadways blocks studies level, routes for visually impaired.</p>	<p>The university is equipped with special ramps for students traveling with wheelchairs on the campus and within the blocks of study. Financial facilities are provided by applying to the Disabled Students Scholarship.</p>	<p><b>Integration of disadvantaged groups of students</b></p>
<p>The University purchases and allocates resources to support and facilitate the application of problem / project-based learning. This involves: providing space for group work, meetings with the project supervisor, classes of different sizes and equipment.</p>	<p>Technical equipment facilitates active learning institution, it is widely used Moodle</p>	<p><b>Infrastructure (Physical Environment level) Study program level</b></p>
<p>Each study program offered at the AAU is developed and managed by a board of study within a school that operates at one or more faculties. After rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic council</p> <p>Students are submitted to completing questionnaires on the quality of studies</p>	<p>The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Faculty Plan, which is presented by the Dean. Validation of courses is done by the <i>Validation Panel</i> which is approved by the <i>Academic and Quality Standards Committee</i></p> <p>The university also collects feedback from students</p>	<p><b>Study program level</b></p> <p><b>Criterion: involvement of academic staff in organizing and coordinating a study program</b></p> <p><b>Criterion: Students' Feedback: procedure and impact</b></p>



	through an external survey (National Student Survey).	
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