

# **Benchmarking on institutional study programme**

## **Work package nr. 2 Consolidated report**

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*This project is funded by the European Commission. Financial support from the European Commission for this project does not constitute an endorsement of the content that reflects only the views of the authors, and the Commission is not liable for any use of the information contained in this draft document*

**Chisinau, 2016**

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# 1 INTRODUCTION

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

Solving problems that arise in front of higher education also involves rethinking the methods and methodology of teaching and learning. Assimilation of complex functions of the universities regarding ensuring the training highly qualified specialists, the thorough training of researchers and ensuring innovation of knowledge and technology can be only achieved through a new way of organizing the teaching-learning process.

The teaching-learning process can acquire quality valences by increasing the efficiency and effectiveness if it takes place in a stimulating, motivating, stress relieved environment, based on authentic communication between teachers and students.

The general trend in university teaching focuses on promoting methods that focus on active participation, the direct interest of the students in their training and development. Such learning is only possible by using methods which bring into play students own, creative activities and causes them to participate actively in the development of the knowledge to be acquired.

At the same time, the modernization of the education means and their efficient use is also important. The new information technologies are designed to support and facilitate teaching and learning, including individual study, development of creative skills, processing, obtaining, selection, information retrieval, creativity, structured thinking capacity.

One of the student-centered methods used in some universities in the EU is problem-based learning (PBL), where the emphasis is less on memorizing the curriculum or pure theory. This type of educational model includes individual research that promotes individual characteristics of student's initiative and creative thinking.

This report is the result of a comparative study of study programs, of the way of implementation, management and regulation of new teaching - learning methods at the Aalborg University, Denmark, and the University of Glochestershire, UK, at the institutional level, but in particular study programs in areas related to the project "Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability (PBLMD)" funded by the EU through the Erasmus+ Program. The project is about building institutional capacity and aims at improving the quality of study programs and teaching - learning methods in higher education in Moldova, and increasing their relevance to the labor market. PBLMD intends to address these needs by introducing new methodologies and innovative methods of teaching and learning such as problem-based learning (PBL), enquiry-based learning (EBL) and simulations, as well as re-organization of six undergraduate degree programs (cycle I – Bachelor) based on these methods: Business Administration (BA, AESM), Information Technologies (IT, TUM), Law (Law, SUM),

Public Administration (PA SUARB), Entrepreneurship and Business Administration (ABA, SUC), Medicine (MED, SUMF).

**Table 2. Composition of the team working on the report**

Nr.	Name, Surname	University, title, function	Position in the team
1	Cotelnic Ala	AESM, University professor, First vice-rector of teaching activity	Team leader for a Study program
2	Solcan Angela	AESM, Associate Professor, Dean of the Faculty Business and Business Administration	Team member
3	Gaugaș Tatiana	AESM, University Lecturer, Department of Marketing and Logistics	Team member
4	Țîmbaliuc Natalia	AESM, University Lecturer, Department of Management	Team member
5	Bugaian Larisa	TUM, University professor, Vice Rector responsible for financial matters and International Relations	Project Coordinator
6	Ciorbă Dumitru,	TUM, Associate Professor, Dean of the Faculty Computers, Informatics and Microelectronics	Team leader for a Study program
7	Balan Mihaela	TUM, University Lecturer, Department of Information Technologies	Team member
8	Rostislav Călin	TUM, University Lecturer, Department of Information Technologies	Team member
9	Niculiță Angela	SUM, Associate professor, Vice-rector	Project Coordinator
10	Țurcan Liliana	SUM, University Lecturer, Deputy dean of the Faculty of Law	Team leader for a Study program
11	Belei Elena	SUM, Associate professor, Department of Procedural Law	Team member
12	Vidaicu Mihaela	SUM, Associate professor, Department of Criminal Law	Team member
13	Zamfir Natalia	SUM, Associate professor, Department of International and European Law	Team member
14	Gavriliuc Mihai	SUMF, University professor, Vice-Rector for International Relations	Team leader for a Study program
15	Vovc Victor	SUMF, University professor	Team member
16	Pojar Daniela	SUARB, University Lecturer, Department of Private Law	Team leader for a Study program
17	Odinokaia Ina	SUARB, Associate professor, Department of Private Law	Team member
18	Boca Sergiu	SUARB, Associate professor, Department of Private Law	Team member

19	Roşca-Sadurschi Ludmila	SUC, University Lecturer, Head of Department of Economics and Management	Team leader
20	Popa Andrei	SUC, University professor, Rector	Team member
21	Gîrneţ Slavic	SUC, Senior Lecturer, Department of Economics and Management	Team member

## 2. METHODOLOGY

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### 1.1 METHODOLOGICAL BACKGROUND

In order to make this study, the comparative method was used. But obviously comparing research subjects needs to start with getting acquainted with the essence and basic elements of these subjects.

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

The standard methodology involves highlighting 6 levels: system level, university management level, faculty level, study board level, disadvantaged groups, physical environment.

It is worth mentioning that the workshop held in Chisinau on 19-22 January 2016 had a great importance in understanding the essence of problem-based learning, which was attended by representatives of the Aalborg University (Erik de Graaf, Claus Spliid, Lars Peter Jensen), Denmark, and representatives of six universities in Moldova.

In this workshop there were discussed in detail the specific features of the PBL method, the importance and necessity of introducing this method in Moldovan universities.

Later, members of the working teams from Moldovan universities conducted a desk research, analyzing the works 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 also recommended before organizing the workshop).

Stage 1: There were identified criteria and sub-criteria used to determine the institutional specifics and the essence of the study programs at the University of Denmark and University of UK. Following this stage, it was developed Appendix 1 Data collection template - a template for collecting data required for the study.

Stage 2: There were made study visits to universities in Denmark and Great Britain, where members of the working teams had the opportunity to find the answers to several questions related to the researched subject, talking to representatives of academic staff, attend theoretical and practical lessons etc.

At the third stage, there we were collected data contained in laws and other normative acts regulating legal relations in higher educational area. At the end of this stage, the list of criteria and sub-criteria was revised and supplemented based on the data collected.

Stage 4: There were compiled Tables of data reporting contained in Appendixes 2 and 3, which contain an analysis of the information collected by country.

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

## 1.2 DATA COLLECTION

To collect primary and secondary data, study visits were conducted at the AAU University in Denmark and UoG University in the UK. There were also used relevant information from the websites of the universities mentioned, was consulted the specialty literature, were organized video conferences with the participation of the Faculty of Law of SUM and Universities partners in the project. Some details were specified by electronic mail.

During the visit to the Aalborg University (Denmark) various meetings were held with representatives of academic staff, administrative and managerial staff of the Aalborg University, who presented methodologies and innovative teaching methods based on PBL - problem based learning. This model means that all students are taught how to apply theoretical knowledge in practice by solving a concrete problem. At the same time, this model encourages students to develop their communication skills, group activity, and develop analytical vision on solving the problem. As Vice-rector Inger Askehave mentioned, problem-based learning is one of the university's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop curricular design, independent thinking and professional training.

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

1. Curricular design.
2. Assessment of learning outcomes.
3. Students' role. Their role is an important one, being evidenced by the fact that they take part in curriculum development through the pro active role they have in the Study Board and periodic assessments of the curriculum content.

Professor Olav Jull Sorensen presented very successfully the PBL philosophy's principles from the perspective of university studies.

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

- familiarization with theoretical and teaching methods of active training (simulation, developing group projects, investigation projects etc.), guidance and monitoring methodology and the evaluation of group work results;
- analysis of discipline sheets containing information on hours spread over the course topics, learning capacities (training) assessment methodology, instructions regarding the evaluation criteria for each level of knowledge, calculated as a percentage;
- analysis of how to provide students with consultative assistance;
- viewing the particularities of the activity and division of activities within the group work of students by applying IT. Team members had the opportunity to discuss with the teacher and participate in debates in solving various problems that arise in the application of this method;
- making speeches concerning the development and recognition of academic opportunities;
- analysis of the activity of the Students Employment Department;



- familiarization with new teaching methods, including using innovations in the field of information technologies.

**Table 3. Study visits to EU partners**

<b>Host institution, EU partner country</b>	<b>Period</b>	<b>Study programme</b>	<b>Representative of the partner university</b>
Aalborg University, Denmark	February 8-12, 2016	Business and administration (BA, AESM)	Olav Jull Sørensen, Professor, International Business Centre
		Information technologies (IT, TUM)	Ivan Aaen, Associate Professor, Department of Computer Science
		Law (Law, SUM)	Louise Faber, Associate Professor, Department of Business and Management
		Public Administration (PA, SUARB)	Louise Faber, Associate Professor, Department of Business and Management
		Entrepreneurship and Business Administration (EBA, SUC)	Olav Jull Sørensen, Professor, International Business Centre
		Medicine (MED, SUMF)	Diana Stentoft, Associate Professor, Department of Health Science and Technology
University of Gloucestershire (UoG), the United Kingdom	February 29 - March 5, 2016	Business and administration (BA, AESM)	Colin Simpson, Senior Lecturer, Business School
		Information technologies (IT, TUM)	David Johnstone, Senior Lecturer, Computing School
		Law (Law, SUM)	Sharon Harvey, professor, Academic Director

		Public Administration (PA, SUARB)	Sharon Harvey, professor, Academic Director
		Entrepreneurship and Business Administration (EBA, SUC)	Colin Simpson, Senior Lecturer, Business School
University of Plymouth, the United Kingdom	November 20-26, 2016	Medicine (MED, SUMF)	

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

**Table 4. Data reporting template**

The formulation of the question / problem	The source consulted	Findings	Reflections
L1: System level			
L2: University management level			
L3: Faculty/Department level			
L4: Study board level			
L5: Integration of disadvantaged students			
L6: Infrastructure (physical environment)			
L7: Study programme level			
L8: Pedagogical training level			

### 1.3 DATA ANALYSIS

A multiple case study methodology was used for data analysis, each EU partner country being considered a case study. For the beginning, the working teams from universities in Moldova, who participated in study visits to EU partner universities, made a case analysis on the inside of the study programmes at specific specialties in the respective country on the basis of some criteria, properties and indicators.

The cross-case analysis, as shown in the comparative template (Table 4), allowed reformulating criteria, properties and indicators for each level.

**Table 5. Template and guideline on the development of criteria, properties and the baseline indicators**

AAU	UoG	Criteria, properties, indicators
Basic findings by levels Cross comparison of data would generate criteria, properties and indicators for each level	Basic findings by levels	Level 1 criterion, etc

The findings were entered during the detailed analysis of cases, highlighting various ideas, concepts, and principles. Within these activities there have been sought common patterns, but also differences, the possible changes in the higher education sector in Moldova being also analyzed. For this purpose a reduction template was developed of the data presented in Table 5.

**Table 6. Data reduction templat)**

	Common patterns	Variations
Level 1: System level Criterion 1 Criterion 2 Criterion 3		

## **3. AALBORG UNIVERSITY**

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### **3.1. INTRODUCTION**

Aalborg University (AAU) is one of the first universities that in 1974 began to introduce PBL methodology, being applied to some specialties, especially in the field of economics. Today PBL methodology is adopted in all faculties. Namely for this method of teaching and learning Aalborg University is recognized both nationally and at the international level. It should be noted that this university ranks first in the country in terms of graduates' employability.

After meetings with the University management, faculty visits took place. In this section there will be presented data collected in accordance with the criteria and sub-criteria previously formulated. The key data are included in Appendix 3. The structure of the study programme at the Faculty of Law, Aalborg University, is included in Appendix 4.

### **3.2. SYSTEM LEVEL**

#### **3.2.1. Study programmes accreditation**

The accreditation system is based on the Law in 2013 "Act of accreditation of higher education institutions" (Act of Accreditation) and responsibility for implementing the Act lies with the Minister of Higher Education and Science.

The Act is aimed at creating a system for providing and documenting the quality and relevance of higher education in Danish educational institutions. Danish Qualifications Framework has been included in the quality criteria of the accreditation system.

The act changes the accreditation system existing up to 2013 from the accreditation of study programmes to the institutional accreditation.

Higher education institutions are subject to institutional accreditation focusing on systematic and continuous activity of the educational institution to safeguard and develop the quality and relevance of its study programmes. Institutions with a positive institutional accreditation are entitled to develop new study programmes and new offers of study programmes, after obtaining the pre-qualification and the ministerial approval, and to make adjustments to the existing study programmes. Institutions that have not yet obtained a positive institutional accreditation have to accredit their study programmes.

The accreditation system in Denmark consists of the Accreditation Council and the Danish Accreditation Institution.

The Danish Accreditation Institution is an independent agency established by the Ministry of Higher Education and Science. The role of the Agency is to support the own responsibility of the higher education institutions in Denmark for quality assurance and quality improvement. The main task of the Agency is to accredit higher education institutions as well as existing and new study programmes in higher education. In addition, the institution produces summary reports showing and

analyzing the general findings of accreditations and thematic reports on current issues related to higher education.

The Accreditation Institution is responsible for all stages of the process leading up to but not including the decision-making stage. The Accreditation Institution defines - in agreement with the Accreditation Council and in accordance with the law, the guidelines that must be respected by the institutions in their documentation on the good quality and quality assurance. The institution performs the analysis of the relevant documents, based on which draws up its accreditation report, which, after formal hearing, is submitted to the Accreditation Council for consideration.

The Accreditation Council is an independent academic council which lays down procedure rules. The Accreditation Council adopts decisions on accreditation of higher education institutions and their programmes based on accreditation reports drawn up by the Danish accreditation institution.

In accordance with the Act of Accreditation, the Accreditation Council has the right, for academic reasons or to determine the competitiveness of the Danish accreditation institution, to use an operator other than the Danish accreditation institution to prepare accreditation reports. The operator chosen must be a member of the European Quality Assurance Register.

There is a difference between institutional accreditation and accreditation of study programmes. The accreditation of study programmes is based on five statutory criteria:

1. Necessity and relevance - an evaluation carried out solely by the Danish accreditation institution in connection with the accreditation of existing programmes. Evaluation of the relevance at the accreditation of new programmes is performed by the pre-qualification system within the Ministry of Higher Education and Science.
2. Knowledge base.
3. Objectives of learning outcomes.
4. Organization of the programme and students' completion rate.

Internal quality assurance and development. Institutional accreditation is based on five statutory criteria:

1. Quality assurance policies and strategy.
2. Organization and quality management.
3. Knowledge base of the programmes.
4. The level and content of programmes.
5. Relevance of programmes.

Institutional accreditation is based on a holistic evaluation conducted by an accreditation committee consisting of persons having competences in quality assurance at the institutional level, expertise related to the higher education sector, in general, with knowledge about the relevant conditions of the labor market, are international experts and student representatives. The holistic evaluation is based on key figures, the institution's self-evaluation report, a site visit to the institution, and documentation referring to quality assurance performance in selected areas within the institution.

In the case of accreditation of a study programme, before applying for accreditation, it must be pre-qualified and approved by the Ministry of Higher Education and Science. Along with the application for pre-qualification, the applicant-educational institution (HEI) must inform the Accreditation Institution (AI) regarding the period of application for accreditation. After submitting the programme's dossier in the prescribed form, AI creates an accreditation commission. The educational institution is informed about the composition of the commission and submits reasoned objections within the time frame established, if there are reasons to question the competence of the members to work in the commission. The accreditation commission, based on statutory criteria, evaluates the dossier and may require from the HEI additional information.

Based on the analysis performed, the Danish accreditation institution develops the evaluation report containing recommendations for Accreditation Council on the positive accreditation decision or refusal of accreditation. The educational institution receives the accreditation report for administrative hearing. AI forwards the report to the Accreditation Council for consideration and final decision.

The Accreditation Council consists of a chairman and eight members. The Minister for Higher Education and Science appoints the chairman and members of the Accreditation Council, two members being appointed on the recommendation of student representatives from school boards of higher education institutions. The Minister for Higher Education and Science, based on the recommendations of the Accreditation Council, appoints the Director of the Danish accreditation institution.

### **3.2.2. Quality Assurance System**

The standard and quality of educational services offered in the Danish education system are ensured through a number of elements, including:

- Common standards and guidelines (curricula) specifying objectives, content and duration of individual programmes and subjects.
- Testing and examination system, with the use of external examiners.
- Ministerial approval of educational services and their inspection within different areas of education.
- Quality standards, which were introduced in a number of educational fields.
- Accreditation of study programmes in higher education.

For all higher education programmes, accreditation is mandatory and a precondition to obtain public funding. In the Danish education system there is no central / national quality assurance body. In general, the Danish accreditation system aims to improve the quality of programmes in the higher education sector and to contribute to creating a more coherent and more transparent educational market for the benefit of students, labor market and educational institutions. In this context, the Danish accreditation institution is intended to ensure quality and relevance in higher education. At the same time, through numerous analytical and communication projects, it transfers HEI relevant knowledge through accreditation and quality assurance.

Quality of study programmes is subject to external evaluation under the procedure of their accreditation, one of the presentation criteria of the programme being *Internal quality assurance and development*.

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

1. Quality assurance policies and strategy.
2. Organization and quality management.
3. Knowledge base of the programmes (i.e. the strategic and practical activity of the institution to ensure that relevant and updated knowledge is the basis for study programmes and is actively applied in teaching).
4. The level and content of programmes.
5. Relevance of programmes.

Programmes with double diplomas and recognition of professional experience. According to the Danish (Consolidation) Act on Universities (Part 2, Article 3 (a)), Danish universities, in collaboration with one or more foreign universities may offer study programmes abroad, in whole or in part. The individual components of study programmes must be conducted at the Danish university and one or more partner universities abroad. Components conducted at foreign universities can be elective or mandatory. If the entire study programme is conducted abroad, the Danish university may allow the foreign university to offer the programme, if this takes place in cooperation with the Danish university. This collaboration also covers EU Erasmus Mundus programs.

According to art. 6 of the Danish Act on Universities, the university may grant a Danish diploma to students who have completed a study programme abroad. Also, the university may grant a diploma to students who have completed parts of the study programme at the university without being enrolled in the respective university.

### **3.3. UNIVERSITY LEVEL**

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

According to *The Danish (Consolidation) Act on Universities*, the Board is the governing body of the university. This Act broadly defines responsibilities, structure and procedure for appointing the University Board.

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

The (exact) number of external and internal members in the university Board is stipulated in the Statute of HEI. The Board elects its Chairman from among the external members.

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

The board has the following basic responsibilities:

- The Board is accountable to the Ministry for university activities, including management of all university resources.
- The Board administers university funds.
- The Chairman of the Board, together with a board member, administers the university heritage.
- The Board approves university budget, as recommended by the rector, and distributes resources.
- The Board hires and dismisses the rector; hires and dismisses the superior management team at the recommendation of the rector.
- The Board concludes a development contract with the Minister of Education.

The procedure for selecting external members of the Board provides for the following:

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

The procedures for establishing the nomination and selection committees are developed by the Board. Their composition is stipulated in the statutes of universities. They usually include also representatives of the academic community.

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

External members are selected based on personal qualifications. Candidates should possess an insight into aspects related to research, education, dissemination and sharing of knowledge as well as experience in management, organization and finances, including assessment of the budget and accounts.

External members of the Board can hold maximum two terms lasting four years each. Internal members of the Board are elected for a period of four years and may be reelected for another term. Student representatives in the Board are appointed for a period of two years.

In order to manage effectively all aspects of academic activities, the rector establishes one or more academic councils. These councils can be set at different levels of organization (university, faculty, department level).

The members of the academic council are academic staff, including PhD students employed, as well as students. The Dean is ex-officio member in the faculty academic council by virtue of the position held. The academic council has the following responsibilities:

- informs the rector with regard to the opinion of the council (in the form of a report, information note) on the internal distribution of funds.
- expresses its opinions on key strategic questions related to research, education and knowledge sharing process.
- submits recommendations to the rector regarding the composition of academic evaluation committees of candidates for teaching and scientific positions.



- offers degrees and doctorate degrees in science.
- other duties stipulated in the Statute of the University.

Academic councils can make statements on all academic aspects of substantial relevance to the activities of the university and have a duty to discuss academic issues presented for consideration to the rector.

Each academic council shall elect its chairman among elected members (i.e. a dean can not be chairman of the board).

The number of members, as well as the term of office of the academic council, is stipulated in the Statute of the University.

## *ii. University management bodies / executive management*

The Rector is responsible for daily management of the university. He acts as head of the executive management and delegates work tasks and responsibilities to the executive management team members, which consists of rector, vice rector (s) and director of the university deans.

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

The main tasks of the rector are:

- making recommendations to the Board regarding the hiring and dismissal of the executive management team members of the university;
- hiring and dismissal of heads of academic units and doctoral schools (responsible for offering doctoral study programs). Doctoral schools are established by order of the rector;
- presenting the annual budget to the Board for approval and signing the annual accounts;
- determining the internal structure of the university within the limits set by the Board;
- establishing the rules on disciplinary sanctions to be applied to students;
- in special circumstances, the Rector can dissolve the academic councils, doctoral committees and study boards;
- in special circumstances, the Rector can take over tasks and responsibilities of academic councils, doctoral committees and study boards.

The Rector (as well as vice rectors) is appointed by the Board, following a public announcement, at the recommendation of the designation committee established by the Board. This committee is composed so as to ensure the representation of teachers, technical and administrative staff and students of the institution.

The candidate for the rector position must be a recognized researcher in one of the research areas in which the university operates and know higher education sector from the inside. He must be a manager and organizer with experience in the field of research to understand the nature of the activities of the university and its relationship with the society it is part of. The Rector is appointed for a fixed period of time determined by the Board and it is possible get a second term.

### *iii. The organizational structure of the university*

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

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

The organizational structure of the university is stipulated in the Statute of the institution.

The university is divided into faculties (main areas), which operate a number of departments, schools and study boards, doctoral schools and doctoral committees and administrative (management) units.

*Faculty:* Within each faculty there are departments, doctoral schools, study boards (and, in some universities, schools).

The dean, appointed by the rector based on a public opinion, represents the faculty and is responsible for managing its activities.

The dean of the faculty performs the executive management, ensures consistency between research, study programmes and public services provided by the faculty and the quality and strategic development of all directions of activity of the faculty. Dean's primary responsibility is managing the finances of the faculty and staff management. He is a member of the executive management team of the university and member of the academic council of the faculty.

Under the rights delegated by the rector, the dean of the faculty establishes one or more doctoral schools, constitutes and dissolves study boards and doctoral committees. He appoints the heads of departments, appoints the heads of schools and the directors of doctoral schools, approves chairmen and deputy chairmen of study boards and appoints chairmen and deputy chairmen of doctoral committees.

The *department* within the faculty is led by a head of department, hired by the dean based on a public announcement. The period of employment is fixed in the employment contract that can be renewed.

The head of the department performs the daily management and administration of the department, including planning and distributing tasks. He ensures the quality, consistency and development of study programmes offered by the department and the teaching, research and knowledge exchange activities. Being assisted by study boards and directors of studies, the head of the department monitors the process of evaluation of study programmes of the department and the teaching activity.

The head of the department establishes the department council, determines its size and structure, and the term of office of members elected in the council.

The council of the department is composed of the head of the department, representatives of academic staff, including doctoral students employed, technical and administrative staff, and students. The head of the department, together with the council, shall manage the department.

*Doctoral school.* The dean is responsible for setting up and dissolution of doctoral schools / centers for doctoral studies at the faculty. Each doctoral school is led 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 doctoral studies.

*Doctoral committee.* For each doctoral school, the dean establishes a doctoral committee, having as members representatives elected by and from among the academic staff with period of office of 3-4 years, and doctoral students, with the term of office of one year. The committee is designed to ensure students and academic staff's influence over the entire process of development, modernization and teaching of the doctoral programme.

The number of committee members is determined by the dean. Following the recommendation of the doctoral committee, the dean appoints the chairman and, if applicable, the deputy chairman of the doctoral committee.

*Study boards.* Study boards develop and manage one or more study programmes and are established and abolished by the dean of the faculty after consultation with members of the departments responsible for these programmes. The number of council members is determined by the dean. Each study board shall include an equal number of representatives of teachers and students, elected by the academic staff and students respectively.

The study board shall elect its chairman for a term of one year. The chairman is elected from among the academic staff employed full-time, members of the study board.

The main responsibility of the study board is to develop the study plan, the study guidelines, quality assurance of the programme, but also to ensure the organization, performance and conduct of teaching and learning.

*The school.* In some universities (e.g. Aalborg University) study boards of the study programmes related to a subject / field are organized in **schools** that are approved by the Rector on the recommendation of the dean of the faculty. Each school is administered by the head of the school.

*The head of the school.* The dean, on the recommendation of the study board concerned, shall appoint and dismiss the head of the school. The candidate for the head of the school must be a recognized researcher, to know the academic fields the school is responsible for, must possess appropriate managerial skills and experience in teaching.

The head of the school is generally responsible for:

- Development and implementation of school policies and strategies.
- Submission of recommendations to the dean of the faculty on the budgets of the school and its study boards.
- Coordination of all school activities and their quality assurance.
- Approval of the themes and deadlines for the presentation of master theses and students' monitoring plan.
- In cooperation with the study board in question, the head of the school ensures the planning and practical organization of teaching, the tests and other assessments included in the examination.

- Together with the heads of relevant departments and study boards, the head of the school monitors the evaluation of study programmes and the teaching process.

***iv. The objectives of the student centered teaching-learning strategy***

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

1. International recognition of PBL and documenting the results of this approach: identifying research results of the PBL practice at AAU and launching a number of research and educational development projects with regard to PBL. One of the research topics refers to the use of IT in PBL, but also motivation and the learning experience of students.
2. PBL – part of quality assurance of study programs at AAU: continuous development of AAU’s PBL model, so that it ensures the correlation of learning and skills-based necessities of students and society. As a first step is the integration of IT in the PBL model.
3. Organizational incorporation of PBL principles: schools shall develop programmes based on PBL principles; ensuring the integration of PBL as an explicit learning objective into the school curricula and regulations of all study programmes; systematic initiation of students from all study programmes into PBL; systematic initiation of new academic staff into PBL; developing and ensuring the implementation (heads of departments) of a plan to improve the PBL and IT skills of the academic staff.

***v. The key structure responsible for the organization of student-centered teaching and learning***

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

*Tasks and subordination.* The PBL Academy develops educational activities, supports research networks and provides knowledge and updated resources referring to PBL in general and the PBL model at Aalborg, both internally and externally.

Internally, the objective of the PBL Academy is to facilitate creating a strong PBL profile in all fields of study within AAU. Facilitation is done through activities related to PBL in various inter- and cross-departmental networks.

*Structure / Composition.* The PBL Academy is a network open for initiatives and participation of all employees of the Aalborg University, as well as external stakeholders.

The Academy has a board of directors, which launches new initiatives related to PBL, facilitates, supports and coordinates networks and activities, plans and coordinates international visits, trainings and seminars, manages and keeps record of the budget.

PBL Academy works with departments and faculties in order to support the ongoing development of Aalborg’s PBL model. It organizes various seminars, lessons and provides resources for promoting and implementing PBL in the university.

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

## **vi. University System of Quality Assurance (QA)**

The quality assurance system of the Aalborg University guarantees that the activity regarding ensuring and developing the quality of study programmes will result in achieving the objectives described in the University policy on quality assurance in education.

The quality assurance system is defined by eight quality areas:

1. Key quality performance indicators;
2. Structure and process;
3. The quality of teaching and student environment;
4. Scientific support and research infrastructure;
5. Development of pedagogical skills;
6. Key performance indicators with respect to relevance;
7. Dialogue with graduates;
8. Cooperation and dialogue with representatives of the labor market.

In addition, study programmes are self-evaluated through a process of self-evaluation every three years, which provides an overall evaluation of the quality and relevance of study programmes. Based on this process, relevant development initiatives are launched.

The management of the quality assurance system at AAU is insured (see: the university website [www.kvalitetssikring.aau.dk/kontakt/](http://www.kvalitetssikring.aau.dk/kontakt/)):

- At the university level by the “Study Administration” subdivision of the rector’s Secretariat - 4 collaborators.
- At the faculty level, by *Education* group within the *Faculty bureau* (e.g. 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/)) with 2-4 collaborators.

## **vii. The introduction of Bachelor’s degree programmes**

Study programmes in higher education institutions in Denmark are usually designed at the initiative of research groups with high results, based on human potential and the material obtained from research.

Each programme is the responsibility of a programme team (at AAU – study board), subordinated to a department (schools) within a faculty. The basic document for a study programme is study plan / curriculum which includes the following parts: the legal basis (ministerial orders or acts, faculty and study board it will be affiliated to); admission requirements, degree offered, duration and profile competences (knowledge, skills, professional skills); structure on semesters and modules; brief description of modules (prerequisites, objectives, activities, forms of examination, evaluation criteria); written work rules, including Bachelor thesis; rules for credit transfer, including the possibility to chose modules - component parts of another programme at a university in Denmark or abroad; rules that relate to the progress of bachelor / master’s degree programmes, realization of projects, examination rules.

The curriculum is developed following the provisions of legal acts and orders of relevant ministries: Danish (Consolidation) Act of Universities, Examination Order, Ministerial Order on the study programmes, the admission Order, Ministerial Order on the grading / scoring scale, and

regulations at institutional and faculty level. The curriculum is accompanied by the following documents: Descriptions of the programme by semesters and Description of programme modules.

Bachelor and Masters' Degree Programmes offered by the AAU are structured in modules and are organized on the principle of problem and project based learning (PBL).

After a rigorous legal scrutiny, the dean of the faculty approves the programme and proposes it to the academic council for consideration.

### ***viii. The structure responsible for the third cycle***

In the Danish education system, doctoral studies are organized in doctoral schools.

The doctoral school is responsible for organizing doctoral studies at the faculty, including further development of existing doctoral and new study programmes, and to ensure their quality. The doctoral school continuously reviews the doctoral programmes, conducts overall assessments and develops strategies for creating and maintaining a framework of resources needed for faculty's research programmes.

Through the doctoral school, there are ensured the overall objectives of the doctoral programme, as follows:

- A high international level in training researchers.
- Integrating PhD students and doctoral programmes in active research environments with communication and exchange of scientific knowledge internationally.

*The doctoral school.* The rector, or, in case this responsibility is delegated, the dean of the faculty, is responsible for setting up and dissolution of doctoral schools / centers for doctoral studies at the faculty. Each doctoral school is led by a 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 doctoral studies.

*The doctorate committee.* For each doctoral school, the rector or, in case this responsibility is delegated, the dean establishes a doctoral committee, having as members representatives elected by and from among the academic staff with a term of office of 3-4 years, and doctoral students, with the term of office of one year.

The number of committee members is determined by the dean. Following the recommendation of the doctoral committee, the dean appoints the chairman and, if applicable, the deputy chairman of the doctoral committee.

The committee is established to ensure the accomplishment of the following tasks: to recommend the dean the competence of evaluation commissions; to approve courses in the doctoral programme; to prepare for the director of the doctoral school suggestions on the internal guidelines for the doctoral school; to decide on the evaluation of doctoral programmes and supervision of doctoral students, etc.

Doctoral programmes and activities of the doctoral school are monitored by the dean.

### ***ix. Student involvement in university governance and management***

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

According to the Act on Universities and the statutes of universities, student representatives are members in all the consultative and university management bodies.

In Danish universities, students have a major contribution to the management of the educational process, being represented in academic councils at all university levels and councils of studies in which students constitute 50% of the members.

### ***x. Student-centered learning and teaching approach at university level***

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

#### **Promotion within the university**

Problem-based learning (PBL) is implemented in all faculties of the AAU. All study programs offered at the university are developed based on this methodology. The inter-university structure responsible for the implementation, promotion and development of PBL in the AAU is the PBL Academy.

The PBL Academy was established at the university in order to ensure continuous training and development of academic staff able to apply PBL in its training areas.

The University acquires and allocates resources to support and facilitate problem/project-based learning application. This involves: providing spaces for group work, meetings with the project supervisor, classes of different sizes and endowment with equipment for study activities (lectures, seminars, laboratories, workshops); maintaining a university library that provides students access to specialized journals, periodicals and scientific literature containing information about the latest results; providing access to information and IT systems / platforms to support project activities.

## **3.4. FACULTY/DEPARTMENT LEVEL**

In the AAU, the structure which is responsible for developing the study programme (cycle I and II) is the study board.

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

The study board shall elect its chairman for a term of one year. The chairman is elected from among the academic staff employed on a full-time basis, members of the study board.

The main responsibility of the study board is to develop the education plan, the study guidelines, quality assurance of the programme, but also to ensure the organization, performance and conduct of teaching and learning.

Study boards are established and abolished by the dean after consultation with members of departments. They are responsible for the development and management of one or more study

programmes. Study boards are structures within a department but can be also inter-departmental structures, managing inter- or multi disciplinary study programmes.

Inter- and multi disciplinary study programmes are developed and managed by the interdepartmental study boards within one or two faculties.

The study board develops the curriculum, following the provisions of legal acts and orders issued by the relevant ministry. After a rigorous legal scrutiny, the dean approves the programme and proposes it to the academic council for consideration.

In the Danish system of higher education, the examination method is also specific, both at the final stage of the study programmes, and at the assessment of semester modules. One semester of studies usually comprises 4-5 modules with 5, 10 or 15 ECTS credits. From these modules, at least one (10 or 15 credits) will have external examination; others shall be subject to internal examination. Internal examinations are assessed by one or more teachers (internal examiners) appointed by the university from among its professors. External examinations are assessed by one or more internal examiners and one or more external examiners appointed by the Danish Agency for Universities and Internationalisation.

The Ministerial Order [MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, article 20(4)] stipulates: „External examinations shall cover major parts of programmes, including undergraduate project, master thesis (candidatus) and the master’s degree project. At least one third of the total number of ECTS points of the programme must be obtained in external examinations. The teacher of the course concerned evaluates student participation in the course”.

Assessment consists of a grade based on the 7-point scale or the assessment with *pass / fail*.

The following evaluation methods can be applied:

- Current assessments (participation in lectures, written assignments, presentations, working with documents). Usually it is granted with *pass / fail*.
- Module assessments (written and oral exams, or a combination of thereof). At least two examiners always participate in oral exams.
- Project assessments. Project examination is conducted simultaneously for students who have worked on the project and have jointly prepared the report on the project.

The starting point for examination is the project report. The examination consists of a joint presentation, a common discussion and questions directed individually. Questions shall be based on the project report submitted by the the group and shall include the central topics that correspond to the learning objectives of the module project.

### **3.4.1. Involvement of students in the development of study programmes**

Active involvement of students in curriculum development is ensured by the fact that every study board responsible for the programme consists of 50% of faculty students.

### **3.4.2. Management of study programmes**

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



The semester group, also called the coordinating group, consists of academic staff (teachers of courses and supervisors of projects undertaken in that semester), secretary of study and student representatives. The chairman of the semester group is called coordinator of the semester and is usually a teacher who has courses in that semester.

At its meetings, the group plans and discusses the course of activities during the semester. The coordinator of the semester, if necessary, ensures the involvement of other academics from the semester in planning and management. The semester group is responsible for planning, execution and evaluation of activities within the semester.

In its activity, the group takes into account the decisions and recommendations mentioned in the summary of the study board on the semester cycle of the previous year.

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

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 semester coordinator. The semester coordinator is considered the right hand of the study board. Students, after the beginning of the semester, designate their representatives so that each project group to be represented in the semester group.

Before the semester begins, the chairman of the study board shall call a meeting, in which information on the guidelines, new rules, etc. is provided, and cross-semester questions are discussed. Study secretaries are also invited to the meeting. The semester coordinator will contact the chairman of the study board if problems or questions arise concerning the planning, execution and evaluation of the semester.

The management way and rules for the semester are described in the institutional document entitled Semester Management.

### **3.4.3. Revision of a study programme**

Each study programme is continuously monitored first of all by the study board responsible for this programme. This is achieved by (a) evaluation of each semester and teaching process performed in the semester, (b) full evaluation of the study programme.

Evaluation of the semester and teaching conducted within it is the responsibility of the semester group. After the completion of the semester, the semester coordinator, after consulting the semester group, develops an evaluation report on the semester and the teaching process, which is sent to the study board.

The evaluation report, in addition to students' answers to questionnaires developed by the school, the minutes from meetings of the semester group and of the evaluation meeting should be based on any documents submitted by the teachers who lectured, and supervisors of projects and project groups. Observations submitted should be annexed to the evaluation report. Also, the statistics of the examination results obtained in that semester should be attached to that report.

The evaluation report concludes with a summary and recommendations of the group on any necessary amendments before the next iteration of the semester. The summary and recommendations are included in a document which the study board publishes on the website of the school in accordance with the Ministerial Order on transparency in educational programmes etc.

Semester evaluations represent 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 programmes, because the recommendations presented in the evaluation reports are used for adjustments of study programmes and standardization of teaching activities in the following semesters.

Besides the evaluations of the teaching process and of the semester, the study board also evaluates the entire study programme. This evaluation is based on the answers to a questionnaire of students in the semesters 6 and 10 regarding their experience in terms of content, progression (evolution), study load / volume and accomplishment of expectations both within the Bachelor's degree and Master's degree programmes.

The quality assurance system of the Aalborg University includes the following key indicators related to the educational process:

- Enrollments;
- Current student contingent;
- Graduates;
- Drop out of studies, expels;
- Characteristic statistics;
- Efficiency;
- Coverage (of study programmes) with scientific support;
- Availability;
- Students per academic years;
- Students who pay tuition fees.

Students are involved in the evaluation of both teaching within each semester, whole semester and the entire study programme.

Within the semester evaluation, the school sends a short questionnaire to all students. Students' answers are presented to the study boards, and sent to each semester coordinator to use them along with other documents (including minutes of meetings of the semester group) as a basis for drawing up the evaluation report of the semester and of the teaching process. The semester coordinator can organize an evaluation meeting to be attended by all teachers and students in that semester.

Course lecturers and supervisors of projects use the evaluation reports that include students' answers to the questionnaire proposed for the continuous improvement of the course modules and the project. Also, the semester coordinator uses the information from previous cycles of the semester to adjust or change the organization and course of the semester. At the same time, semester evaluations give students the opportunity to evaluate their own learning processes.

### **3.5. INTEGRATION OF DISADVANTAGED GROUPS OF STUDENTS**

The university can provide special examination conditions to students with physical or mental disabilities and students with a native language other than that of Denmark, if the university considers it necessary to provide this kind of students with such a test.

Access paths, study blocks with a level, and routes for visually impaired people are provided by the university.

### **3.6. INFRASTRUCTURE**

Each academic staff has a separate office endowed with necessary furniture and equipment, where it performs its research activity and remote guiding of projects carried out by small groups of students / master students. In addition to the university lecture halls, there are smaller rooms for students' group work.

Students have free 24/24 access to the block of studies and workshops by applying an electronic card.

Practical work on projects (discussions, drawings, project design) is happening in places arranged throughout the space covered by the department (hallways, corridors, etc.).

There are widely used the Moodle platform, social networks and Skype, especially in organizing group work. The university offers rooms for group studies at students' choice, free WiFi connection within the campus, access to the university library till 10 pm, IT support for students, as well as in the coordination of work with the supervisor, can facilitate the participation of people with disabilities.

### **3.7. THE STUDY PROGRAMME BUSINESS AND ADMINISTRATION**

The study programme reflects the institutional strategy. As mentioned earlier, the university's development strategy is based on developing the learning model focused on problems (PBL) and implementation of the model in curriculum development. In this context, the study programme in the first cycle Business and Administration can be considered one of the leading university programmes, which has succeeded in introducing problem-based learning in all its courses and projects have a share of 50% of the total ECTS credits for studies.

The programmes are based more on investigating labor market than on benchmarking with other programmes, because the PBL model is difficult to compare, being adapted to the specificities of each university and even each programme, and being focused on involvement.

The study programme is based on competence; all teachers (except part-time employees) combine teaching and research, research quota being of 40%. It should be noted that research is no longer purely theoretical, but it is integrated in research for a better education.

The study programme is constantly updated and improved, that is constantly developing. The board should have a consultant committee, which includes representatives of the business. Thus, they can interfere with proposals on current state of the programme and adapt it to the requirements

of employers. It should be noted that each semester includes a project which aims to identify and solve real problems within companies. There is active cooperation between universities and employers. Similarly, students interact with real companies and know the reality of the business environment so they become more prepared for subsequent employment.

Business and Administration study programme needs academic accreditation, and has no professional accreditation. Currently, there are implemented new accreditation methods enabling the transition from program accreditation to institution accreditation.

The study programme emphasizes innovation by updating disciplines, their content, as well as through projects, involving analysis of real present problems of the society and encourages students to identify new and creative solutions. The programme focuses on learning guided by research, thus teaching is research-based. Students themselves have to identify the theoretical approaches they will need for the project, so they also explore the existing theory and carry out research within the project. Working in teams and in real companies, also develops the entrepreneurship quality of students. The programme also focuses on internationalization, with subjects and programmes taught entirely in English.

The study programme has no distance learning, but uses information technologies in teaching and learning. For formal teaching, information technologies can be used for the computer assessment organization (usually the computer exam takes four hours, and the results are entered directly into the computer). The Moodle platform is also used for course and theoretical material placement. In the case of PBL, the role of ICT is greater: for the supervision of group work on projects there are also used video conferencing, Skype, Moodle through blogs, chats and dialogue. Video exams are also organized, if needed.

Business and Administration study programme lasts three years and is organized in 6 semesters. Each semester has 30 ECTS, so in total the programme has 180 credit points. Half of the credits are allocated for projects realization. In the first semester students are conducting a simpler project and semester 6 ends with developing a Bachelor's degree thesis, of greater complexity.

The initiation of a study programme can start at any level: at the initiative of a teacher, a team or a research group, from the study board or the advisory committee (more rarely, as it discusses more the improvement of the programme). New programme's development, change and management is the task of the study board composed 50% of teachers elected for a term of 3 years and 50% of students elected for a year. So, we can state that students have an active role in this process, as they can influence the study programme by evaluating disciplines, the semester and the programme they participate in. The owners / employers also have an important role as they participate in ongoing projects and can be external examiners. The advisory committee is made up of business representatives, usually university graduates, who can come up with ideas and solutions to improve the programme.

Alumni are invited to collaborate with the university and to accept projects in the company where they are employed. They can also be invited as external examiners, as part-time teachers or visiting professors to provide consultancy.

In a particular study programme, in the management and coordination of the programme are involved: the program coordinator (elected by the respective study board), there is usually one for

the programme in Danish and one for the programme in English, the semester coordinator who is responsible for organizing modules, finding teachers, ensuring the quality of programmes, courses supervision and appeals, if any, etc. Coordinators are chosen from among teachers and not from the administrative staff. The secretary of study deals with the technical aspects of organizing the educational process: schedule, audiences, etc. Teachers are responsible for the development and quality of the course, they enjoy freedom in teaching, which implies their right to choose the necessary teaching material and to choose their own style of teaching.

The study program is accompanied by documents like: description of courses, program description by semesters, study guidelines and regulations. They are publicly available, as they are printed and made available to students and published on the university website and on the Moodle platform.

The study board is responsible for the compliance with programme regulations.

The monitoring of the programme is done through the systematic evaluation of programmes and courses by students and peer evaluation. The results are analyzed by study boards if problems arise and are discussed at faculty level. At the faculty level, programmes are reviewed every half a year and are organized eight annual meetings. To improve the programme the opinions of students or business' proposals can be also used.

The annual workload of teachers is 1000 hours. The working week is 37 hours. Approximately 492 hours / semester are provided for teaching; another part is for supervision and assessment. For a group there are allocated 20 hours which involves supervision of the project team's work and weekly meetings lasting 1 hour - 1.5 hours; for the project in semester V there are allocated 55 hours / group. For the preparation of materials the ratio 1:4 hours is used. Maximum 780 hours per year can be assigned to part-time teachers, and in this case for one hour of teaching there are allocated 2.30 hours for preparation. In the case of assessment, to draft the written exam there are allocated 10 hours and 0.5 hours / student for assessment, and for the oral examination - 0.7 hours / student.

Student workload is measured in ECTS credits. Thus, an ECTS credit equals 27 hours of work for students.

The expected learning outcomes involve acquiring knowledge, skills and competences in the respective area. They are formulated and presented in the description of the course curriculum.

Student assessment can take various forms: short and long examinations, written examinations with open questions, multiple choice tests, oral examinations. In the context of PBL all exams are in project form, consisting of the submission of the written report and individual oral examination. The advantage of this model lies in the combination of group work, problem solving, holistic approach (problem-theory-methodology), reflections, communication and skills. There are also used innovative assessment forms, e.g.: computer-aided examination, video examination, peer assessment through the Moodle platform.

The university has certain requirements for progression, which reduce to:

- linear learning model, which offers an analytical progression, from macro to micro level, each learning module is based on the previous ones;
- from basic elements to the domain, specialty ones;

- holistic progression - solving real business problems from day one, increasing the complexity of the problems, circular learning model.

At university level, there are developed and used anti-plagiarism rules that strictly stipulate all penalties for cheating or plagiarizing. In the university, there is a special VBN portal which tests the level of plagiarism of all projects, Bachelor's and Master theses. There were found three situations given the seriousness of plagiarism:

- serious (gross) plagiarism - more than 5% is exact copy or if more than 50% includes other forms of plagiarism, in this case the student is expelled from university;
- plagiarism - less than 5% exact copy, from 5 to 50% other forms of plagiarism, in this case is dismissed from the exam;
- simple plagiarism - less than 5% exact copy, the student is warned.<sup>1</sup>

Regarding the appeals, the student writes a complaint to the study board describing the situation and arguing the appeal. The board announces examiners about this complaint and they write an explanation or, rather, an argument of the appreciation, which is presented to the student. After analyzing it, the student decides to go further or to agree with the opinion of the examiners. If the student decides to pursue the appeal, a committee is created that decides on the reexamination of the student or if the grade remains the same. The complaint must be in writing and include an explanation of the reasons for the complaint and the deadline for filing a complaint is two weeks after the publication of the result of the examination in question.

If the complaint pertains to the base of the assessment or examination process as soon as the faculty office receives the complaint, it will forward it to the assessors. Assessors have two weeks to present an opinion on the objections expressed in the complaint. The faculty office then sends the opinion to the student and provides him/her with the opportunity to comment on the opinion of assessors within at least a week. The university can decide:

- To provide a reassessment (reevaluation) with new assessors - only written exams;
- To provide a further examination (reexamination) with new assessors;
- To provide no possibility of reassessment.

The procedure is described in internal documents<sup>2</sup>.

In Denmark the grading system based on 7 scale is used, which consists of five positive grades 0, 2, 4, 7, 10, 12, and two negative grades 00 and -3.

As mentioned above, in assessing the projects within the PBL model an external professor is also invited.

The mobility of students is incorporated to the program, so students are encouraged to go on mobility in the 4th semester, this being facilitated by the fact that they are given the opportunity not to write the project.

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<sup>1</sup> Guidelines on Rules regarding disciplinary measures for students at Aalborg University (Translation), p.2.  
Document disponibil pe intranetul Proiectului

<sup>2</sup> Complaints procedure for examination complaints at the Faculty of Social Sciences, Aalborg University. Disponibil pe Intranetul Proiectului

Each course and teacher must go through a formal evaluation organized by the study board. Students participate in teacher evaluations by completing questionnaires periodically, appreciating the quality of teaching the subject, semester and the entire programme. Evaluations are analyzed in the study board.

To enter the programme, students must take account of the requirements imposed by the Regulation on admission. Admission requirements are set by the Ministry on the recommendation of the university.

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

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

There is no internal structure that would be responsible for the supervision of employment of graduates. Employability is discussed within student unions and the Employment Office.

As mentioned, distance learning is not used in the programme, but technology plays an important role in organizing the teaching – learning process. There are used the Moodle platform (26 631 users, 2146 subjects, and 209 administrative staff), Mahara that is an e-portfolio platform used for group work and supervision. Forums, quizzes, file access, Skype and social networks are actively used. To make checks against plagiarism, the university has developed a special platform - VBN, a research portal and databases.

## **3.8. STUDY PROGRAMME INFORMATION TECHNOLOGIES**

### **3.8.1. Introduction**

Aalborg University in North Jutland region of Denmark was founded in 1974 and is an innovative educational experiment with teaching concepts based on problems. The university started with about 900 students. Twenty years later, in 1995, Aalborg University, already had around 10,000 students [1 - Lux96], and in 2015 the number of students enrolled was over number 20,000 [2 - Aau2015].

In recent years, the Aalborg University has grown in international university rankings. From about 17 thousand universities worldwide Aalborg University is placed in the top 340 and is therefore in the top 2% of the world's best universities. [3 - Aau2015]

The success of graduates, evidenced by the high rate of employability, being the best in the country, is determined by the educational model implemented by the university, today recognized worldwide as PBL. The methodology of problem based teaching and learning has as objectives: a) students to mature progressively in the academic aspect and learn being anchored to problems that surround them; b) students to be able to integrate theoretical knowledge with practical reality; c) students to learn how to work in teams; how to seek independent solutions; how to communicate in written and orally.

The central questions that have to be found answers to are if Aalborg model can improve engineering education in Moldova; what techniques / methods can be applied to our university; what

structural changes should be made in the institution for the successful implementation of PBL. The study methodology involves analyzing the Aalborg educational model through micro-macro perspective, so as the premises and context of PBL success in Denmark to be clear.

The Danish University Act states that Aalborg University is a public self-governed institution [4 - Aau2012] but which is subject to the regulations applied by the Danish Agency for Higher Education. The Agency is part of the Ministry of Education and Science and is responsible for the entire sector of higher education, including student financing schemes [5 - Mhe2016].

It is remarkable that while higher education institutions have a wide autonomy, the state supports them considerably: AAU budget allocations from the government amount to about 260 million euros (of the total of 337.78 million of budgetary income of the university).

### **3.8.2. University management level**

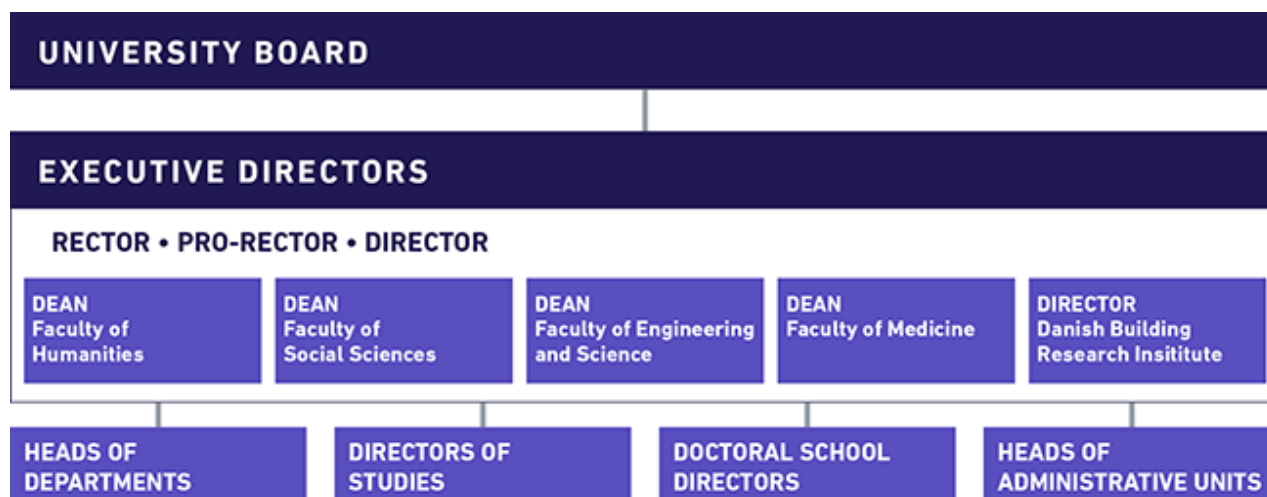
Aalborg University is one of the institutions in Northern Denmark with the most employees, over 3500. They, being added to the 20 thousand students, require a rigorous and efficient management.

The university board is the central authority of Aalborg University and is responsible for: approving the the university budget (including the general principles of the use of all university resources); granting university rules and any changes thereof for ministerial approval; appointment and dismissal of the rector and top managers (appointed by the rector); signing the development contract with the Ministry of Education.

The board consists of 11 members, 6 of them being from outside the university. The rector, pro-rector and director (management and developmental activities) are board members without voting rights. The rector is responsible for managing the daily activities at the university. Therefore he is the executive manager and delegates tasks, distributes responsibilities to all members of the executive university board.

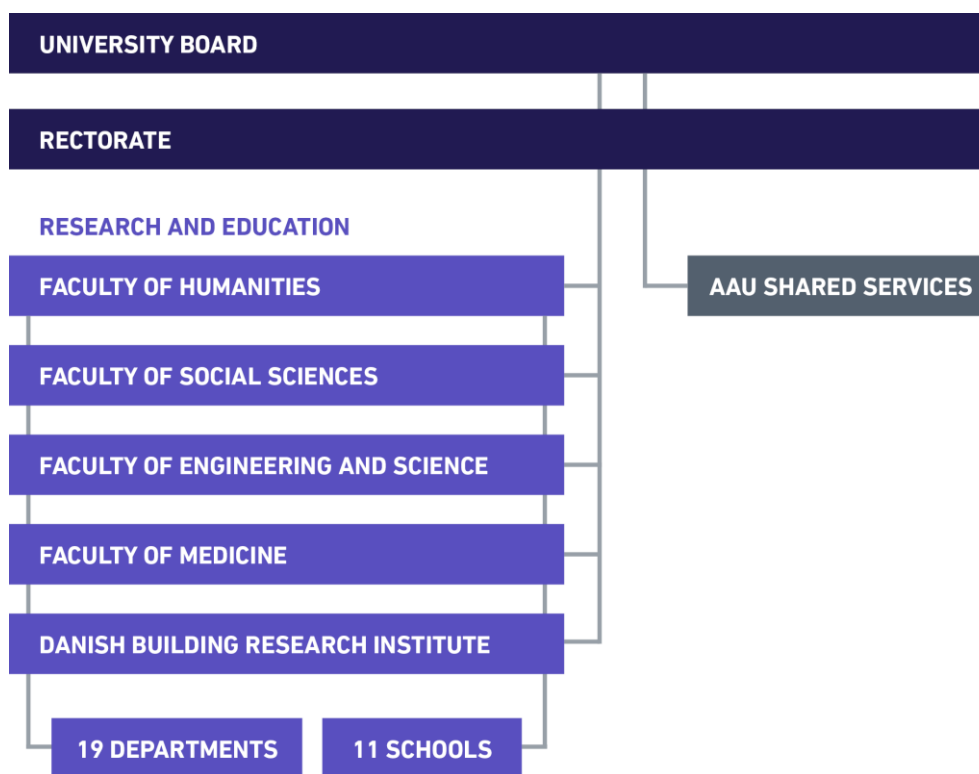


**Figure 1. The structure of the university administration**



Aalborg University has four faculties: Humanities; Social Sciences; Engineering and Science; Medicine. The academic environment at faculties is organized into departments, schools and centers. As a result of interdisciplinarity, many of them belong to two or more faculties. Thus AAU is made up of 19 departments and 11 schools.

**Figure 2. Organization chart of Aalborg University**



Each faculty has an advisory group called academic council. Councils are made up of a number of up to 15 people and discusses the most important issues of the faculty (including the approval of scientific degrees), as well as those submitted to the council by the rector.

### 3.8.3. Faculty/Department level

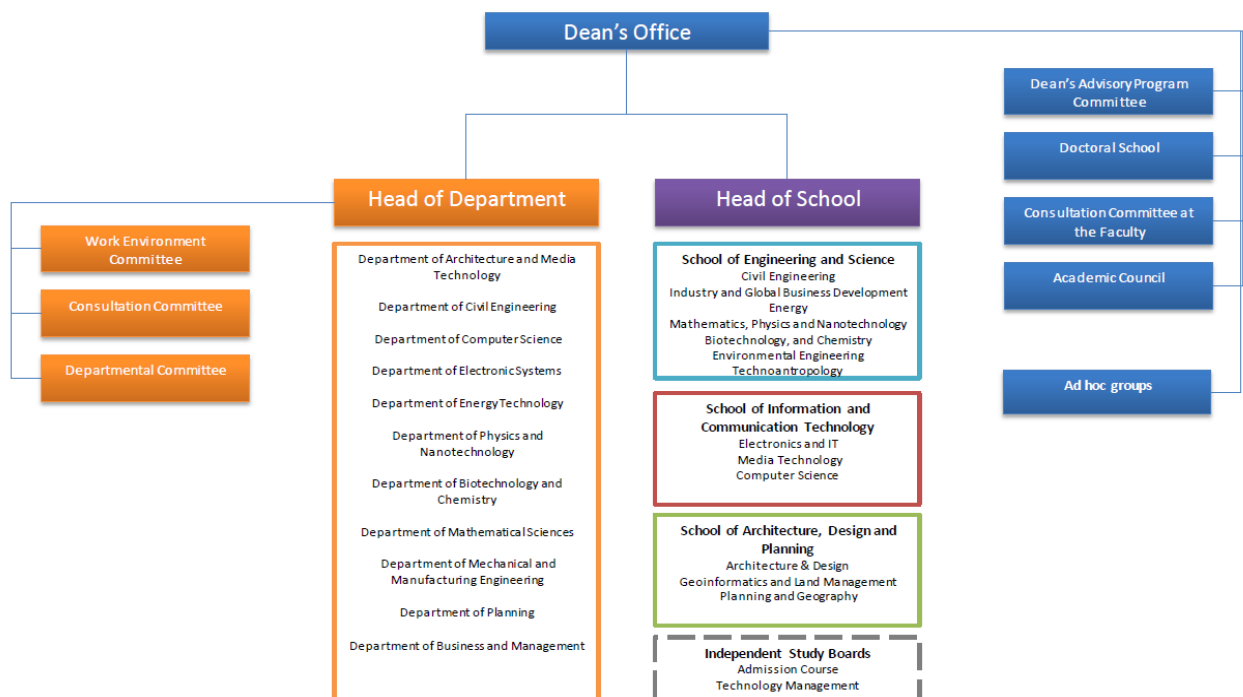
The university structure is one based on a clear distribution of responsibilities and their assumption by each university participant. In this context, the roles of the University, Department and School are highlighted. The University defines the general framework of all activities and is de jure owner of all blocks of study that any university department can benefit from. The Department is the entity that defines the framework of the research groups' activity, more or less formal entities, and promoter of study programmes' contents. The beneficiary of study programmes is the School, entity within the Faculty that manages all activities determined by interactions with students.

An important factor is to facilitate participation at the institutional level of people from outside academia (business, local public administration, and other universities) in internal processes: defining the study programme, examination, supervision of semester and the undergraduate projects.

One aspect that stood out is the autonomous management of research and education finances by the departments. Assuming financial responsibilities involves a rational approach to costs related to premises (leased from the university) and allows a wage distribution (per teaching workload) independent of other more or less efficient departments (in terms of education or research).

The Faculty of Engineering and Sciences consists of 11 departments, each run by a head of department and responsible for research and research-based education.

**Figure 3. Organization chart of the Faculty of Engineering and Sciences**

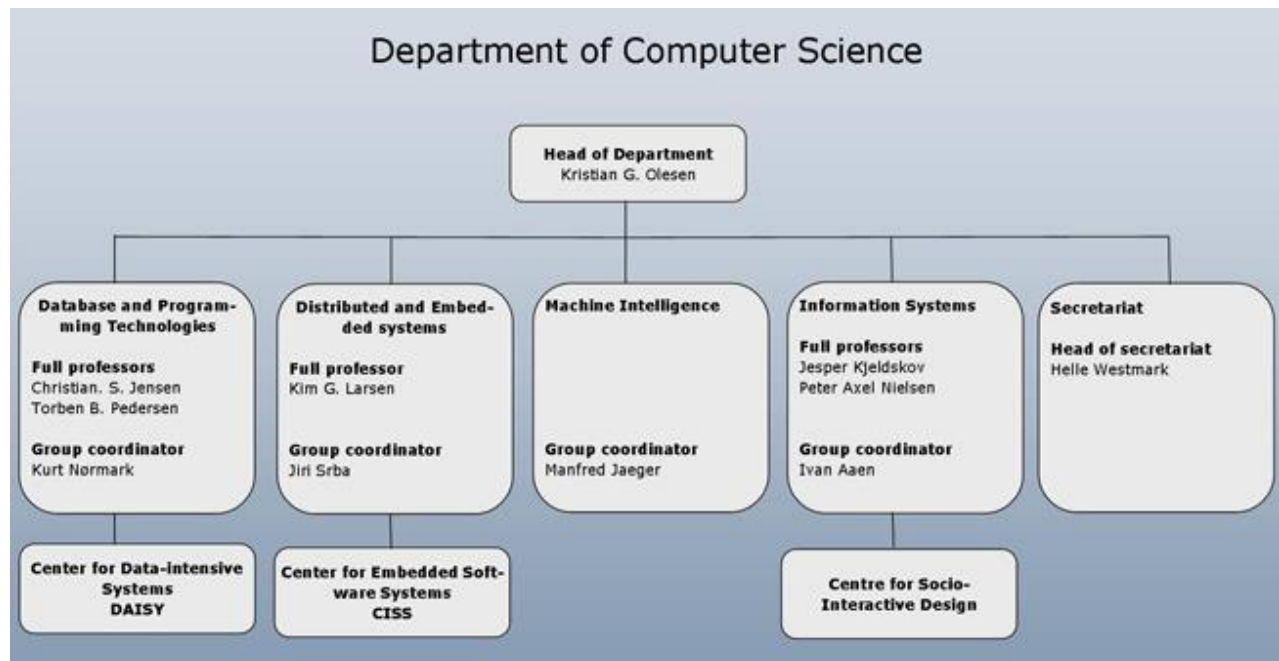


Each department has its own board that discusses topics such as development strategy, budget, quality assurance and learning environment. The board consists of up to 13 elected members of (academic, technical and administrative) staff and students.

Research is an essential activity of AAU teachers belonging to at least one research group. Therefore the group is the basic activity unit of any professor and outlines key research directions

of the department. The Department of Computer Science includes four distinct research groups: Databases and programming technologies, Distributed and embedded systems, Information systems and Machine intelligence. [6-Aau2016]

**Figure 4. Research Groups at the Department of Computer Science**



### 3.8.4. Study board level

Schools at AAU are professional communities, comprising one or more study boards, managing related programmes. The school is led by a programme director, assisted by an advisory study boards. The tasks of the study board are curriculum development, student guidance, quality assurance, etc. In the context of PBL model semester coordinators and secretaries responsible are established at study board level.

The Faculty of Engineering and Sciences has three basic schools: “Engineering and Sciences”, “Information and Communication Technology”, and “Architecture, Design and Planning”. The School of Information and Communication Technology comprises three study boards: Computer Science, Electronics and IT, Media Technologies.

The Information Technology study programme is managed by the Computer Science board, which manages: Computer Science, Informatics, Interaction Design, and Software Development.

### 3.8.5. Integrating disadvantaged students level

Aalborg University is known for its considerable efforts to integrate all students, which is noted in the OECD report [7 - OEC2014]. Integration is achieved both through the educational model approved, guidance and mentoring services (centralized or departmental - in this context is highlighted The Student Counselling Service and The University Chaplaincy [8 - Aau2016]), but also by the physical environment, well endowed, neutral politically and religiously.

Mostly, integrability is determined by the Danish legislation, which implies universal and equal access to all its residents to the national healthcare system, system of grants and loans, etc.

### **3.8.6. Physical environment level**

Study spaces of the departments visited predispose (and even are orientated) to work in teams. This is easily observable in various university locations: hallways, cafeteria, and library. A remarkable thing is that audiences for teamwork can be reserved, and the supervisor knows exactly where and when he/she can find the team.

University library creates a special atmosphere of learning, where students can form through the available means separate work “spaces” in the open space of the central hall. And free access to bookshelves facilitates the desire of searching and reading.

One thing to note is that the library also has a location in the city center to give students easier access to its information resources, and workspaces closer to the residence of those who live in the city.

The general atmosphere in Aalborg University is an impressive one, determined by traditions, fine-tuned processes and quality people - all defining a successful educational model.

### **3.8.7. Study programme level**

AAU’s study programmes are a result of an ongoing collaboration between academic staff and students, on the one hand, and public institutions / authorities, and private companies, on the other hand. The collaboration is expressed institutionally through the existence of multiple (formal or less formal) working committees at different levels (university, department / school) covering aspects of research and education. Thus, programmes offered by AAU are, rightfully, considered future-oriented and relevant because they arise from the current and urgent needs of the society surrounding the university. This helps focusing education on solving concrete key problems described by external partners of the university. It is therefore easy to understand why PBL principles have become defining for AAU, a university with various and broad international relations, but with a strong local substrate.

Defining and solving problems is the red thread of the study programmes at AAU, largely consisting of six semesters at the undergraduate level. It stands out paying special attention to the continuous methodical preparation of teachers and students in PBL terms, which creates the impression that they actually form a partnership with equal responsibilities. These partnership activities are guided by the fundamental PBL principles of AAU: interdisciplinarity, teamwork and research based learning.

An interesting fact is a study programme based on linear progress determined by relations more at the level of semesters rather than at the level of subjects, isolated and distributed through the study years. Each semester has a clearly defined topic and a supervisor who coordinates the activities of professors and students enrolled. The existence of a unique topic coagulates the semester modules (courses / lessons, seminars and other activities) imparting to them a common sense and motivation to study. To this is added also the project semester, almost obligatory in terms of PBL. It is granted 15 ECTS credits (30 per semester) and other subjects, the maximum recommended three, other 15. The approach is welcomed and allows i) decongesting the study programme from modules offered by the department (mandatory or elective) and ii) offering students greater academic freedom in conducting projects in the spirit of the PBL principles.

A typical procedure, supported also by institutional processes, is the external examination of students. This can be considered the best method of quality assurance and verification that module competencies are achieved and meet the needs of business or research.

In addition to the explicit mentioning of the disciplines examined externally within study programmes, they also suppose an active learning. That is, the number of hours assigned to the course module does not necessarily mean lessons held in front of an audience, where the student is considered a passive learner, because active learning in AAU terms is only possible through collaboration and group work. Thus the group is the unit of work / study supervised by a teacher that can operate in a formal (university) setting or outside it.

### **3.8.8. Pedagogical training level**

Most educational activities at AAU are focused on PBL. So this methodology is given particular attention: courses are carried out, instructions are published, and teachers are certified.

The university has a center dedicated to promoting excellence in education, called *AAU Learning Lab*. The basic directions of activity of the center are determined by various target groups: *University pedagogy for professor assistants* -Adjunktpædagogikum: Certification in Higher Education Pedagogy; New AAU - PBL fundamental courses; *Extras for Experts* - activities for teachers and associate professors; *Learning Lab on request* - specialized activities for various groups with specified levels of PBL knowledge and experience. [9].

Aalborg University is among the few Danish universities requiring mandatory certification of knowledge of English (level C1) for teachers who teach in English. This is achieved through a specialized center called LACS - Centre for Language and Communication Services.

## **3.9. THE STUDY PROGRAMME LAW**

Aalborg University Strategy 2016-2017 is focused on developing problem-based learning (PBL), and this method is implemented by university academic and methodical staff together with the students. Information technologies are part of this training process.

Curricula and study plans have been re-adapted for this purpose. Academic staff is trained systematically in matters of PBL and department heads ensure IT and PBL skills development of the teaching staff.

The electronic communications skills in the field of the study program should ensure that any written communication among students can only be done via the university mail system (id-mail and student-address). Students are required to get informed about the decisions of the study board and other messages sent by electronic mail to the student.

The programme is designed to ensure students' admission to the Master's degree in Law. Thus, a student at Law acquires knowledge and methodological skills in the legal scientific disciplines, including theory and research methodology.

A Bachelor's degree in Law, through education confirms extensive academic knowledge and theoretical and methodological skills that make students be able:

- to find and process the sources of law and legal literature in Danish and English;

- to reflect and make reasoned statements on what the program's current rules provide for;
- to use one or more research methods and tools and skills of own involvement in legal professions;
- to identify, analyze and evaluate the legislation in different regulatory areas;
- to analyze and evaluate legal arguments;
- to evaluate, interpret and qualify issues of private law, public law or procedural issues, taking into account the relevant legislation;
- to communicate professional issues and solutions to colleagues and non-specialists or partners and users;
- to manage complex situations and development-oriented in a study or work context in the legal framework of the discipline and to participate in professional and interdisciplinary cooperation with a professional approach;
- to work independently and in professional and interdisciplinary cooperation;
- to identify own learning needs in different learning environments.

The study programme is focused on the development, in small groups of 3-4 students, of research projects of practical problems with implementation of knowledge from recommended sources. Groups of students are guided by a teacher who coordinates methodologically the process of project development and assesses the results.

The study plan is structured according to an academic calendar consisting of 3 years of study of 2 semesters each when students must fulfill 180 transferable credits. 160 of them must be fulfilled at compulsory subjects, 10 - optional subjects and 10 - for the final Bachelor's degree project. All subjects that are included in these 160 ETCS are grouped into 4 modules. Thus, there are no individual subjects, but parts of the modules distributed in different semesters.

The programme includes the following units of teaching and working:

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

Students are offered the possibility of choosing in set time intervals so that they manage to document themselves with course content and to make a decision appropriate to the intention of specialization at the master level.

In each semester the student must fulfill 30 ETCS, i.e. 900 hours.

### **3.9.1. Modules**

All subjects in the 6 semesters are grouped into four modules: General module, Public Law module, Private Law module, Procedural module.

### **3.9.2. Assessment of students**

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

Students in Denmark are assessed according to a gradation consisting of points grouped in 7 levels. This specific often creates difficulties to Danish students when being accepted into other

universities that require only students with top assessment. The scale of 7 levels of student performance evaluation is based on the European transfer scale resulting from the credit transfer system. The assessment of students is reflected in regulations of purposes and criteria for training.

Concretely:

<b>Grade</b>	<b>Qualifier</b>	<b>Description</b>	<b>ECTS</b>
12	Excellent		A
10	Very well		B
7	Well		C
4	Favorable		D
02	Adequate		E
00	Inadequate		Fx
-3	Bad		F

In the AAU, the structure which is responsible for developing the study programme (cycle I and II) is the study board.

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

The study board shall elect its chairman for a term of one year. The chairman is elected from among the academic staff employed on a full-time basis, members of the study board.

The study board develops the curriculum, following the provisions of legal acts and orders issued by the relevant ministry. After a rigorous legal scrutiny, the dean approves the programme and proposes it to the academic council for consideration.

The main responsibility of the study board is to develop the education plan, the study guidelines, quality assurance of the programme, but also to ensure the organization, performance and conduct of teaching and learning.

Active involvement of students in curriculum development is ensured by the fact that every study board responsible for the programme consists of 50% of faculty students.

### **3.9.3. The functions of the academic staff involved in programme implementation**

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

The semester group, also called the coordinating group, consists of academic staff (teachers of courses and supervisors of projects undertaken in that semester), secretary of study and student representatives. The chairman of the semester group is called coordinator of the semester and is usually a teacher who has courses in that semester.

At its meetings, the group plans and discusses the course of activities during the semester. The coordinator of the semester, if necessary, ensures the involvement of other academics from the semester in planning and management. The semester group is responsible for planning, execution and evaluation of activities within the semester.

In its activity, the group takes into account the decisions and recommendations mentioned in the summary of the study board on the semester cycle of the previous year.

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

#### **3.9.4. Assessment of students**

Regulations / guidelines available:

1. Ministerial Order on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, article 20(4)
2. Regulations on examination at each Faculty.

Examination regulations are addressed primarily to the student and are intended to help him in getting the overall image of what to do and consider when participating in examinations of the Faculty.

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

The student who is assessed for the Bachelor project must demonstrate the ability to think independently and to have the skills to formulate and analyze legal issues within a defined legal topic.

The choice of the topic by the student must be approved by the programme director, while setting a deadline for the project and finding a mentor for the student. BA projects can be done individually and in a group of up to 3 participants. The designated supervisor may, at the student's request, approve the BA project development and presentation in English.

#### **3.9.5. Measures to avoid cheating and plagiarism**

Plagiarism is considered cheating in the exam if found in the examination materials submitted by the student to be used during examination. In the event that plagiarism occurs outside a real examination situation, such plagiarism will be often considered as violation of the guidelines of the academic discipline or rules of academic ethics applicable.

There is plagiarism where an examination mission in whole or in part

1. includes identical or nearly identical reproduction of formulations or works of other authors without the text being marked with quotation marks, italics or other clear indications including the source, page number, etc. (copy);



2. includes major paragraphs with a choice of words so similar to the wording of other works so that when comparing them it seems that the paragraphs would not have been written without the use of the other work (paraphrasing etc.);
3. reuse of text and / or central ideas of their own studies previously evaluated or published.

Therefore, students have the right to use and quote from another author's work - provided they clearly indicate the works and authors used and quoted. When deciding which sanction to impose in connection with plagiarism discovered the seriousness of plagiarism is crucial. The assessment of this document should be made based on the following criteria:

- The size of plagiarism (calculated as a percentage of product submitted) and the type of plagiarism, i.e., how plagiarism has been carried out. In the case of aggravating or mitigating circumstances, these must be included in the assessment;
- If the student has used several types of plagiarism, an overall assessment must be made;
- Aggravating circumstances may also have an impact on the duration of the period of expulsion.

Examples of particularly aggravating circumstances:

- the student has been previously imposed disciplinary sanctions, including a warning;
- plagiarism was done in a BA final project;
- plagiarism consists of a reproduction of foreign works. Recourse to plagiarism because of the time pressure will not be considered a mitigating circumstance. If plagiarism is discovered outside a real examination situation, it will be qualified as a violation of academic discipline guidelines. This does not mean, however, that plagiarism will result in penalties as severe as in the case it was discovered in an examination situation. If plagiarism is discovered during supervision, action must be taken against it. If, despite the request of the supervisor, plagiarism is discovered after the submission of the paper, it will be considered an aggravating circumstance. If plagiarism is discovered in a examination mission of a work that has already been submitted, the student will be applied the following sanctions:
  1. In case of gross plagiarism: the rector will expel the student from the university and from the examination in question, and warn the student against repeated violations 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 expelled from the examination in question and will get a warning against repeated violation. The study director also cites the student to a serious discussion. The plagiarized text must be rewritten without plagiarism.
  3. In case of simple plagiarism: the student will receive a warning against repeated violations of disciplinary rules.

### **3.9.6. Provisions for appeals**

The student may appeal his examination or other assessments included in the examination, such as legal issues, the basis for examination (questions, themes etc), and testing and evaluation procedure. Complaints about exams or other assessments that are part of the exam are addressed to

students' administration. The complaint must be written and reasoned. The appeal must be filed within two weeks of the assessment publication date or the date announced for publication.

The university can decide on providing a new reevaluation, but not for oral tests. If the appeal was accepted, the grade may be higher than the initial one. A student who has failed in an appeal against examination may, within two weeks from the day of announcement of the decision, request the university to appeal to the board set up specifically for this purpose.

Appeals against the decisions referred to above may be submitted to the Agency for Universities and Internationalisation.

The student can also challenge the denial or partial denial of merit and advance credit. The challenge made by the student of the decisions concerning credits in university programmes are presented to the Qualifications Council under the Act for external evaluation.

### **3.9.7. The involvement of external examiners**

External examiners are involved in all parts of the exam, except when a specific discipline is provided with external evaluation. For example: Legal methods, Theory of jurisprudence, Constitutional and international law, Fundamental human rights.

### **3.9.8. Methods of teaching-learning and evaluation used at university (differences between the approaches from different faculties / fields).**

Teachers from the Faculty of Law enjoy freedom and independence in the choice of teaching methods. For example, associate professor Marie Jull Sorensen widely uses the method of so called workshops, which involves organizing the work with students in the following way.

The workshop lasts 5 hours and 30 minutes (8.00-13.30), starting with a theoretical lesson of about 30 minutes. Then there takes place group work, discussions, break, again theoretical explanations, group work, etc. This method allows the teacher to actively involve students in learning, the teacher's role being secondary. The teacher is the one who only guides or outlines theoretical points of reference, and students have to actively engage in finding the answer to the questions from the curricular domain. Within the subject taught by Mrs. Sorensen students develop group projects in accordance with the PBL method. According to Mary Sorensen's opinion, there are the three key elements of PBL:

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

The final assessment takes place by defending the project. Although the project is performed in a group, individual assessment is carried depending on their contribution to its development. 60% of the final examination grade is for the project and 40% of final examination grade is based on student's answers to questions on the subjects included in the curriculum.

An interesting teaching method, called master class, is used by Professor Sten Bonsing at the subject Administrative Law. After classical theoretical and practical lessons master-classes are organized. The day before the master class, a complex and multi-aspectual problem is placed on Moodle. Students only have to read the problem. In fact the problem is solved by the very teacher

throughout this master class. The problem is shown on two large screens in an enormous hall attended by over 100 students. The teacher highlights in yellow the main ideas in the electronic document that would help to resolve the case. In the electronic document there are formulated more questions empty spaces being left between them. The teacher divides the tasks among students. For example, one part of students answers to one question, the other - to another question. Students solve and look for solutions together. The master class takes about 2:00 h to 2:30 min. This method helps the student to make the connection between a practical problem and the existing legislation.

Assessment at the subject Administrative Law is by exam, which lasts 5 hours and consists in solving a particular case following the example in the master class.

There are two assessors: internal and external (practitioner). During the exam, students have access to the laws.

It should be mentioned that there are several ways of assessing students. Thus, some teachers use the 2 hours exam (2 hours of written exam). The test includes 5 more theoretical questions, with focus on analysis or comparison. There is also a 24 hours exam (24-hour written project), which involves solving a practical problem and requires knowledge of national and international law.

### **3.9.9. System of grading, study credits and recognition of prior learning.**

7-point grading scale:

- 1) The grade 12: is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.
- 2) The grade 10: is given for a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.
- 3) The grade 7: is given for a good performance displaying good command of the relevant material, but also some weaknesses.
- 4) The grade 4: is given for a fair performance displaying some command of the relevant material, but also some major weaknesses.
- 5) The grade 02: is given for a performance meeting only the minimum requirements for acceptance.
- 6) The grade 00: is given for a performance which does not meet the minimum requirements for acceptance.
- 7) The grade -3: is given for a performance which is unacceptable in all respects.

In accordance with the framework provisions for credit transfer rules, in individual cases, the study board can approve the successful promotion of elements from other Masters programmes instead of elements in the current programme (credit transfer).

The study board can also approve successful promotion of some elements in the current programme based on the learning outcome in another Danish programme or from abroad of the same level. Decisions on credit transfers are made by the study board based on academic assessments.

### **3.9.10. Incorporation into the programme and facilitation of academic mobility**

According to the Danish (Consolidation) Act on Universities (Part 2, Art. 3), in special cases, some parts of a study programme that are offered at a foreign university (training off-site) are also

taken into consideration as courses offered in Denmark. The minister lays down precise rules on off-site training. This article allows the achievement of academic mobility of students in the study programmes offered by the Danish universities.

### **3.9.11. Evaluation of academic staff by students and management of feedback results**

The study board carries out the evaluation of the entire study programme, and also ensures the evaluations of teaching during the semesters.

Evaluation of the semester and teaching conducted within it is the responsibility of the semester group. After the completion of the semester, the semester coordinator, after consulting the semester group, develops an evaluation report on the semester and the teaching process, which is sent to the study board.

The evaluation report, in addition to students' answers to questionnaires developed by the school, the minutes from meetings of the semester group and of the evaluation meeting should be based on any documents submitted by the teachers who lectured, and supervisors of projects and project groups. Observations submitted should be annexed to the evaluation report. Also, the statistics of the examination results obtained in that semester should be attached to that report.

The evaluation report concludes with a summary and recommendations of the group on any necessary amendments before the next iteration of the semester. The summary and recommendations are included in a document which the study board publishes on the website of the school in accordance with the Ministerial Order on transparency in educational programmes etc.

Semester evaluations represent 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 programmes, because the recommendations presented in the evaluation reports are used for adjustments of study programmes and standardization of teaching activities in the following semesters.

Besides the evaluations of the teaching process and of the semester, the study board also evaluates the entire study programme. This evaluation is based on the answers to a questionnaire of students in the semesters 6 and 10 regarding their experience in terms of content, progression (evolution), study load / volume and accomplishment of expectations both within the Bachelor's degree and Master's degree programmes.

### **3.9.12. Academic requirements for enrolment in the study programme**

Admission to a Bachelor programme requires prior completion of upper secondary education, compliance with specific requirements for admission regarding the level of grades (level of grades: A, B, C) and compliance with all requirements of a degree. In addition, the applicant may be required to pass an entrance exam, in accordance with the rules established by the university [Ministerial Order nr. 240 of March 2013 on Admission and Enrolment on Bachelor Programmes at Universities, art. 2, 4].

Specific admission requirements are set by the Ministry of Education on the recommendation of the university. Any new specific requirements for admission are notified and made public at least two years before coming into force.

Conditions for admission to universities in Denmark are quite flexible [MO nr. 240 of March 2013 on Admission and Enrolment on Bachelor Programmes at Universities, art. 5, 6, 7] and are aimed at enrolling to study all those who are able to complete an undergraduate program. At places where there are more applicants, a competition by quotas is organized - three categories of candidates. Quotas are set by the university.

The organization of admission, application and registration procedures are determined by the competent Ministry in accordance with the requirements determined by universities [MO nr. 240 of March 2013 on Admission and Enrolment on Bachelor Programmes at Universities, art. 23]. The application is done online. Some institutions may undertake admission by themselves, but under the control of the ministry.

### **3.9.13. Admission to a master's programme and doctorate programme**

The university may enroll students in master's and doctoral programs. For admission to a master's program (candidatus) a bachelor degree is required or other Danish or foreign relevant qualification of the same level.

Entry requirements for specific Master (Candidatus) programs must be apparent from the program curriculum. Any introduction of stricter requirements for admission will be announced at least one year before their entry into force.

Admission requirements for a MA (candidatus) program will be determined by the university. Moreover, the university will decide on the application and admission procedure, including the terms, and will publish relevant information on its website.

If a study programme or some important parts of it are offered in English, the applicant must document skills in English corresponding to at least level B, before starting the programme [MO nr. 240 of March 2013 on Admission and Enrolment on Master's Programmes at Universities, art. 6].

Admission to the doctoral programme is made based on a master's degree or an equivalent document [Ministerial Order on the PhD Programme at Universities and Certain Higher Artistic Educational Institutions nr.1039, 27 August 2013]. The university may decide on the start of the PhD programme in connection with a master's programme; however, it must ensure that the entire study programme has the scope and level described. The university establishes rules in this regard. The institution decides who will be admitted as doctoral students. The rules of the institution should provide underlying admission criteria. The PhD student is enrolled administratively in the doctoral programme.

## **3.10. STUDY PROGRAM MEDICINE**

### **3.10.1. Introduction**

The Bachelor study programme in Medicine (BSc in Medicine) largely reflects the institutional strategy. It is based on future competences of doctors-specialists and focuses on employability - a specific important for Aalborg University. The programme considered is mandatorily subject to professional and regulatory accreditation by the Accreditation Committee - state structure with a very detailed regulation. The programme emphasizes innovation, research and

internationalization guided learning. The programme involves extensive use of information technology (IT) and learning combined with high use of the Problem Based Learning method.

Programme structure comprises:

Chapter 1. The legal bases of the curriculum

Chapter 2. Admission, Degrees (qualifications) awarded, Programme Duration and Competence profile.

Chapter 3. Content and Organisation of the Programme.

Chapter 4. Entry into Force, Provisions and Reviewing.

Chapter 5. Other Provisions.

A new study programme may be developed by a working group composed of experienced teachers. It is approved by the (Academic Council) Dean. In making the study programme students are involved, which is regulated in the guideline for the development and approval of a new study programme.

### **3.10.2. Accreditation of study programmes**

The Universities Act lays down: the university is free to decide what study programmes based on research to offer in Denmark in its academic field. The programmes offered must be accredited by the Accreditation Council. Special cases where some components of a study programme are offered at a foreign university (off-site training) are also considered as courses offered in Denmark. The Ministry of Science, Innovation and Higher Education (MSIHE) provides accurate rules about off-site training.

If a study programme existing at a university is not accredited or loses accreditation, the university in question can not admit students to the study programme. In such cases, the relevant ministry is responsible for establishing a plan to allow students already enrolled in the study programmes mentioned to complete their studies. In this context, the Minister may direct other universities to admit these students or to take responsibility for their studies at the university in question.

Currently, after a first external evaluation and accreditation of study programmes, it is examined the issue of transition to the evaluation of clusters of programmes and universities as a whole (it is a general trend for EU countries). Separate evaluation of study programmes will probably be entrusted to the university as internal accountability.

### **3.10.3. Methodology, procedures, evaluation criteria**

For external evaluation and accreditation of (existing and new) study programmes the Accreditation Agency for Higher Education (AAHE) was created in 2007. Agency was established by MSIHE as an independent public body and consists of the Accreditation Board (AB), board secretariat and academic secretariat (AS) with evaluation functions.

For existing programs, AS forms an accreditation team of relevant experts, including foreign guests. AS prepares the evaluation report based on the results presented by the team. The period of validity of accreditation is established by the AB, usually 4-5 years.

For new programs, AS writes the evaluation report based on documents presented by the institution. In some cases, the board may decide to establish a team. Accreditation is compulsory for all programmes. For the state institutions, accreditation is the basic criterion for budgetary funding. Procedures for external evaluation of programmes and the quality and relevance criteria are approved by ministerial order. Evaluation is based on five key criteria:

- Demand for the study programme on the labor market;
- Study programme based on research and an active environment for high quality research;
- The academic profile of the study programme and the purpose of learning outcomes;
- Structure and organization of the study programme;
- Continuous internal quality assurance of the study programme.

A detailed description of the performance criteria and the stages of the external evaluation process and accreditation of existing and new programmes can be found in „Guidelines on application for accreditation an approval of existing university study programmes” and „Guidelines on application for accreditation an approval of new university study programmes”.

The Accreditation Board makes decisions on accreditation, conventional accreditation or non-accreditation. The board consists of the chairman appointed by the Minister, and 8 members appointed on the proposal MSIHE (3 persons), Ministry of Education (3 persons), Ministry of Culture (1 person), students’ association (1 person). The eligibility period - 4 years, student - 1 year.

The board elaborates relevance and quality criteria of study programmes, which were not approved by order of MSIHE [3]. Based on these criteria, starting with 1 January 2010, there are evaluated all types of higher education programmes offered by ministries mentioned above.

The board makes decisions based on the report drawn up by the operators appointed by the board for programmes in the institutions subordinated to MSIHE or experts of the Danish Evaluation Institute.

In Denmark, the accreditation process of institutions was carried out in full. Repeated evaluation and accreditation of programmes will be entrusted to universities. Only the new programmes shall be subjected to the accreditation procedure.

#### **3.10.4. Planning the didactic workload**

The Employment Act stipulates the working positions possible in higher education of Denmark and appointing rules in these positions (assistant professor / researcher / postdoc, associate professor / senior researcher, professor with special responsibilities and professor). The main positions constitute coherent career progression. The memorandum “Job Structure for Academic Staff at Universities 2007” stipulates the structure of post duties of teachers and researchers in higher education.

The core activities of universities consist of conducting research and providing research-based teaching at the highest international level. Therefore, the main positions involve both research, including the obligation to publish and disseminate academic material, and teaching based on research. In addition, the university can provide research based guidance for the public sector, including guidelines, tasks of public authority, development activity, communication and conduct of oprational tasks.

The didactic workload of teachers is calculated starting from 37 hours per week. It consists of 490 hours of teaching per semester, which is 60%, and 200 hours for scientific research (40%). For the administrative work a part of the academic workload is reduced.

The Study Board calculates how many units it needs, announces the employment council, which handles the search and realization of employment and enrollment procedures in accordance with the provisions of the Employment Act and internal rules of the institution, developed based on this act. In the Statute of Aalborg University employment rules at Aalborg University (AAU) are given as examples.

### **3.10.5. Didactic workload distribution among departments and academic staff**

The calculation of the teaching workload and its distribution among the team members of a study and research programme is an internal matter which the team leader deals with (according to statute of the Aalborg University).

From the Universities Act it appears that the university has freedom of research and must safeguard this freedom and ensure the ethics of science.

The head of the department can assign specific jobs to certain employees. Academic staff members are free to conduct research according to the strategic framework established by the university for its research activities, to the extent that these have not been assigned such jobs.

From the explanatory notes it also appears that the researcher enjoys freedom of academic research, although he/she is bound to obligations arising from employment. This means that the researcher can freely choose methodology, approach and subject from the research strategies of the university, as provided in the performance contract.

Activities within the post of associate professor consist mainly of research (including publication / academic dissemination duties) and research-based teaching (with associated examination duties). In addition to research and research-based teaching, the post may also include a duty to share knowledge with the rest of the society, including participation in public debates. Moreover, associate professors may be required to perform the research management, to provide guidance and supervision to assistant teachers and researchers, as well as take part in academic evaluations. The university determines the exact ratio between responsibilities. The ratio may vary over time.

### **3.10.6. Accomplishing the task of teaching and research**

There are no official documents describing the methodology of calculation of the workload related to research. It is normally reported the number and level of publications. The department director is the person who must ensure the quality of research closely related to academic work. In the Statute of AAU it is stipulated: “The head of the department must ensure quality and consistency in research and didactic activities of the department, to ensure that the department can provide teaching based on research at relevant study programmes, and, in cooperation with the Study Board and the head of the School, will pursue the evaluation of study programmes and teaching within the areas in which the department provides such activities”.



## **3.11. THE STUDY PROGRAMME PUBLIC ADMINISTRATION**

### **3.11.1. Introduction**

The initiative to create new study programmes usually comes from a teacher or group of teachers. In the faculties there are people who have the necessary knowledge about the rigors and the set of documents to be prepared for the opening of new programmes. The dean signs the package of documents after its thorough research. After approval of the programme by the dean, it is evaluated by the Study Board.

Within the Faculty of Social Sciences of the Aalborg University activates the legal sciences school, which offers the opportunity to study Danish law.

The peculiarities of study programmes in the field of law are that they are integrated studies, performing studies in the second cycle in the field of law being a prerequisite for employment. Duration of studies, including second cycle, is 5 years (4 + 1). Like in all other study programmes the ratio between the disciplines taught by the classical model and group work on the project is 50 to 50; differing only the distribution over the study years. Group work on the project is allocated annually progressively, so that in the last year - fourth - working on the project - Bachelor thesis - is 100%.

Outcomes of study programmes in legal sciences are achieved by fulfilling the following objectives:

- Operation with specific theoretical knowledge of legal sciences;
- Understanding the fundamental doctrines and principles of Danish law;
- Understanding the correlation between economic, political, social contexts and legal system;
- Developing intellectual and practical skills necessary for the framing of graduates into the labor market;
- Developing intellectual, critical and practical skills necessary to promote education and lifelong learning, including research.

The graduate from legal sciences, at the end of studies, must:

- Understand the fundamental doctrines and principles of Danish law and its correlation with European Union law;
- Know and interpret sources specific to the branches of Danish law, how they arose and developed and institutions that form their contents;
- Understand the social, political and economic context in which law operates and to form critical thinking in controversy areas within the themes studied;
- Expand the understanding of Danish and international law or through the study of optional modules;
- Be able to apply research skills in planning and implementation of independent research;
- Be able to critically analyze, interpret, evaluate and synthesize information from a variety of sources;
- Be able to analyze practical legal issues, by distinguishing between relevant and irrelevant information, and to apply legal rules and principles of law to generate solutions;
- Be able to evaluate competing arguments and make rational judgments;

- Be able to communicate clearly both orally and in writing, using legal terminology correctly;
- Be able to think and work both as a team member and individually, reflecting on the learning process.

Teaching and learning strategies are correlated with the university ones, developing capabilities of learning and collaboration in a team of students to form the professional skills necessary for employment, focusing on the spirit of analysis, planning and solving existing problems.

Specific to the field of law are case studies that allow students to consider legislation and to find legal solutions to solve existing problems.

In order to achieve the learning outcomes of the study programme there are used different methods and procedures of teaching and learning, such as: lecture, lecture-discussion, seminars, role playing, simulated trials, case studies and presentations, etc. by which there are developed the intellectual abilities of students.

Assessment of students' knowledge is done through written and oral examinations, projects or other appropriate forms of assessment. Compulsory modules are evaluated in part by written examination (50%). Students are given the opportunity to promote current examinations to prepare for summative assessments.

Group work on the project is allocated annually progressively, so that in the last year - fourth - working on the project - Bachelor thesis - is 100%. In general, the legal science project is designed as follows:

1. Formulating a question in the field of law (eg. analysis of a legal concept or a question that can be answered by yes or no);
2. Making a distinction either negative or positive;
3. Identifying relevant sources of law;
4. Formulating a structured response to the question, using relevant sources of law;
5. Comparing the result of the analysis carried out with the results of analysis of a theory of law previously conducted;
6. Conclusions.

Supervisor's role within PBL in the study of law is accomplished through teaching in small groups (2-5 people) as follows: formulating a project concept; determining relevant sources of law; determining relevant law theories; issues of law are subject to discussion; the theory is based legally, both in writing and orally, and the description takes place in an academic way, grammatically correct. The supervisor is not required to read and discuss all the issues; its role is limited to student involvement and to build capacity and skills of students.

Group members working on a project (the group consisting of 5-7 students) form one unit, with shared responsibility. Each member of the research group has to achieve a set of tasks on which depends the result of the joint scientific project. Therefore, the method of "working in a group" develops communication skills, planning, decision making, social responsibility, conflict resolution etc. A particularly important role in the process of group work lies with the supervisor (facilitator) who has to watch closely all phases of a project:

- a) understanding of the topic (research subject) by group members;
- b) dividing the work tasks;
- c) choosing a group coordinator;
- d) involving members;
- e) monitoring fulfillment of the tasks etc.

### **3.11.2. Evaluation of study programmes**

The study programmes, existing and new, are subject to external accreditation by the Accreditation Agency for Higher Education based on the evaluation criteria approved by ministerial order. Evaluation is based on five fundamental criteria: concordance of the study programme with labor market needs; research-based programme; academic profile and outcomes of the study programme; structure and organization of the study programme; continuous quality assurance of the study programme.

Based on the decision of the Accreditation Board, study programme is accredited; conventionally accredited or non-accredited. Repeated evaluations of study programmes are assigned to universities, only new programmes being subject to accreditation.

### **3.11.3. The curricular design**

Bachelor and Master programmes are structured in modules and are based on the principle of problem-based learning.

The study programmes are subordinated to a department (school) within the faculty and have to comply with the Danish Qualifications Framework, providing training of competences on descriptors for each student.

The basic document for a study programme is the curriculum, drafted based on the following sections:

- legal basis (orders or ministerial, faculty and study board acts which it will be affiliated to);
- admission conditions;
- qualification offered;
- duration and profile competencies (professional and transversal);
- modules descriptions (prerequisites, objectives, activities, forms and assessment criteria);
- rules on written work, including Bachelor thesis project;
- rules on the transfer of credits, including the possibility to choose modules at another Danish or foreign university;
- rules for continuing education in another cycle of studies.

The curriculum includes PBL based on the project activity, credited with “n” number of ECTS as a central and mandatory element. The curriculum contains an exhaustive description of the education objectives, including skills and competences acquired (knowledge, skills and competencies). The curriculum is a combination of core and compulsory modules, optional subjects and the project. The supervisor’s role is well defined. Not lastly it is important that in the curriculum there are laid down the prerequisites for working with employers, including internships in companies and national and international organizations.

### **3.11.4. Ensuring the realization of study programmes**

A study programme is ensured by the programme team within a department, but, if necessary, it can be resorted to other departments. An important role in implementing programmes is assigned to the involvement of representatives of employers, as providers of problems and projects for studies organization, focused on research, that is why internships are an important part in the training of professional competences.

The study programme will comprise 15 ECTS credits each semester, being divided in 4-5 modules, of which at least one will be considered external, and the others internal.

Bachelor thesis project is valued with 15 credits and is organized in groups of up to 4 students, and the master thesis - 30 credits, being examined externally and performed individually or in groups of 2-3 students.

### **3.11.5. Evaluation of learning outcomes**

Regarding the project, it is based on individual assessment, within teamwork, insisting on competences and skills acquired in this context, and is performed by an external examiner together with the group supervisor. Regarding fundamental and optional modules, assessment is done individually.

The learning outcomes for each subject have to be clearly defined from the very beginning; all activities in which participants are involved aim at achieving these outcomes. Within the PBL teaching method, the testing of students and assessing their work is a complex activity and comprises the following components: a) the final assessment of the student focuses largely on scientific project, developed by the research group (60% of grade - project quality; 40% - student's answers to the subjects from other topics); b) at the assessment of knowledge and skills there are highly appreciated students who come with several solutions to solve a concrete problem and, in addition, select the optimal option (solution) for its solving etc.

### **3.11.6. Involvement of students in the educational process**

Students are involved in managing the educational process, being involved in all decision-making, executive and advisory structures at department, faculty, and study boards level, representing 50% of the members.

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

Students are motivated to take responsibility for implementing a problem-based approach to learning. Likewise, they are particularly motivated to create synergies between different types of cooperation through collaboration with external partners as well as through an interdisciplinary approach to the learning environment. Their role is an important one, being evidenced by the fact that they participate in curriculum development through the pro active role they have in the Study Board and periodic assessments of the curriculum content.

### **3.11.7. Student-supervisor corelation and research problem solving**

In the learning process of a student, the problem is the starting point and the PBL managed to combine theoretical knowledge with practice and allows students to develop their research competencies and skills through semester group projects.

PBL's pedagogical philosophy focuses on the following criteria: the teacher is a supervisor for the student (guide, mentor); within the programme 50% hours are of direct contact and 50% projects; the topic of proposed research projects must be current, relevant and important; when developing projects students, grouped in 3-5, must be oriented towards a deep and consistent analysis of the problem investigated; group work allows to enhance: cooperation focused on diversity and finding common ground to solve the problem; studying the problem at a high logistic, creative and multi-aspectual level; integration and theoretical and practical orientation of the student by the teacher ensures the implementation of the formula {research + experience = knowledge} and requires making the following steps: restraint - understanding - application - analysis - evaluation - creation.

### **3.11.8. The structure of the academic workload**

The workload of the academic staff is made up of teaching and research. The share intended for teaching activities forms 50%, a share of 40% for research activities, and the remaining 10% are for administrative activities. This is the rule, but in practice there may be some differences, depending on the position held, specific work obligations and rules of the institution.

Academic staff enjoys freedom in teaching, which includes the right to choose the teaching material necessary for teaching and select their own style of teaching.

The Study Board is responsible for monitoring the teaching activities, ensuring that they comply with quality indicators.

The research represents 40% of academic staff activity. These activities generally involve scientific publications in journals recognized nationally and internationally. Meanwhile, academic staff is entitled to choose the topic and research methodology.

### **3.11.9. Collaborating with potential employers**

In the recruitment process of the employers who would like to collaborate with universities in order to combin theory and practice in the educational process, each actor (employer - university - student) is clearly assigned roles from the very beginning, companies veing aware of the fact that by the guiding they give they become part of the teaching process, contributing to the formation of professional skills of future employees.

It is interesting the manner of reciprocal selection, based on a secret survey by which companies grant a score to each working group (students), preferentially indicating group they would like to work. The same procedure is carried out by the working groups (made up of students) pointing out companies they would like to work with in order to conduct the group project. In this regard, before the selection, a meeting takes place between employers, who briefly present their research problems in relation to the work they perform, and the working groups (students) who present their group in the manner they deem necessary. The surveys collected are analyzed by

supervisors and they appoint, for the semester, the company and the working group that will work for the project.

### **3.11.10. Pedagogical training level**

Conform Ordinului Ministerului Învățământului Superior al Danemarcei, universitățile își stabilesc regulile privind evaluarea academică a candidaților la diferite posturi din cadrul instituției.

Scopul evaluării este de a stabili dacă candidatul corespunde cerințelor ocupaționale descrise în fișa postului (job structure) și de exigențele înaintate pentru candidatul la post descrise în anunțul de angajare.

În particular se vor evalua competențele candidatului în predare, cercetare și comunicare. Rezultatele evaluării vor fi consemnate în formă scrisă și vor fi prezentate rectorului. Dacă în cadrul comisiei de evaluare există o opinie diferită, aceasta va fi indicată neapărat în procesul-verbal. Componenta comisiei de evaluare se decide la nivel de universitate. În general, în calitate de membri vor fi desemnați experți din domeniul supus evaluării, care dețin cel puțin competențele necesare poziției evaluate. Pot fi membri ai comisiei de evaluare doar cei care dețin cel puțin funcția de conferențiar universitar. În activitatea comisiei de evaluare pot lua parte doar președintele acesteea, secretarul și membrii de rând. Toți sînt obligați să activeze în temeiul principiului confidențialității și a egalității gender.

Nu se evaluează activitatea cadrelor didactice invitate.

Desemnarea președintelui și a membrilor comisiei de evaluare ține de competența Consiliului academic, iar rectorul va stabili termenul-limită pentru prezentarea raportului de evaluare. Criteriile pentru evaluare sînt cele stipulate în Memorandumul privind structura funcțiilor (Job structure).

Rezultatul evaluării, care va fi calificat (atunci cînd candidatul corespunde postului) sau necalificat (atunci cînd candidatul nu corespunde), va servi drept temei pentru angajarea sau după caz, promovarea salariatului în cadrul carierei academice.

Sarcina Comisiei de evaluare este de a asigura o evaluare imparțială, calificată și obiectivă a competențelor academice ale candidaților la funcțiile academice, prezentînd o descriere detaliată a competențelor de predare, cercetare și transfer de cunoștințe și ale altor competențe relevante necesare pentru desfășurarea unei anumite activități. De competența Comisiei nu ține prioritizarea unor candidați la anumite funcții, iar fiecare candidat se evaluează individual.

Pentru a face față rigorilor la angajare și/sau promovare, cerințelor înaintate de către Agența de Acreditare din Danemarca în cadrul Universității din Aalborg este creat Laboratorul de Învățare (Learning Lab), a cărui scop este de a contribui la misiunea Universității aceea de a excela în predare și învățare în învățămîntul superior. Acest laborator (Centru de Instruire) colaborează cu personalul academic, instruindu-i referitor la cel mai bune practici și tendențe moderne în predare. Centrul acordă suport personalului academic pentru ca aceștia să-și dezvolte competențele, abilitățile pedagogice în scopul oferirii predării de calitate. În principiu, activitățile Centrului sunt orientate pentru următoarele categorii de beneficiari:

- Pedagogia școlii superioare pentru asistenți universitari pentru care se conferă certificare în pedagogia învățămîntului superior;

- Cursuri pentru noii veniți la Universitatea Aalborg: Pedagogia fundamentală, Învățarea Bazată pe Problemă, TIC în predare etc.;
- Formare continuă a personalului cu experiență în muncă;
- Diverse seminare, ateliere de lucru, trening individual etc.

### 3.12. THE STUDY PROGRAMME ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION

#### 3.12.1. Introduction

Strategies are set at the institution level, and each programme reflects the provisions of this strategy, which is based on the classic skills: people who do research, teachers who teach, and those who combine research and teaching.

Emphasis is placed on research: every teacher, regardless of whether he/she teaches more or does research, they all have to do research.

Each programme must be approved by employers. The programme is not accredited professionally, each programme is accredited institutionally.

At the Bachelor level, the programme is quite varied. It includes research and innovation of the respective level, and the teaching emphasis here is on innovation. Accreditation of programmes in English is made by the Danish Agency for Accreditation.

The Moodle platform is used, but for economic specialties (ex. Entrepreneurship and Business Administration) distance learning as well as computer-aided assessment can not be applied, because there are many applicative questions. If students are in mobility, remote video assessment can be done (a professor and an external expert).

#### 3.12.2. General information

Title: Bachelor of Science (BSc) in Economics and Business Administration

Duration: full time 3 years

Location: Aalborg East Campus

Starting date: 1st of September

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

At cycle 2 – Master, the programme is intended for 4 semesters - 2 years of study – 120 ECTS.

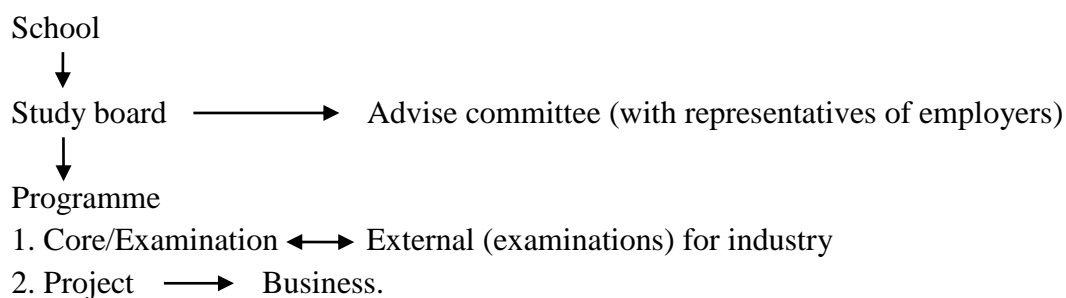
**Example:** Master's degree programme „International Business Economics”

	Test Type	ECTS
1st semester - Autumn		
Module 1: Theory of Internationalisation of Companies in Institutional Contexts	Oral based on a written mini-project	10
Module 2: Cross-cultural Management and Leadership	Oral based on a written mini-project	10

Module 3: - Semester Project - Business Research Methods & Theory of Science	Oral based on the semester project	10
Total ECTS - 1st semester		30
<b>2nd semester - Spring</b>		
Module 4: Managing International Business Functions	Oral based on a written mini-project	10
Module 5: Electives	Written examinations	10
Module 6: Semester Project	Oral based on the semester project	10
Total ECTS - 2nd semester		30
<b>3rd semester - Autumn</b>		
Module 7: - Traineeship abroad/in Denmark - Studies abroad/in Denmark	Oral based on the traineeship project	30
Total ECTS - 3rd semester		30
<b>4th semester - Spring</b>		
Module 8: Master's Thesis	Oral based on the Master's Thesis	30
Total ECTS - 4th semester		30

### 3.12.3. The process of developing and evaluating programmes

The programme is developed by a committee at study board level, which includes experts from the company. The process is as follows:





Evaluation of the students is made by the expert from the institution and the company. Programmes are developed at the business school level. Changes to the programme can come from different levels, including students.

Advise committee - it is organized also by the teachers, who can help improve the study programme. It is this committee that is concerned with the improvement of programmes. They are linked with the labor office and keep records of persons employed.

Study board - responsible for developing and improving the study programme, it sets the general coordinator for the whole programme and the semesters' coordinators (ensures that all courses are performed) and the coordinator for the course (from among the teachers). All coordinators are teachers. This board is composed of students and teachers (50:50), who are elected for three years, and its main purpose is the improvement of study programmes depending on the demands of employers.

Some of the graduates are part of the Advise committee, can be external observers at examinations, and can be also teachers.

The project coordinator guides students in choosing the theme of the project based on predetermined objectives and throughout the project. The semester coordinator must find teachers, make timetable, check the teachers' programs, establish rooms and schedule exams.

The accompanying documents for the study programme are the Rules of organization of studies, guidelines on curriculum development.

Study board - responsible for developing and improving the study programme, it sets the general coordinator for the whole programme and the semesters' coordinators (ensures that all courses are performed) and the coordinator for the course (from among the teachers). The advise committee is concerned with the improvement of programmes.

### 3.12.4. Academic workload

The total workload is 980 hours/year, from these for: a) teaching      b) research

1) professor	60%	40%
2) associate professor	60%	40%
3) assistant (840 hours)	50%	50%

In the 420 hours are included respectively: teaching (1\*4), supervision (1\*1), examinations (1\*1). For the exam the coefficient is 4 (0,66 \*24). 10 hours - for developing the examination.

There is a share that is decided at university level: research - 60%, teaching - 40%, administration - 10%. The activity of the teachers includes the following: teaching, supervision, coordination and examination. Everyone gets something except the course coordinator.

If more is taught, than the number of hours exceeds the norm, and those hours go into a bank of hours, payable in the next semester. Assistants are regularly asked about their researches as they are part of the research group and should apply to research, make money from research, and research projects attracted.

### 3.12.5. Skills assessment

The bachelor program requires successful completion of 6 semesters of studies and accumulation of 180 credits, so that the ratio of auditory activities and projects is 50:50. Projects are also mandatory in the first semester. In the sixth semester – it is mandatory the thesis of 20 credits

(the theme should reflect the practice and theory). Without semester 5 orientations in PBL can not be done. If students do not pass the exams, the university does not receive sufficient financial resources from the state budget.

There are two types of examinations: internal, performed by one or more teachers from the university and appointed by its management, and external, in the assessment commission, besides internal academic staff, it is mandatory to have at least one expert appointed by the ministry. In case the students are in mobility during assessment, it can be made online in the presence of the commission, including the external expert. Assessments can be in writing or oral but most important are presentations of the projects. Assessment can be also conducted on the Moodle platform.

Bachelor and Master theses are placed on Moodle, where the secretary makes sure there is no plagiarism.

There is a regulation or guidelines on appeals. The procedure is as follows: the student writes an appeal addressed to the Study board, which transmits it to internal or external exam. They espond in writing to the student and the student decides whether to refuse or insist on the appeal. The study board creates a committee, which decides if it agrees with the student or if there will be reexamination.

The grading system consists of 13 points of which 7 points have real value, while the assessment by pass / fail or approved / unapproved is also practiced. Bachelor and Master projects and theses are assessed in accordance with the 7-point scale. Rules for recognition of credits and periods of studies done in another university in the country or abroad shall be determined by the university and are part of the respective curricula of the study programmes. Procedures for recognition of qualifications obtained in foreign countries are governed by the Law on the assessment of foreign qualifications.

The external examiner represents the entrepreneurial environment or the employer.

No limit for the programme / mobility period is indicated. At the Bachelor - 4th semester is recommended because there is a project at the company in semester 5. People who go on mobility in the 4th semester do not make the project, and there are no restrictions on grades or on arrears for those who go on mobility.

Academic requirements imposed on students to enter the programme are provided in the curriculum of the programme planned for each year.

Students take part in all university boards, including those that develop curriculum. Graduates may also be part of the Advise committee, which is also consulted in curriculum development.

There is no monitoring structure. Informally, it is taken up from student unions or employers' syndicate. Linkedl union is created, in which students enter voluntarily.

Moodle and VBN are used. Bachelor and master theses are placed on Moodle and verified by the secretary against plagiarism. VBN - is a scientific database, where scientific papers, and PhD theses are published.

## 4. UNIVERSITY OF GLOUCESTERSHIRE

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### 4.1. INTRODUCTION

During the study visit to the University in the UK, working group members participated in various meetings with representatives of the Faculty of Business, Faculty of Law and Faculty of Information Technologies. The presentations and classes attended by members of the group aimed to familiarize the Moldovan delegation with the study at the university and the presentation of interactive teaching methods geared towards active learning and a wider involvement of students in teaching and learning.

With reference to section 4, Appendix 3 was drawn up, which provides the essential elements characterizing the Bachelor studies in the UK, and Appendix 5, which includes the Bachelor programme structure at the law faculty of the University of Gloucestershire.

Teaching in the field of Law is mostly classical, achieved by means of lectures and seminars. During the lectures the teacher presents students the necessary information to be assimilated, providing a list of main bibliographic sources and references to the legal framework and the judicial practice in the field. Regarding seminars, this is done through discussions, debates in groups for a better understanding of the practical aspects of the subject. One such method is called Mooting - Debates. Using this method provides the experience to participate in an imaginary court and develops skills to make a speech, to present a plea. Moreover, there are presented famous speeches, of some reputed legal experts, whose speeches have solved some theoretical problems of law. Thus, it is stimulated the research based learning. Similarly, simulations of processes are used (I attended one of these seminars where they simulated a labor dispute in a specialized court). Some seminars are conducted by practitioners with experience. Each group is assigned an academic tutor to provide academic support and help each student to develop his / her career depending on the interests of each student.

At the University of Gloucester studies are inseparable from the research work, and also they are employment-oriented for all graduates of this institution. Each member of the academic community should be concerned about the implementation of the university's mission and vision in everyday life. Using innovative teaching methods including the widespread use of ICT is part of the strategy of the University, as these methods benefit both their superiors in general and academic staff and students in particular.

The use of ICT in teaching facilitates the implementation of large-scale student-centered teaching methods. In this process students are involved in various activities that promote analysis, synthesis and evaluation of information obtained in class. Activities are conducted under the form of umbrella and consist mainly of:

- Simulations;
- Group projects;
- Formulating a problem;
- Investigational projects;
- Case studies.

In such situations students will extensively use the ICT tools available. Similarly, teachers have to use new methods to make learning more active. For example, the use of Adobe Connect platform, Moodle and an interactive assessment method, formulation of a problem: KAHOOT! In general, in the active learning process team (group) work is essential. Regarding the problem formulation, this should be a very reflective one with a complex content. Students have to face situations with many unknown elements, and the way they use the knowledge they possess is more important than the result they will get. Regarding the learning outcomes there is a balance between their orientation both towards content and towards the process.

## **4.2. AT THE LEVEL OF EDUCATIONAL SYSTEM**

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

Diplomas in the UK are offered by educational institutions accredited by the Committee of Privy Privy<sup>3</sup> based on the opinions offered by the Quality Assurance Agency for Higher Education (AAC).

Applications are submitted to the Higher Education Funding Council in England (HEFCE)<sup>4</sup>, which sends the file to AAC for investigation and analysis. Candidates applying must meet the criteria established by the Guidelines for providers in higher education: criteria and application process for granting the competence of offering diplomas (2015). The main criteria for accreditation of study programmes (bachelor and master) are as follows:<sup>5</sup>

1. academic management;
2. academic standards and quality assurance;
3. scholarships and pedagogical efficiency of teachers;
4. the environment in which the study programme will be conducted.

The ACC recommendation is based on analysis of the file that is performed by an advisory committee on the granting of the competence of providing diplomas (a committee of experts in the AAC). File analysis by the Committee includes the following steps: (1) initial analysis of the package of documents based on which it is decided whether to move to the next stage or not; (2) the detailed verification is performed by a team of experts specially appointed in this regard; (3) preparing the final report and providing the recommendation. Based on this analysis, the ACC Committee will give its recommendation to HEFCE, which will forward this recommendation to the Department of Business, Innovation and Skills.

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

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<sup>3</sup> <https://privycouncil.independent.gov.uk/work-of-the-privy-council-office/higher-education/>

<sup>4</sup> <http://www.hefce.ac.uk/about/role/> Higher Education Funding Council for England (HEFCE)

<sup>5</sup> <http://www.qaa.ac.uk/en/Publications/Documents/Degree-Awarding-Powers-Handbook-England-15.pdf>

### 4.2.2. Quality assurance

The body that monitors the quality of education in the UK is called the Quality Assurance Agency for Higher Education (AAC). AAC is an independent body, which is headed by a committee composed of 15 members. This Committee has the power to develop policies, to manage financial resources and to monitor the performance of AAC. The Committee operates in accordance with the Code of Good Practices, which is revised regularly. Daily administration of AAC is conducted by a Governing Board composed of seven members.

Quality assurance process is governed by the *Quality Code*<sup>6</sup>, which contains three parts: (1) academic standards; (2) academic quality; (3) information on the regulations on higher education. This Code offers all providers<sup>7</sup> the standards and requirements that they must meet to ensure an educational process.

Pursuant to the Quality Code, study programs are to be developed according to the qualifications framework-plan.<sup>8</sup> Also, study programmes must comply with the reference specifications (*Subject Benchmark Statement*) describing what skills and abilities a graduate must have. Each university must establish a process for the development and approval of study programmes.

ACC conducts a verification of accredited universities every six years. The purpose of this verification is to inform students and the public if the university meets all requirements necessary to ensure: (1) maintaining academic standards; (2) provisions on learning opportunities; (3) provisions on information; (4) enhancing learning opportunities for students. Verification is carried out by staff or students from other universities and ends in a published report. Students are members of the teams created for the organization of verification.<sup>9</sup>

### 4.3. AT UNIVERSITY MANAGEMENT LEVEL

The University of Gloucestershire is managed by a board composed of 20 people, including 14 external members, a vice-rector, two members of the board, a member of the Academic Committee and two students. The 14 external members are appointed by the board for a period of 4 years. Other members have a mandate that coincides with the function / status they hold. The board also elects a chairman and a vice-chairman. The board is responsible for determining university's mission and monitoring its activity, financial administration of the university and the promotion of senior teachers. The board may delegate some of its powers to committees created by it.

The Council shall appoint the **vice-rector** who is also the executive director of the University on a competitive basis. The vice-rector performs the administration of the university. The board may appoint a **rector or vice-rector(s)** whose mission is to represent the university from time to time (these functions are more honorific and not paid).

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<sup>6</sup> <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code>

<sup>7</sup> Conform Codului prestatori sunt considerate universitățile și colegiile care oferă programe de studii în Marea Britanie.

<sup>8</sup> <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications>

<sup>9</sup> <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/higher-education-review>

The board also appoints a **secretary** and / or (assistant secretary) of the University, which will have powers established by the board.

The board approves criteria for hiring, remuneration and sanctioning of teachers.

The **Academic Committee** is composed of more than 25 members (elected from among teachers and students under the procedure established by the board) and is led by the vice-rector. Duration of its mandate is set by the board. The Academic Committee shall decide on all matters related to study programmes, research etc.

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

From the academic point of view, the university is composed of **faculties**. The 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. The university has 10 schools.<sup>10</sup> Law specialty is in the Faculty of Business.

The **Academic Committee** has quality assurance competence, reporting directly to the board. Although the ultimate responsibility for the quality of education lies with the Academic Committee, quality assurance is ensured at the level of faculties and departments, too. At the university level, there is an Academic Development Committee, a Committee for Teaching, Learning and Research, a Committee on Academic Standards and Quality and a Committee for monitoring cooperation agreements which play a central role in quality management.<sup>11</sup>

At university level, several verification processes are ensured. For example, the internal quality audit focuses on quality assurance processes at the university level.

#### 4.4. AT FACULTY LEVEL

There is a *Committee on Academic Standards and Quality* at faculty level, ensuring compliance with and monitoring quality standards in collaboration with the Faculty Council. This Committee also conducts all processes relating to quality assurance at faculty level.

Initial approval of new courses is done by the Committee for Academic Development. Faculties usually generate new courses in line with the University and Faculty Plan, presented by the Dean. Courses validation is made by the *Validation panel* that are approved by the *Committee on Academic Standards and Quality*. Each panel has a Chairman from another faculty, members from different faculties and at least one member from outside the university. Validation is done based on the specifications of the programme. A summary of the validation report is transmitted to the *Committee on Academic Standards and Quality*, and subsequently Academic Committee for final approval.

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<sup>10</sup> <http://www.glos.ac.uk/faculties-and-schools/Pages/faculties.aspx>

<sup>11</sup> <http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Gloucestershire/University-of-Gloucestershire-IA-annex-10.pdf>

The Annual Programme for Approval of Amendments allows course holders to propose amendments to existing modules or courses. These amendments are to be consulted with students and an external examiner. Approval is done through panels of faculties.

Monitoring is done annually by the monitoring panels, which report to the *Committee on Academic Standards and Quality* of the Faculty.

The University collects feedback from students through an external survey (National Students Survey). Internally, the individual assessment of each module is mandatory, but the university does not impose a particular model.

The University of Gloucestershire conducted a pilot project called Gloucestershire Students' Survey, after the National Survey model. The purpose of this assessment is to identify students' opinions about the courses taught at the university, and to familiarize them with the national survey which they will have to fill in at the end of their years of study.

The mechanism by which students are notified about the way of collecting feedback is the publication on the website of a manual about this process.

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

#### **4.5. AT FACULTY COUNCIL LEVEL**

The Faculty Council is responsible for the academic programmes of the Faculty, including academic and performance standards of the programmes the faculty must implement in accordance with the teaching-learning strategy of the university.

Teachers' performance evaluation can take place by using different methods: (1) self-evaluation - each teacher is reflecting on his/her teaching by writing an annual report; (2) peer evaluation - teachers can invite colleagues to attend courses / seminars taught to appreciate the efforts of teaching; usually the teacher will ask the professor-observer to draw attention to certain aspects of the organization and teaching used and the teacher-observer will discuss these aspects with the teammate after finishing observations; (3) the manager of the department holds annually individual discussions with teachers on teaching methods used; (4) evaluation questionnaires completed by students. Senior teachers must demonstrate how their way of teaching has influenced trends in the teaching-learning methodology. Also, teachers are trained to organize courses and how to use the voice effectively in teaching.

Special attention is given to the internship, which takes place in profile organizations / institutions and the period shall be decided according to the specific of the faculty / specialty. The role of university / faculty administration is very important in identifying the place of internship, as well as maintaining relationships with potential employers of future graduates. Thus, the existence of a separate unit / division that has the power to organize the internship and assist / guide students throughout it is a mandatory condition. Moreover, many of the host organizations have a well-organized scheme for internships they offer. The internship does not interfere with classes, and students are expected to prepare an individual plan that includes: (1) the purpose of the internship;

(2) lessons learned; and (3) their evaluation of the internship period. The University has an obligation to determine, 6 months after graduation, the employment rate of graduates.

#### **4.6. INTEGRATING DISADVANTAGED STUDENTS LEVEL**

Students with a disability degree are studying in ordinary educational institutions. The university is equipped with special ramps for students traveling in wheelchairs on the territory of the campus and within blocks of study. Materials printed with Braille letters and / or lectures recorded on electronic devices can be provided in the library.

In the university, there is a support service for students with disabilities, medical disorders, dyslexia and learning difficulties, and learning support service that provides individual counseling and ensures confidentiality.

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

#### **4.7. INFRASTRUCTURE**

Spaces for the teaching staff, administrative and technical staff are well-equipped with necessary equipment for work. University's educational and recreational spaces and cafeteria are well arranged.

Technical endowment of the institution facilitates active learning, Moodle platform, social networks and Skype are widely used, and teachers are encouraged to use more information technologies in teaching and learning.

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

#### **4.8. THE STUDY PROGRAMME BUSINESS AND ADMINISTRATION**

The study programme Business and Administration (Business and Management is the name in the University of Gloucestershire) aims at training professionals for business, offering them a wide range of skills essential in modern business. The study is highly relevant and practical, with a strong professional focus and gives students the opportunity to differentiate truly in the competition in a variety of functional business areas including finance, marketing and human resource management etc.

This programme offers the opportunity to acquire knowledge and understanding of the full range of business and management disciplines under preparation for a management career. In the first two years, students learn the main functional areas of business and related areas. In the last year, they opt to broaden and deepen their understanding of one of these functional areas. The programme provides students development in both theoretical knowledge in management, business issues, and practical and application skills. As a result, there is a strong professional approach, emphasizing the application of knowledge in practical situations. This enables the development of variety of skills: analysis, synthesis and decision making - all these are essential for a career in business. So Business



and Administration study programme is based on skills, on providing students the skills that would allow easier insertion into the workforce and more real employability.

Development, validation, changes and revision of courses are done every 5 years.

Monitoring and evaluation of courses (this is not about the process or teaching methods but the success and feedback of students) is done 1-2 times per year.

It is encouraged student involvement. There are student unions and “Voice” (a student status to represent a community: specialty, faculty etc). Trade unions and “Voice” meet monthly with the administration to discuss current issues.

The phenomenon of “Externality” is practiced – an external teacher is assigned for each session (from another university), who will assess the evaluation method and the results provided by the internal teacher to students. Also, in this process, the external teacher will give his colleague suggestions for improvement.

University’s virtual learning environment is the main way of studying of students, and also refers more to research activities. This helps them to maintain contact with the leaders of modules and receive written feedback on tasks. All modules have a presence on VLE, which also provides links to resources to support learning and teaching, including course textbooks and modules guidelines and those offered by the library and the information service such as periodicals and electronic books. The University establishes minimum requirements for the information provided in the course from the VLE. Students have commented favorably the use of the virtual environment as an e-learning medium, which indicates that the majority of students use these resources daily. Teachers and managers of courses have confirmed the quality of training offered by the VLE team and responded promptly to individual applications for help. The University planned VLE upgrading, increasing its capacity to be used interactively and integrating the use of the software of matching of the text with the online submission of the work for students. The University is encouraged to articulate an institutional strategy to increase the minimum requirements of course support on VLE.<sup>12</sup>

So, the Business and Management programme is intended for 3 years of study to obtain a university degree. The total workload is 120 CAT (Credit Accumulation and Transfer Scheme) per year. 1 ECTS is equivalent to 2 CATS. One CAT is equivalent to 10 hours of student effort. To obtain a bachelor degree it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS. There is no need for any professional body to accredit the programme. As reference points for the development of this programme serve for Framework for Higher Education Qualifications (FHEQ) and the reference Declaration for General Affairs and Management.

The learning and teaching strategy of the programme is supported by four priorities in the strategy of learning and teaching of the university:

*Independent and collaborative learning.* The entire programme is committed to supporting student learning. Learning skills foundation is developed and enhanced during 4 modules. These

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<sup>12</sup> Higher Education Review of University of Gloucestershire, April 2015, p.26-27

modules help students to be more efficient and independent. Using formative assessments provide an opportunity to check everyone's understanding of knowledge.

*Learning for life and employment.* It is achieved by using authentic assessment that replicates real work done in business, by providing opportunities to get employed with studies in actual business enterprises and develop a personal and professional portfolio, through the opportunity to do an internship lasting one year, using real cases in teaching and assessment. Students are asked to submit a proposal for improving the activity of local organizations in managing business operations. For this, they must actively involve in the organization of the fact-finding phase.

*Learning for the future.* Using simulations based on the use of Information Technology, which allows modeling real life situations and allows them to apply their knowledge, to adapt to the changing of scenarios in the simulation and to think out-of-the-box, dealing with the simulation, incorporation of "sustainability" as a basic theme, which requires them to think about wider issues that relate to communities and the environment. It is focused on 6 modules on the strategic nature and future of the business management.

*Research-based learning.* There are few modules within this strategy. "Strategies for Globally Responsible Leadership" is an example of a module that was introduced to combine both the research area of growing interest and the interest of staff research. Educational materials were developed, such as case studies. Another module, "Management of corporate responsibility", analyzes the current ethical dilemmas and challenges businesses are facing. It is also provided an option so that students undertake a research dissertation module. For this, there are also included sessions about research methods. By using teamwork, which allows students manage their learning, and to learn from each other.

The above demonstrates that in the university, in general, and the study programme Business and Management, in particular, there are used active learning methods designed to engage students in a series of learning activities, in addition to courses, seminars and group exercises. The teaching philosophy of the university includes the excess use of case studies, projects, and use of a variety of learning technologies.

All subjects taught are divided into mandatory, fundamental and others. The mandatory ones are indicated. What we consider important is that there are mentioned the learning outcomes each subject provides, and, on the other hand, what subjects ensure the expected learning outcomes. Each course of the programme specifies which learning methods will be used and in what proportion.

The assessment strategy supports program objectives, learning outcomes, teaching-learning strategy. It aims to enable students to demonstrate theoretical knowledge and practical skills in management through active involvement in business matters. Assessment methods support the students in their desire for employment.

The key points underlying the reasoning are as follows:

1. *The matrix of assessment methods* reflects the diverse nature of the work of a business professional (for example, written report, presentation, business planning).
2. *Assessment methods* involving preparing students for understanding the international environment in terms of their activation in companies in other countries.

3. “*Authentic*” evaluation, i.e. using methods that produce real work done in the business world.
4. “*Academic*” nature of assessments (e.g. exams) prepares students for future studies for career development.
5. *Reflective assessments* prepare students to face the complexity in business, adaptation to rapidly changing business environment.

Also, each programme also reflects how the assessment will take place: oral, in writing or otherwise.

The university publishes separate principles and procedures for assessing students with disabilities. They are in no way discriminatory; only contribute to better training of students with disabilities. Academic assessment of students with disabilities is in compliance with academic regulations of the university.

The university also has clear rules on how to conduct the examination, what will be checked and how the process takes place. Detailed procedures are contained in **Assessment: Handbook of Principles and Procedures, 2015/16**.

The form of assessment and submission date shall be communicated to students via the module guide. The assessment brief, assessment schedule and assessment criteria shall be approved by a standing panel of the Board of Examiners prior to the start of each module<sup>13</sup>. During the course of the module, students will receive the assessment brief specifying the task to be completed and any additional details about the requirements for assessment. Assessment tasks are designated as Examination or Coursework. Students are required to submit themselves to formal examination at times specified by the Board of Examiners or other appropriate University authority. Absence or nonsubmission of scripts may result in failure as determined by the Board of Examiners.

Late submission of coursework without documented and approved mitigating circumstances is penalised in accordance with the following criteria:

- Less than seven days late – maximum mark of 40%;
- Equal to or more than seven days late – mark of 0%.

All works submitted for re-evaluation after the due date and without documentation and extenuating circumstances approved will receive a score of 0%.

Also, in the Regulation we refer to, it is stated that the overall pass mark for a module is 40%. Where a module includes two or more elements of assessment, the final module mark is expressed as a whole number. The weighted average of the elements of assessment is rounded up according to the arithmetic rules.

A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 30-39%. A student who has achieved the specified pass mark for the module at the first attempt will not be able to re-take the module to gain a higher mark.

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<sup>13</sup> Academic Regulations for Taught Provision, p.14

The current grading system is as follows:

Performance for each element of assessment within a module is graded as follows:

Percentage	Result for element of assessment	Grades
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
0-39	Fail	F
0	Non-completion	N

Or as follows,

Result for element of assessment	Grades
Satisfactory	S
Unsatisfactory	UF
Unsatisfactory due to non-completion	UN

Overall module performance is graded as follows:

Percentage	Module result	Grades
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
40-100	Qualified fail; specified non-compulsory element failed – entitled to reassessment	QF
30-39	Fail but with entitlement to reassessment	R
0-29	Fail without entitlement to reassessment	F

In the university there is the possibility of making certain *appeals*. They are regulated. Thus, there are provided the situations in which appeals could be filed:

a. At the time of the assessment, there existed circumstances which adversely affected the student's performance which, for the most exceptional reasons, the student was unable to communicate to the Board of Examiners before it reached its decision..

b. there has been an administrative error or procedural irregularity during the conduct of the relevant assessment of such a significant nature as to have materially affected the approved grade or mark awarded.<sup>14</sup>

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<sup>14</sup> University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.13**

Also, the general appeal procedures are described in the Quality Code for Higher Education.<sup>15</sup>

*Plagiarism:* It is expected that the work is done by the student and embodied in the form of paper carried out by him personally. The internal regulations of the university present a clear definition of what constitutes plagiarism, which is defined as the use of unrecognized work of others. This means that students must not copy, paraphrase or present another work as their own. They also present other forms that are associated with plagiarism.<sup>16</sup>

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

The declaration of use was communicated to collaboration partners through monthly bulletins sent by the team of collaborative partnerships and a podcast on plagiarism and Turnitin will be made available to all collaboration partners. The collaboration team together with partners re-develop Plans (CDPS) in operating manuals for 2016/17, which will include anti-plagiarism orientation for partners.

The university shall develop a policy that takes into account the current technological plagiarism options encompasses and broader assessment methods in education during 2015-2016, led by colleagues in the ADU. The implications for policy development and impact on collaborative partners will form a key aspect of these developments in order to help prevent and detect plagiarism and other offenses associated in the course of providing educational services, including delivered through partners.

Progress made in the implementation of these policies will be reported in the annual assessment meetings, by discussing quality assurance issues both inside the university and on external partners.

*Employability.* One of the five major objectives of the Strategic Plan of the university is employability. Employability Strategy sets out how the the university will enhance employability of its graduates, will increase the chances of getting jobs at the graduate level or will provide adequate opportunities for further study.

The university has developed a series of initiatives aimed at enhancing the employability of students and to support them in planning their future careers. Degreeplus initiative, which began in 2012, brings together a range of systems and services including support for placement, internships, volunteering and part-time work and led to a significant increase in student involvement in these opportunities. YOUR PLAN FOR THE FUTURE initiative, supported by a new online career center, aligns the personal tutor scheme with personal career planning for each student. The Intensive

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<sup>15</sup> UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints

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

Student Year project contributed through the curriculum to skills development for employment activities. It has been established a strong relationship with employers through Local Enterprise Partnership and Growth Hub, which also contribute to curriculum development.

*Pedagogical training level.*

Within the University various student-centered methods are used, such as problem based learning, simulations, economic games, case studies, kahoot learning platform, flipping, which is a training strategy and a type of blended learning that reverses the traditional learning environment by providing the training content, often online, outside the classroom. Activities are moved, including those that could be considered traditionally classroom topics. Students watch online courses, cooperate in online discussions, or perform researches at home and involve in classroom discussions, with the guidance of a mentor/tutor.

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

- individual work, which involves reviewing notes, reading, independent preparing of responses to the set of questions;
- working in teams of 2-3 people: preparing responses to questions, clarifying ideas, comparing individual responses and reaching a consensus in the team;
- working in teams of 4-5 people: debating subjects and reaching the point of view of the team, preparing responses in plenary session, using flip-chart, presenting the point of view of the team by one or more team members;
- “Pyramid” or “snowball” (combining groups or adding individuals to groups at certain periods of time): group problem-solving, team meetings to compare jointly the work / responses / points of view of small groups; setting up of small groups, which focus on particular aspects of the topic, and then discussing them with the whole group to get an overall picture;
- Aquarium (“the fish” discusses a problem, while external observers make notes on the criteria used) – problem solving / discussing in a group;
- “Observers” or “cross-groups” or “puzzle activity” - a person from each group joins another group to inject new ideas into discussion, groups are split, then regrouped in order to exchange ideas;
- Formal debate.

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

- Discussions and workshops with regard to improving teaching and learning methods;
- Workshops regarding applied technologies in teaching;
- Discussions and workshops on research;
- Workshops for research managers.

All teachers are encouraged to observe the work of their colleagues and discuss the conclusions and results. Annually, they attend classes of other teachers from the university to gain experience, learn new practices or to offer advice and suggestions to colleagues. As a result of visits

made, meetings are held to discuss and reflect on the strengths and weaknesses of teachers. These meetings may be carried out individually or at the level of the department.

All young professionals who want an academic career are asked to participate in certain compulsory events that would help them in their future activities. They are asked to attend a one-day workshop organized by UK PSF and a half day workshop oriented towards presentation and oratory skills.

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

Portfolios are a good method of self assessment not only for young teachers, but they are used extensively by teachers with varying academic degrees and professional experience. The volume of portfolios varies depending on the position of the employee and the responsibilities he/she has, for some positions it is necessary to include two references in the personal portfolio.

Annually, the evaluation of courses and teaching methods of teachers by students is carried out. This information is very important in order to identify the needs of students and the extent to which these needs are satisfied. Survey results help teachers adjust their presentations or practices used in the following year. Questionnaires do not have a standardized form, no concrete volume and are included selectively in the course description.

Students in year 3 (graduates) are involved in an extensive questionnaire, conducted at national level to establish the university rating.

#### **4.9. THE STUDY PROGRAMME INFORMATION TECHNOLOGIES**

The study programme on each course consists of:

- lectures, where the teacher/lecturer exposes the study material;
- seminars, where the lecturer with their assistant state a problem, which must be solved by the student audience, organized as groups;
- case studies, where students work in groups as well, being provided with tasks that help studying the material for the semester project. They have the chance to meet face to face and work jointly on the task.

Also, students have to perform a lot of individual work on their group projects. For these purposes, they meet in special rooms, provided with furniture and all the necessary conditions for working in groups.

For a broader view, we'll set a series of questions regarding the design and approval of courses:

*1) Who creates/proposes a study programme for a specific course? (In the very beginning, from scratch)*

The proposal usually comes from the Academic Group Leader (the is the line manager of a group of academic staff and they are usually in charge of a group of cognate programmes such as Business and HR; Marketing and Retail; Accounting and Finance etc.) and must be agreed with the

Dean of the Faculty. Occasionally, the original idea is suggested by academic staff such as Course Leaders (i.e. the person in charge of leading the individual programmes), but it will only progress as above. A person is designated to lead the consultation and documentation (validation document) and put together a team to help them with this. This person may or may not eventually become the Course Leader for the new programme.

*2) Who approves the course? (It was mentioned that slight changes do not need approval from outside the university, but what about a new course?)*

For a new programme approval to progress, the proposal must be supported by the Dean, the Faculty Academic Standards Committee (FASC) and the University's Academic Board. Once Academic Board give their approval to proceed, FASC set a date for the validation panel event, which is chaired by a senior academic outside the Faculty and consists of members of the programme validation team (mentioned above), students, academics from other departments, external experts (usually academics from outside the University) and practitioners (e.g. employers).

When slight changes are made to programmes such as learning outcomes, delivery and assessment models etc. these only need the approval of FASC.

*3) The structure of the semester: how many subjects are there and what is the overall number of semestrial projects?*

Semesters are approximately 15 weeks each and there are generally four modules per semester per student (30 ECT). (NB the UK uses a Credit Transfer System which is double the standard ECT equivalent. So a three year degree is usually 360 credits or 180 ECTs). Some modules are non-standard e.g. year long modules which might be 15 ECT. The BM module which Clive Kerridge leads (Strategic Management) is year-long and 15 ECTs, so a quarter of the student's final year. Dissertation modules are also usually year-long double modules.

*4) The structure of a subject: how much lecture hours, seminars, case study hours, projects?*

This varies enormously, but we will use as example the information for Computing - one of the IT Courses.

This course comprises several study modules:

- Programming and Software Development;
- Introduction to Forensic Computing;
- Systems analysis and Database Design;
- Project Management and Professional Issues;
- Object-Oriented Software Development;
- Software Quality Assurance;
- Advanced Concepts in Programming Languages;
- Individual Research Project;
- Advanced Group Project.

This course, as any other at UoG is a three-years course, meaning level 4, level 5 and level 6, according to the british educational system.



So, the first year of study (level 4) comprises 30% scheduled learning and teaching activities, 70% of guided independent learning and 100% of placement and study abroad (option between level 5 and level 6).

The second year of study (level 5) comprises 30% scheduled learning and teaching activities, 70% of guided independent learning and 0% of placement and study abroad.

The third year of study (level 6) has the same ratio of academic activities as the first year.

For each of these levels (4, 5 and 6) there are the following assessment methods:

a) L1:

- written exams - 25%
- practical exams - 0%
- course work - 75%

b) L2:

- written exams - 25%
- practical exams - 0%
- course work - 75%

c) L3:

- written exams - 0%
- practical exams - 0%
- course work - 100%

##### *5) How is the Management of Quality and Standards performed?*

Guidance on the University's approach to the management of quality and standards is contained in the Academic Quality & Partnerships Handbook (AQPH), Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.

Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.

Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.

Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.

##### *6) Is there a coordinator for each semester (PBL model)?*

Each module has a Module Tutor, who coordinates the delivery of the module (if it is a large module with several tutors on the team) and is responsible for the assessment of the module.

#### 4.10. THE STUDY PROGRAMME LAW

UK Quality Code, at national level, is a reference point for all those involved in providing higher education programmes that lead to a high qualification or granting academic credits from one institution issuing the diploma in Britain.

It is developed and published by the Agency for Quality Assurance in Higher Education (QAA) and was developed in consultation with the higher education sector. The Quality Code includes Chapter B1 “Design, development and approval of programmes” which only provides benchmark indicators without being specified the Humanities and general subjects.

Higher education providers independently decide what programmes to offer in their organizational mission of teaching depending on the requirements of employers and students, as well as social, economic factors etc.

The study programme consists of compulsory and optional modules. Optional modules allow freely choosing a study module. The totality of modules at the course of studies in law is called “course map”.

The structure of the educational plan in the field of law is based on the Subject Benchmark Statement for law (2015).

The structure of law study programmes rely on this document as a reference point for the classification of professional courses, according to the Joint Academic Coding System (JACS). The Joint Academic Coding System (JACS) is owned and managed by the Universities and Colleges Admissions Service (UCAS) and the Higher Education Statistics Agency (HESA), being used for the coding of professional courses provided in the entire system of higher education in the UK.

The modules are spread over 3 years of studies, which are qualified in levels from 4 to 6, since the university honor degrees starts at level 4, progress through level 5 and usually leads to level 6 to provide you with the qualification level 6. The scale continues until level 8, that applies to the doctoral level qualifications in the higher education qualifications framework in England, Wales and Northern Ireland.

Law studies last for 3 years and contain 6 semesters; students accumulate a total of 360 CATS.

A CATS is equal to 10 hours. During a semester it is required to accumulate 60.

CATS (each education level =120 CATS).

To obtain the degree, it is required to accumulate 300 credits, including 210 credits obtained at levels 5 and 6.

**The first year of study** is qualified to level 4 and contains general subjects: contract law, constitutional and administrative law, methods and legal skills and tort law.

**The second year of study** is qualified to level 5 and contains subjects: criminal law, intellectual property law, European Union law, family law, commercial law, property rights, legal capacity development, and professional capacity development (Employability).

**The third year of study** is qualified to level 6 and contains subjects: Equity and Trusts, Extended Essay, entrepreneurship law, employment law, environmental law, human rights,

information technologies law, medical law, public international law, media and entertainment law, international criminal law, legal capacity development.

For the study programme in Law, at the University of Gloucestershire visited, the structure responsible for the study programme elaboration is the Faculty of Business, Education and Professional Studies.

The study programme is initiated by the Department, within which a programme committee is formed, that argues, and then develops the programme curriculum. The programme is discussed within the department, then at the Academic Committee of the Faculty. The opinion of professional associations and the Student Union is mandatory.

Students are represented in all decision-making, executive and consultative structures of the university and are actively involved in developing and completing the study programme.

The study programme emphasizes the individual study and group work in the section "Teaching-learning methods".

Study programmes contain a significant amount of individual work. 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 accomplished through the following instruments: simulation, problem-based learning (PBL), case studies, and research projects. Group work is one of the most commonly used methods to accomplish the work of individual students. It involves several steps: (1) planning (selection of members and distribution of tasks); (2) monitoring (coordination of work of each member of the team, discussing the problems, etc.) (3) evaluation (writing essays in which students reflect on the whole process of group work).

Within the studies of law trial simulation is often used. In the case of a lawsuit simulation students are valued based on an essay where they describe the preparation mode for the trial and all actions and arguments. They are also taught courses that teach students how to do research properly and what are the most important methods / tools for data collection, data to carry out the research.

Each subject sheet contains clearly the training capacities (five levels), assessment methodology, and instructions regarding the assessment criteria for each level of knowledge, calculated as a percentage.

Each discipline sheet contains the assessment methodology (knowledge assessment) of students and group tasks.

Knowledge and understanding is assessed through written exams and writing course thesis or other forms of assessment, as applicable, in writing. Mandatory modules (except LW4004 (legal skills), are evaluated in part by written examination (50%). Students are given the opportunity to pass preliminary examination to prepare for summative assessment. Some modules are using different methods of examination (written or oral assessment), as specified in the module description.

Knowledge assessment also reflects the study programme concept based on individual student work: each level of study provides a large percentage for individual work (course paper) - 62% for

all subjects and only 38% of the assessment is done by written examination. Level 6 requires only 10% for the written examination and 90% for course paper.

Finding information skills are assessed indirectly, by the fact that students' research capacity will form the basis of their performance in other assessments. Research skills are assessed in the compulsory module at Level 6 - Extended essay.

In autumn 2015 it was declared by the University the use of the software to detect plagiarism "Turnitin".

Teachers can be appreciated through a system of incentives, scholarships schemes at national and university level.

Teachers must think independently about teaching methods and means they use and appreciation of these methods is very important in the annual performance evaluation of teachers. Evaluation can be done by various methods:

(1) self evaluation - each teacher shall reflect on his/her teaching by writing an annual report;

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

(3) the manager of the department has individual discussions annually with teachers on teaching methods used;

(4) evaluation questionnaires completed by students.

Senior professors must demonstrate how their way of teaching has influenced trends in the teaching-learning methodology. Also, teachers are trained how to organize courses and how to use effectively the voice in the classroom.

Teachers, in the training process, have the technical possibility to apply new teaching methods by using innovations in information technology (Podcasts-Quicktype, Adobe-Connect, Audacity, Go Pro, Kahoot). Also, Moodle is one of the basic tools that facilitate the teaching.

The university has an obligation to determine, after 6 months of graduation, the employment rate of graduates. At the university Department of Employment for students is founded, which establishes and maintains close relations with employers in order to organize internships and / or subsequent employment. Moreover, it is promoted an active collaboration for the acquisition of project concepts and practical problems, used and applied in the training process.

The internship takes place in profile organizations / institutions and the period shall be decided according to the faculty / specialty specific. The role of university administration / faculty is very important in identifying the place of internship, as well as maintaining relationships with potential employers of future graduates. Thus the existence of a separate unit / division competent to organize internships and assist / guide students throughout it is a prerequisite. Moreover, many of the host organizations have a well-organized scheme for internships they offer. The internship does not interfere with classes, and students are expected to prepare an individual plan that includes: (1) the purpose of the internship; (2) lessons learned; and (3) their evaluation of the internship period.

#### 4.11. THE STUDY PROGRAMME PUBLIC ADMINISTRATION

The School of Business of the University of Gloucestershire offers the opportunity to study law under the programme entitled “Legal Studies”.

The **objectives** of the programme “Legal Studies” consist in offering the following opportunities:

- acquiring knowledge and understanding of doctrines and fundamental principles of law of England, Wales and the European Union;
- developing comprehensive understanding of the economic, political and social contexts that the legal system operates in;
- developing intellectual, practical and transferable skills necessary for the framing of graduates into the labor market;
- developing intellectual, critical and practical skills necessary to promote education and lifelong learning, including research.

Taking into consideration the **learning outcomes** of the programme “Legal Studies”, at the end of studies the student must:

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

Within the programme “Legal Studies” **the teaching and learning strategy** is correlated with the university one, aiming at developing the capacity of learning independently and in collaboration, to train them for life and for employment, to develop critical thinking skills in planning and decision making. Collaborative learning opportunities are offered within seminars, particularly in group activities at the subject “Legal methods and abilities”, interviews and negotiation exercises in the module “Avocation skills” and simulated trials in employment law. The teaching and learning

strategy widely uses case studies, allowing students to develop skills in the field of counseling individuals and organizations with regard to law enforcement in solving practical problems.

Problem solving and teamwork is originally developed in seminars through some exercises centered on discussions and on problem solving.

Thought studies, distribution of various teaching methods differs over time. At level 4 (first year of studies) 24% of the time is allocated to teaching activities planned according to the schedule, 2% are allocated to internships, including abroad, and 74% is intended for individual activities. At level 5 (the second year of studies) time is not allocated to internships, and the ratio between the teaching activities planned according to the schedule and individual activities is 80 to 20. In the third year of studies - VI level, internships are also missing and the ratio between the teaching activities planned according to the schedule and individual activities is 83-17.

The study program contains a series of compulsory modules, spread over three years of study as follows: year I (Level IV) - 120 ECTS cumulated from compulsory subjects; year II (Level V) - 90 ECTS cumulated from compulsory modules and the remaining 30 ECTS are to be obtained from the study of two subjects 15 ECTS each, which must be selected from a total of 5 elective modules. For year III (Level VI) - 45 ECTS cumulated from two compulsory subjects and the remaining 75 ECTS are to be obtained from the selection of 5 out of 9 elective subjects. This flexibility allows students to focus on subjects that they will need in their professional activity.

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

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

In general, knowledge is acquired in the courses, seminars, tutorials and guided study and individual study, having as a support the material available in print and on the Moodle platform.

A teaching method used at the University of Gloucester is “Flipped classroom” - which in translation means lopsided, uneven class. The idea is that this pedagogical model assumes that the roles of classroom teaching and the preparation of homework are reversed. As homework, students watch the video version of the lesson and in the classroom they do exercises assisted by the teacher. Video lessons are the key ingredient of the so-called “flipped – classroom” that is either created by the teacher or posted online, or it is taken from an online repository. In the classroom, the lesson is converted into a workshop, an interactive discussion through which students can concretize certain aspects of the information heard, can test their own skills and interact with one another.

**Intellectual skills** of students are developed in the lectures, seminars and individual study, especially in the process of discussions and debates at seminars, participation in problem solving and case-studies. The seminars will have a more critical approach in the modules of Level 6. Guidance in the use of libraries and electronic sources of law of the University is provided by the module “Methods and legal skills” in Level 4. Research skills are developed further in the mandatory and optional modules. At Level 6 students undergo an extended essay module that develops their skills in planning and conducting independent research.

**Written communication skills** are developed through specific activities of teaching in the module “Methods and legal skills” in Level 4; opportunities to develop these skills through their implementation are provided in the optional module “Avocation skills”. They are developed further by developing the course thesis assessed and realization of the extended essay compulsory module in Level 6.

**Oral communication** skills are developed in seminars and workshops in all modules, especially in the process of presentation activities, discussions and debates. In addition, new opportunities for developing these skills are offered in the module “Methods and legal skills” and optional module “Avocation skills” in Level 4.

Practical problem-solving skills and teamwork skills are developed primarily within seminar activities and assignments.

Regarding the **assessment strategy**, students’ knowledge is assessed through written exams and course papers or other appropriate forms of assessment. Compulsory modules are assessed in part by written examination (50%). Students are given the opportunity to promote current examinations in preparation for summative assessments.

Research skills are assessed under extended essay compulsory module in Level 6. Written communication and problem solving skills are assessed through written exams and development of the course work. Oral communication skills are assessed under specific optional modules in accordance with the module descriptors.

An active teaching method is used within the subject Legal method and skills - a fundamental subject that aims to develop job specific skills and initiation into the career of lawyer / civil servant. This method is called competition of simulated trials. Thus, students are divided into small groups, with the task to present pleas of the prosecution and of the defendant in a criminal trial, invoking as many arguments to support their position. This interactive method of organizing practical classes is very effective in the case of subjects like Criminal Procedural Law and Civil Procedural Law, Legal Rhetoric, Ethics and professional deontology etc. as it enables students to personally apply theoretical knowledge, simulating a trial and playing the role of prosecutor, lawyer, judge, clerk, etc.

Some seminars are conducted by practitioners with experience. Each group is assigned an academic tutor to provide academic support and help each student to develop his/her career depending on their interests. For the learning to be successful, and students gain the skills necessary for the labor market, within seminars teachers focus on the following aspects:

- Group dynamics is of particular importance;
- Explanation within seminars the needed way to go to reach certain decisions
- The challenge to think about how to reach a particular decision;
- There is no univocally correct answer, but the reasons of how they came to this answer are important.

**Pedagogical training level.** In the United Kingdom there is a state-level Professional Standards Framework for teaching and supporting learning in higher education. The purpose of this standards framework is:

- providing support in initial and continuing training of staff involved in teaching - learning activities;
- strengthening dynamic approaches of teaching and learning in terms of creativity, innovation and continuous development in various professional situations;
- manifestation of professionalism in academic work in front of students and different beneficiaries;
- learning various learning, teaching and assessment practices which support and emphasize student learning activity;
- facilitation at the individual and institution level to obtain formal recognition for qualitative aspects of teaching and learning support, including research and management activities.

Placing students at the center of the learning process creates new rigors for academic staff. First, the staff has to address teaching by methods that they do not know. Secondly, academic staff is obliged to design learning outcomes and assessment, to express their opinions and request the same from students, including a number specific expertise in the curriculum, to focus on opportunities associated with differences that are in classrooms and ethical rules. In light of the above, one can not expect from academic staff to carry out activities effectively without benefiting from support and pedagogical trainings. Therefore, the institutions in the UK are focused on meeting these needs through the implementation of various programmes of pedagogical training and the development of pedagogical skills of the academic staff. In principle, pedagogical training takes place through the following activities:

- Teaching courses and the organization of informative seminars for teachers (not only for young professionals, but also for more experienced professors);
- Establishment of support subdivisions for professional development;
- Evaluation and certification of pedagogical skills when hiring and promoting;
- Motivating staff to participate in various academic mobilities, informative seminars etc.

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

#### **4.12. THE STUDY PROGRAMME ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION**

UK Quality Code, at national level, is a reference point for all those involved in providing higher education programmes that lead to a high qualification or granting academic credits from one institution issuing the diploma in Great Britain. It is developed and published by the Agency for Quality Assurance in Higher Education (QAA) and was developed in consultation with the higher education sector. The Quality Code includes Chapter B1 “Design, development and approval of programmes” which only provides benchmark indicators without being specified the Humanities and general subjects.

Higher education providers independently decide what programmes to offer in their organizational mission of teaching depending on the requirements of employers and students, as well as social, economic factors etc. The study programme consists of compulsory and optional



modules. Optional modules allow freely choosing a study module. The totality of modules at the course of studies in law is called “course map”.

The study programme in Business and Administration of the University of Gloucestershire aims at training professionals for business, offering them a wide range of skills essential in modern business. In the first two years, students learn the main functional areas of business and related areas. In the last year, they opt to broaden and deepen their understanding of one of these functional areas. The programme provides students development in both theoretical knowledge in management, business issues, and practical and application skills. As a result, there is a strong professional approach, emphasizing the application of knowledge in practical situations.

Development, validation, changes and revision of courses are done every 5 years.

Monitoring and evaluation of courses (this is not about the process or teaching methods but the success and feedback of students) is done 1-2 times per year. It is encouraged student involvement. There are student unions and “Voice” (a student status to represent a community: speciality, faculty etc). Trade unions and “Voice” meet monthly with the administration to discuss current issues. The phenomenon of “Externality” is practiced – an external teacher is assigned for each session (from another university), who will assess the evaluation method and the results provided by the internal teacher to students. Also, in this process, the external teacher will give his colleague suggestions for improvement.

The Business and Management programme is intended for 3 years of study to obtain a university degree. The total workload is 120 CAT (Credit Accumulation and Transfer Scheme) per year. 1 ECTS is equivalent to 2 CATS. One CAT is equivalent to 10 hours of student effort. To obtain a bachelor degree it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS. There is no need for any professional body to accredit the programme. As reference points for the development of this programme serve for Framework for Higher Education Qualifications (FHEQ) and the reference Declaration for General Affairs and Management.

All subjects taught are divided into mandatory, fundamental and others. The mandatory ones are indicated. What we consider important is that there are mentioned the learning outcomes each subject provides, and, on the other hand, what subjects ensure the expected learning outcomes. Each course of the programme specifies which learning methods will be used and in what proportion.

The university also has clear rules on how to conduct the examination, what will be checked and how the process takes place. Detailed procedures are contained in **Assessment: Handbook of Principles and Procedures, 2015/16**.

The form of assessment and submission date shall be communicated to students via the module guide. The assessment brief, assessment schedule and assessment criteria shall be approved by a standing panel of the Board of Examiners prior to the start of each module<sup>17</sup>. During the course of the module, students will receive the assessment brief specifying the task to be completed and any additional details about the requirements for assessment. Assessment tasks are designated as Examination or Coursework. Students are required to submit themselves to formal examination at

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<sup>17</sup> Academic Regulations for Taught Provision, p.14

times specified by the Board of Examiners or other appropriate University authority. Absence or nonsubmission of scripts may result in failure as determined by the Board of Examiners.

Late submission of coursework without documented and approved mitigating circumstances is penalised in accordance with the following criteria:

- Less than seven days late – maximum mark of 40%;
- Equal to or more than seven days late – mark of 0%.

All works submitted for re-evaluation after the due date and without documentation and extenuating circumstances approved will receive a score of 0%.

Also, in the Regulation we refer to, it is stated that the overall pass mark for a module is 40%. Where a module includes two or more elements of assessment, the final module mark is expressed as a whole number. The weighted average of the elements of assessment is rounded up according to the arithmetic rules.

## **5. DATA ANALYSIS AND INTERPRETATION**

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### **5.1. INTRODUCTION**

It should be noted that data analysis is a central step of carrying out a research study. It comes after data collection stage and is of particular importance for drawing up final conclusions. The purpose of this study is to conduct a comparative analysis of data collected with reference to the institutional framework and the specific of study programmes at two European universities. This benchmarking and the comparison criteria are reflected in *Appendix 5* to this report.

### **5.2. CRITERIA, PROPERTIES AND INDICATORS**

At each level criteria and sub-criteria were formulated that allowed to systematize data collected but also to get a clear vision of the common aspects and differences between the two universities under the comparative study. It must be noted that the criteria and sub-criteria formulated were subjected several times to changes with new data that were collected and analyzed.

At level 1 (system level) there were addressed criteria such as accreditation of study programmes, quality assurance system. They allowed the creation of a general view of the correlation between university and public authorities with responsibilities in higher education.

At level 2 (university level) there were submitted as criteria: the governing bodies of the university, university management bodies etc. These criteria highlighted the internal structure of universities, relations between elements of these structures.

At level 3 (faculty, department level) it was set as a criterion the ratio of senior management and faculty management with respect to student-centered teaching and learning.

At level 4 (level of body responsible for developing the study programme) submitted criteria were: body structure, process of developing study programmes etc.

At level 5 (integration of disadvantaged groups of students) and Level 6 (Infrastructure) criteria were formulated after visits to partner universities.

At level 7 (study programme level) some criteria were reformulated after video conferences of May 25-26 with representatives of partner universities.

### **5.3. EMERGING PATTERNS**

Table 6 summarizes the key criteria for the study carried out, common patterns that occurred during the analysis and variations discovered.

**Table 7. Comparative analysis of the institutional and study programmes framework**

	<b>Common patterns</b>	<b>Variations</b>
1. System level Criterion 1. Accreditation of study programmes	The process of accreditation, the responsible institutions are clearly specified in regulations	Denmark: The accreditation system consists of the Accreditation Council and the Danish Institute for Accreditation  United Kingdom: Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Higher Education Funding Council for England
Criterion 2. Quality Assurance System	Both systems are meant to improve the quality of programmes in the higher education sector and to contribute to creating a more effective educational market.	Denmark: In the Danish education system there is no central / national body for quality assurance. United Kingdom: Agency for Quality Assurance in Higher Education
2. University level	The existence of the governing body and academic management body	Denmark: the University Board and the Rector. In the Aalborg University “PBL Academy” is created which is responsible for developing and implementing PBL model at university level. This body has the responsibility to coordinate and cooperate with schools and study boards to ensure the use of PBL at all levels. United Kingdom: management bodies: Board, Vice-Rector, Academic Committee, Secretary, Student Organizations. The existence of a university service “Help Zone” which is competent to assist, help, guide students throughout their studies facilitates the educational process.
3. Faculty, department level	Within each faculty of the universities concerned there are departments, doctoral schools, study boards.	Denmark: Faculty of Law has a rather small number of teachers. But every teacher is supported in

	Each faculty is headed by a dean	exercising their duties by so-called assistants. United Kingdom: The 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.
4. Level of body responsible for developing the study programme	The Faculty Council is responsible for the academic programmes of the Faculty at both universities. In both universities a large number of students are included in the faculty council who are actively involved in the management of the faculty, study programmes development. Also, in developing study programmes future employers are also involved who know better the needs of the labor market.	
5. Integration 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 endowed with advanced equipment, which also allows an efficient implementation of the PBL method in teaching and learning. In the universities there are many classrooms that offer students the opportunity to work in small groups.	
7. Study programme level Key criteria: structure of the study programme, number of credits, basic skills	At both universities, Bachelor degree studies last 3 years, in total 6 semesters. The basic skills offered by both study programmes: a) to identify, analyze and solve problems; b) extensive academic knowledge, theoretical, practical and methodological skills.	Denmark <ul style="list-style-type: none"> <li>• One semester=30 ECTS</li> <li>• Total: 30 ECTSx6=180 ECTS</li> </ul> United Kingdom <ul style="list-style-type: none"> <li>• One semester= 60 CATS (each level =120 CATS)</li> <li>• Total: 60 CATSx6 =360 CATS</li> </ul>

	Programmes at both universities have a small number of disciplines.	PBL method is highlighted more in the study programme of the university in Denmark, which provides for the development of several research projects.
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## 6. CONCLUSIONS

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The aim of this project is to get acquainted with an environment conducive to an educational process which is based on active learning or problem-based learning. This could contribute to changing traditional approaches that we encounter in Moldovan universities. Changing attitudes of teachers towards the educational process and more active involvement of universities in building the careers of graduates will foster introduction of active learning in Moldovan universities as well.

Both in Denmark and in the UK developing study programmes is the responsibility of higher education institutions, in compliance with legislation and internal regulations in force. The University Board approves its own organization and operation regulation, in agreement with general and specific national and international quality standards.

The study programme is designed by one or more departments of the institution, in strict accordance with the qualification profile defined in the Code of Qualifications and is approved by the academic committee (council) of the faculty and the University Senate (e.g. UK). Consistency of the curriculum and the qualification offered by programme is a mandatory criterion of quality evaluation. The opinion of professional associations is mandatory.

Educational institutions in both countries have an institutional development strategy incorporating curricular strategy with emphasis on student-centered learning (problem-based learning, research-based learning). When creating the study programme an important role lies with graduates' employment, internationalization of studies.

In developing study programmes it is important to focus on skills, practical skills that the student will need in his/her later activity. Thus, the courses are oriented towards familiarizing students not only with existing theory, but contain elements that are focused on learning some skills necessary for professional work.

A university study programme works if legally provisionally authorized or accredited and operates under the respective Act of authorization, accreditation.

Evaluation of the teaching methodology of teaching staff and encouraging them to reflect on how to teach the course favors the development of an interactive educational process.

Periodically, meetings for the teaching staff are organized for the purpose of exchanging experience.

At both universities some programs / internships are created and administered in order to contribute significantly to ensuring effective subsequent employment of graduates.

The policy of both universities offers students the opportunity to be aware of (feel) the the future profession before the obtaining the degree, either through an annual internship (organized and held in the 3rd year of study) - in the UK, or by collaborating closely with future employers - in Denmark. In the UK, many programmes provide, in exchange for practical training, an annual study abroad in order to obtain and gain international knowledge and successful development of various forms of collaboration.

Encouraging the active learning model at universities in Denmark and the UK helps more active involvement of students in the educational process and facilitates improving both knowledge and skills.

Regular review of study programmes and courses taught ensures their efficient updating and monitoring.

Alumni are invited to collaborate with the university and to accept projects in the company where they are employed. They may be invited as external examiners, as teachers or part-time visiting professor to provide advice.

**Concluding remarks:**

- Both universities use group work and individual work of students;
- Using IT extensively;
- The emphasis is on the active involvement of students in the educational process;
- Employers are those involved in developing study programmes, in students' assessment;
- The programmes contain a small number of subjects, modules;
- Universities are autonomous in developing the study programme;
- The programmes reflect current needs, there are no extra subjects burdening students with useless information.



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### II. Great Britain

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## Appendix 1. Data collection template

### Observation grid

#### Grid 1. System Level

Criterion	Description	Source - normative acts, Regulations, Guidelines
<b>Criterion 1: Accreditation of study programmes</b>		
a. External accreditation national body		
b. The accreditation procedure: methodology and evaluation criteria		
c. Relationship of the accreditation body with the Ministry of Education		
<b>Criterion 2: Quality Assurance System</b>		
2.1. Existence of a national quality assurance (QA) system		
2.2. National QA body		
2.3. Relationship of the QA body with universities		
2.4. External quality evaluation procedure: levels, criteria		
<b>Criterion 3: Professional bodies involved in validation and supervision of the conduct of the study programmes</b>		
<b>Criterion 4. Double degree programmes and recognition of professional experience</b>		

#### Grid 2. University level

Criterion	Description	Source - normative acts, Regulations, Guidelines
<b>Criterion 1: The governing bodies of the university</b>		
1.1. Structure		
1.2. Duties		
1.3. Selection procedure		
1.4. Governing body responsible for study programmes, teaching-learning and evaluation processes		
<b>Criterion 2: University management / executive bodies</b>		
2.1. Structure		
2.2. Duties		
2.3. Selection procedure		
<b>Criterion 3: The organizational structure of the university</b>		

<b>Criterion 4: Objectives of student-centered teaching and learning strategy (separate or built-in the institutional strategy): innovative teaching-learning, use of IT, focus on employability, internationalization of the curriculum, acquisition of language and intercultural skills (Document)</b>		
<b>Criterion 5: The key structure responsible for the organization of student-centered teaching and learning</b>		
5.1. Duties and subordination		
5.2. Structure / Composition		
5.3. Documents issued		
5.4. Relationships with academic university structures (faculties, departments, etc.)		
<b>Criterion 6: The University Quality Assurance (QA) system</b>		
6.1. Duties		
6.2. Structure		
<b>Criterion 7: Introduction of Bachelor study programmes</b>		
7.1. Structures empowered to initiate, develop and approve a study programme (to mention, if necessary, to consult the career center, finance, library, etc.)		
7.2. Requirements to the dossier for new study programmes		
7.3. The body that approves the dossier		
<b>Criterion 8. Learning, teaching and assessment methods used in university (differences between the approaches at different faculties / fields).</b>		
<b>Criterion 9. Structure responsible for cycle II / cycle III</b>		
9.1. Duties		
9.2. Relationship with other university structures responsible for curriculum approval		
<b>Criterion 10. Documents on policies and university curriculum content</b>		
10.1. <i>Study programme</i> form (cycles I and II)		
10.2. <i>Policy and examination procedures</i> form		
10.3. <i>Semester description (by programme)</i> form		
10.4. <i>Module description</i> form		
10.5. <i>Grading scale</i>		
<b>Criterion 11. Pedagogical qualification of the academic staff</b>		
11.1. The existence of formalized pedagogical qualification for academic staff		
11.2. Existence of national standards / methodologies		
11.3. The structure offering / validating the qualification		
11.4. The courses required to obtain the qualification		

11.5. The formal requirements for the staff continuous development and training		
11.6. The structure responsible for Continuous Training		
11.7. The procedure for the monitoring and evaluation of the process		
<b>Criterion 12. Involving students in university governance and management.</b>		
<b>Criterion 13. Student - centered teaching and learning approach at university level</b>		
13.1. Mission / Strategy of the university		
13.2. Promotion within the university		
13.3. Administrative and financial support in implementing this approach		
13.4. The contribution of continuous training		

### Grid 3. Faculty / department level

Criterion	Description	Source - normative acts, Regulations, Guidelines
Criterion 1. The ratio of senior management (university level) and the management of the faculty or department with regard to student-centered teaching and learning.		

### Grid 4. Level of body / structure responsible for developing the study programme

Criterion	Description	Source - normative acts, Regulations, Guidelines
<b>Criterion 1.</b> Structure of the body responsible for developing syllabuses and the curriculum		
<b>Criterion 2.</b> Relationship of this body with the faculty, department and other structures within the faculty / department		
<b>Criterion 3.</b> Creation of inter- and multidisciplinary programmes		
<b>Criterion 4.</b> The process of development and approval of new study programmes		
<b>Criterion 5.</b> The process of approving a new module in an existing study programme		
<b>Criterion 6.</b> Assessment practices / methods used		

<b>Criterion 7.</b> <b>Involvement of students in the development of study programmes</b>		
<b>Criterion 8. Management of study programmes</b>		
8.1. Academic staff involvement in organizing and coordinating a study programme		
8.2. The way this process is formalized		
<b>Criterion 9. Review of a study programme</b>		
9.1. The procedure for annual monitoring and periodic review of the program		
9.2. Performance indicators applied		
9.3. Students feedback: procedure and impact		

### **Grid 5. Integration of disadvantaged groups of students**

Criterion	Description	Source - normative acts, Regulations, Guidelines
<b>Criterion 1. The structure responsible for disabled students</b>		
1.1. Responsibilities		
1.2. Resources		
<b>Criterion 2. The measures / arrangements for students with disabilities</b>		
<b>Criterion 3. Approaches for the socially disadvantaged students</b>		
<b>Criterion 4. The university's capacity concerning teaching methods for students from disadvantaged backgrounds</b>		
<b>Criterion 5. Academic support available for students with disabilities</b>		

### **Grid 6. Study programme level**

Criterion	Description	Source - normative acts, Regulations, Guidelines
<b>Criterion 1.</b> <b>The level of reflection of the teaching and learning approach in the institutional strategy</b>		
<b>Criterion 2.</b> <b>Focus of the study programme</b>		
<b>Criterion 3.</b> <b>The structure of the programme's study plan</b>		
3.1. The total number of hours per semester		
3.2. Modules		

3.3. The assessment of students		
3.4. Evaluation of academic staff		
3.5. Learning progression		
<b>Criterion 4. Type of accreditation: academic / regulatory or professional</b>		
<b>Criterion 5. The level of the use of IT, e-training platforms and / or blended learning</b>		
<b>Criterion 6. Developing, upgrading / modernizing the organization / management of the study programme</b>		
6.1. The procedure and structure responsible		
6.2. Involvement of students		
6.3. Involvement of employers and other stakeholders (e.g. alumni)		
6.4. The functions of the academic staff involved in programme implementation		
<b>Criterion 7. Accompanying / support documents / materials of the programme and their public availability (course description, study regulations, guidelines, the outcomes of the programme, evaluation guidelines)</b>		
<b>Criterion 8. Management of the study programme</b>		
8.1. Regulations on the study programme		
8.2. The structure that monitors implementation of the regulation		
8.3. Rules on forming academic staff workload (for different types of activities: teaching, supervision, evaluation)		
8.4. Student workload: the calculation procedure and the impact on the curriculum development		
8.5. Programme's outcomes and their evaluation		
<b>Criterion 9. The assessment of students</b>		
9.1. Regulations / guidelines available		
9.2. Assessment forms		
9.3. Measures to avoid cheating and plagiarism		
9.4. Provisions for appeals		
9.5. Involvement of external examiners		
9.6. Grading system, study credits and recognition of prior learning		
<b>Criterion 10.</b>		

<b>Incorporation into the programme and facilitation of academic mobility</b>		
<b>Criterion 11. Academic staff evaluation by students and management of feedback results</b>		
<b>Criterion 12. Academic requirements for admission to the study programme</b>		
<b>Criterion 13. Monitoring the employment of programme's graduates</b>		



## Appendix 2. Data reporting table, Aalborg University, Denmark

Formulation of the question, problem	Material consulted	Findings	Reflections
<p><b>1. System level</b></p> <p><b>Criterion 1: Accreditation of study programmes</b></p>	<p>The accreditation system is based on the 2013 Act - Act on accreditation of higher education institutions (Act of Accreditation). The accreditation system in Denmark consists of the Accreditation Council and the Danish Institute for Accreditation</p>	<p>The act changes the accreditation system existing up to 2013 from the accreditation of study programmes to the accreditation of the institution.</p> <p><b>Institutional accreditation is based on five statutory criteria:</b></p> <ul style="list-style-type: none"> <li>- Quality assurance policies and strategy.</li> <li>- Quality organization and management.</li> <li>- Knowledge base of the programmes.</li> <li>- The level and content of programmes.</li> <li>- Relevance of the programmes.</li> </ul>	<p>We consider it logical and rational to conduct institutional accreditation during which and accreditation of study programmes is also carried out.</p>
<p><b>Criterion 2: Quality Assurance System</b></p>	<p>In the Danish education system there is no quality assurance central / national body</p>	<p>In general, the Danish accreditation system aims to improve the quality of programmes in the higher education sector and to contribute to creating a more coherent educational market, transparent for the benefit of students, labor market and educational institutions.</p>	<p>Good practice to include student representatives in the Accreditation Council, too.</p> <p>It is a logical practice.</p>
<p><b>2.1. External quality evaluation procedure: levels, criteria</b></p>	<p>Quality of study programmes is subject to external evaluation under the procedure of their accreditation, one of the criteria for the programme presentation being the <i>Internal quality assurance and development</i>.</p>	<p>In the case of institutional accreditation the university should illustrate and document the quality assurance system and its activities according to five accreditation criteria set out in the Ministerial Order on accreditation, namely:</p> <ul style="list-style-type: none"> <li>- Quality assurance policies and strategy.</li> <li>- Quality organization and management.</li> <li>- Knowledge base of the programmes.</li> <li>- The level and content of programmes.</li> <li>- Relevance of the programmes.</li> </ul>	<p>We consider internal quality evaluation procedure of study programmes within the accreditation procedure justified.</p>

<p><b>Criterion 3.</b> <b>Double degree programmes and recognition of professional experience</b></p>	<p>According to the Danish (Consolidation) Act on Universities (Part 2, Art. 3a).</p>	<p>According to art. 6 of the Act, the university may grant a Danish degree to students who have completed a study programme abroad. Also, the university may grant a degree to students who have completed parts of the study programme at the university without being enrolled in the respective university.</p>	<p>It is an interesting practice.</p>
<p><b>2. University level</b></p> <p><b>Criterion 1: Governing bodies of the university</b></p> <p><b>Criterion 2: University management / executive bodies</b></p>	<p>According to <i>The Danish (Consolidation) Act on Universities</i> the Board is the governing body of the university</p> <p><i>The Danish (Consolidation) Act on Universities</i> The organizational structure of the university is stipulated in the Statute of the institution.</p>	<p>The board consists of 9-11 members and is composed of external members and internal members representing the academic community, including employed doctoral students, technical and administrative staff and students of the university. The majority in the board is made up of external members. These committees should ensure that candidates for external member of the Board meet qualification requirements and commitment to the university.</p> <p>The Rector is responsible for daily management of the university. The Rector (as well the Prorectors) is appointed by the Board, following a public announcement, the committee's recommendation for designation established by the board.</p>	<p>It is an appropriate practice to include in the composition of the Board external members that can be actively involved in ensuring the quality of research, being competent people (judges, prosecutors, notaries)</p>
<p><b>3. Faculty, departament level</b></p> <p><b>Criterion 3: Faculty / department structure</b></p>	<p>The Rector is the body that determines the internal structure of the university within the limits set by the university board. In the Act on Universities there are no provisions regarding specific bodies, related to academic, research and collaboration</p>	<p>Within each faculty operate departments, doctoral schools, study boards (and in some universities, schools). The dean, appointed by the rector based on a public opinion, represents the faculty and is responsible for managing its activities.</p>	<p>The practice regarding dean's empowerment with financial management functions is appropriate and should be taken over.</p>

	<p>issues with stakeholders: employers' panels, doctoral committees, study boards, etc.</p>	<p>Dean's primary responsibility is managing the finances of the faculty and staff management. He is a member of the university's executive management team and member of the academic board of the faculty. The Department of the faculty is headed by a head of department, hired by the dean based on a public announcement. The head of department sets the department council, determines its size and structure, and the term of office of members elected in the council. The Council is composed of the head of department, representatives of academic staff, including doctoral students employed, technical and administrative staff and students.</p>	<p>The representation of students in the Department Council is a welcomed practice.</p>
<p>4. <b>Level of body / structure responsible for developing the study programme</b></p>	<p>Internal University Act</p>	<p>Each study board shall include an equal number of representatives of teachers and students, elected by the academic staff and students respectively. The main responsibility of the study board is to develop the study plan, the study guideline, quality assurance of the programme, but also to ensure the organization, performance and conduct of teaching and learning.</p>	<p>We consider it is interesting and useful the practice of creating a research school.</p>
<p><b>Criterion: Objectives of student-centered teaching and learning strategy</b></p>	<p>Problem / projects-based learning (PBL) is one of the strategic directions of the Aalborg University Strategy for the years 2016-2020 - Knowledge for the world.</p>	<p>In some universities (e.g. Aalborg University) the study boards of the of study programmes related to a subject / field are organized in schools that are approved by the Rector on the recommendation of the dean of the faculty. Each</p>	<p>The practice is appropriate and should be taken over.</p>

<p><b>Criterion: The key structure responsible for the organization of student-centered teaching and learning</b></p>	<p>Inter-university structure responsible for the PBL implementation, promotion and development in the AAU is the PBL Academy.</p>	<p>school is administered by the school head.</p> <p>Incorporating organizational principles of PBL: schools will develop programmes based on PBL principles, ensure the integration of PBL as a learning objective explicit in the school curricula and regulations for all study programmes, systematic PBL initiation of students from all study programmes, systematic PBL initiation of new academic staff, developing and ensuring the implementation (department heads) of a plan to improve PBL and the IT skills of the academic staff.</p> <p>PBL Academy develops pedagogical activities, supports research networks and provides updated knowledge and resources referring to PBL in general and Aalborg's PBL model, both internally and externally.</p>	
<p><b>Criterion: Involving students in university governance and management</b></p>	<p>According to the Act on Universities and university statutes student representatives are members in the consultative and management bodies of the university.</p>	<p>In Danish universities, students have a major contribution to the management of the educational process, being represented in academic councils at all university levels and study boards in which students constitute 50% of the members.</p>	<p>The practice is appropriate and should be taken over.</p>
<p><b>5. Integration of disadvantaged groups of students</b></p>		<p>The University can provide special conditions of examination for students with physical or mental disabilities and students with a native language other than that of Denmark, where the university considers it necessary to provide</p>	<p>There should be taken over the expertise in this field by creating the conditions for such categories of students.</p>

		such students with the situation test. There are provided in the University pathways, one-storey blocks of studies, access routes for the visually impaired.	
<b>6. Physical environment level</b>		The University acquires and allocates resources to support and facilitate problem / project- based learning application. This involves: providing spaces for group work, meetings with the project supervisor, classes of different sizes and providing equipment for study activities (lectures, seminars, laboratories, workshops); maintaining a university library that provides students access to specialized journals, periodicals and scientific literature containing information about the latest results; providing access to information and IT systems / platforms to support project activities.	We believe that, as a priority, funding should be re-distributed for the purpose of endowment, technical equipment.

<b>L7: Level of the study programme BUSINESS ADMINISTRATION</b>		Business and Management programme is intended for 3 and 6 semesters respectively.	
<b>The structure of the study programme</b>	<a href="http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degrees.aspx">http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degrees.aspx</a>	The workload is 120 CAT per year. 1 ECTS is equivalent to 2 CAT. 1 CAT is equivalent to 10 hours of student effort. To obtain a bachelor degree it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS.	
<b>Assessment of students</b>	Assessment: Handbook of Principles and Procedures, 2015/16.	There are clearly stipulated exam types that are used in each module, the requirements put forward, the learning outcomes that the student must show, the requirements to obtain a	There are published separate principles and procedures for assessing students with disabilities.

<p><b>Avoiding and sanctioning cheating and plagiarism</b></p> <p><b>Students appeals</b></p> <p><b>The current grading system</b></p>	<p>University of Gloucestershire at Cheltenham and Gloucester.  <b>Assessment: Handbook of Principles and Procedures, 2015/16</b></p> <p>UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints</p> <p>Academic Regulations for Taught Provision</p>	<p>certain grade, the consequences of non-compliance with the deadline for work submission or non-attending the exam.</p> <p>In the internal regulations of the university it is presented a clear definition of what is plagiarism. This means that students must not copy, paraphrase or submit another work as their own. There are also included other forms associated with plagiarism.  In the autumn of 2015 it was declared the use by the University of Gloucestershire of plagiarism detection Turnitin software.</p> <p>In the university there is the possibility of making certain <i>appeals</i>. They are regulated. Thus, there are provided the situations in which appeals could be filed.</p> <p>The grading system is expressed in percentages and letters. Thus 70-100% is equivalent to mark A, 60-69% - B; 50-59 - C; 40-49 - D. They are passing marks. Below 40% there is no promotion</p>	
<p><b>L8: Pedagogical training level</b></p>		<p>UoG welcomes the participation of teachers, especially the young one, at various events.</p>	
<p><b>L7. Level of the study programme INFORMATION TECHNOLOGIES</b></p>	<p><a href="http://www.en.aau.dk/education/study-in-scandinavia">http://www.en.aau.dk/education/study-in-scandinavia</a></p>	<ul style="list-style-type: none"> <li>● The Aalborg Model for Problem Based Learning (PBL)</li> <li>● Group Work</li> <li>● Team-based approach</li> <li>● The 3+1 curricula model</li> <li>● Semester theme</li> <li>● Semester coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● The study method is also known as problem based project work and, in brief, this means that in each semester everyone works closely together with a group of fellow students on a large written assignment.</li> </ul>



<p><b>Criterion: Assessment of students</b></p>	<p>MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20(4)</p>	<p>semester and of the teaching process. The semester coordinator can organize an evaluation meeting to be attended by all teachers and students in that semester.</p> <p>All mandatory courses must be assessed in written and / or oral examination (including project sample). If the assessment is not internal, an external examiner is involved in the exam.</p> <p>Students in Denmark are assessed according to a gradation consisting of points grouped in 7 levels. This specific often creates difficulties to Danish students when being accepted into other universities that require only students with top assessment.</p>	
<p><b>L7. Level of the study programme PUBLIC ADMINISTRATION</b></p> <p><b>Integration of the study programme into the university strategy</b></p>	<p>Problem-based learning is one of the university's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop curricular design, independent thinking and professional training. Integration in the organizational context of AAU of the PBL principles takes place in the following way:</p> <ul style="list-style-type: none"> <li>• Announcing explicitly the principles of PBL as a result of learning in curricula content and of all study programmes;</li> <li>• Professional development of academic staff according to the PBL principles and the use of ICT in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Active Learning teaching methodology is an innovative method, whose principle is student-centered learning. In this process, students are involved in various activities that promote analysis, synthesis and evaluation of information obtained in class. Activities are conducted under an umbrella form and consist mainly of: <ul style="list-style-type: none"> <li>• Simulations;</li> <li>• Group projects;</li> <li>• Formulating a problem;</li> <li>• Investigational projects;</li> <li>• Case studies.</li> </ul> </li> </ul>	



<p><b>Focus on employability</b></p> <p><b>Digitization of the teaching process</b></p>	<p>These teaching methods pave the way for better jobs on labor market.</p> <p>Online environments rich in technologies, which, in practice, serve as a physical space for collaboration between students, discoveries and innovations, support the learning that takes place inside the classroom.</p>		
<p><b>L8: Pedagogical training level Structures responsible for pedagogical training</b></p>	<p>Considering the higher education institutions tend to focus on research, the teacher status can be improved by adopting the approach to student-centered teaching methods. It takes into account innovation and enables teachers to conduct courses in the manner they wish, while giving students the flexibility to develop in the way they chose.</p>	<p>There is the Learning Lab in Aalborg University, whose activities are the following:</p> <ul style="list-style-type: none"> <li>• Higher school pedagogy for university assistants who are provided with a certification in higher education pedagogy;</li> <li>• Courses for newcomers at Aalborg University: Fundamental pedagogy, problem-based learning, ICT in teaching etc.;</li> <li>• Continuous training of staff with work experience;</li> <li>• Various seminars, workshops, individual training etc.</li> </ul> <p>In the United Kingdom there is, at the state level, the Professional Standards Framework for teaching and supporting learning in higher education.</p>	
<p><b>L7 Level of the study programme ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION</b></p>	<p>Problem-based learning is one of the university's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop curricular design, independent thinking and</p>	<ul style="list-style-type: none"> <li>• Active Learning teaching methodology is an innovative method, whose principle is student-centered learning. In this process, students are involved in various activities that</li> </ul>	

	<p>professional training. Integration in the organizational context of AAU of the PBL principles takes place in the following way:</p> <ul style="list-style-type: none"> <li>• Announcing explicitly the principles of PBL as a result of learning in curricula content and of all study programmes;</li> <li>• Professional development of academic staff according to the PBL principles and the use of ICT in teaching.</li> </ul> <p>These teaching methods pave the way for better jobs on labor market. Online environments rich in technologies, which, in practice, serve as a physical space for collaboration between students, discoveries and innovations, support the learning that takes place inside the classroom.</p>	<p>promote analysis, synthesis and evaluation of information obtained in class. Activities are conducted under an umbrella form and consist mainly of:</p> <ul style="list-style-type: none"> <li>• Simulations;</li> <li>• Group projects;</li> <li>• Formulating a problem;</li> <li>• Investigational projects;</li> </ul>	
<p><b>L8: Pedagogical training level</b></p> <p><b>Structures responsible for pedagogical training</b></p>	<p>Considering the higher education institutions tend to focus on research, the teacher status can be improved by adopting the approach to student-centered teaching methods. It takes into account innovation and enables teachers to conduct courses in the manner they wish, while giving students the flexibility to develop in the way they chose.</p>	<p>There is the Learning Lab in Aalborg University, whose activities are the following:</p> <ul style="list-style-type: none"> <li>• Higher school pedagogy for university assistants who are provided with a certification in higher education pedagogy;</li> <li>• Courses for newcomers at Aalborg University: Fundamental pedagogy, problem-based learning, ICT in teaching etc.;</li> <li>• Continuous training of staff with work experience;</li> </ul>	

### Appendix 3. Data reporting table, UoG, the UK

Formulation of the question, problem	Material consulted	Findings	Reflections
<p><b>1. System level</b></p> <p><b>Criterion 1: Accreditation of study programmes</b></p> <p><b>Criterion 2: Quality Assurance System</b></p>	<p>Quality Code</p> <p>Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Higher Education Funding Council for 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>The 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 efficiency of teachers;</li> <li>4. the environment in which the study programme will be conducted.</li> </ol> <p>Quality assurance process is governed by the <i>Quality Code</i>, which contains three parts: (1) academic standards; (2) academic quality; (3) information on the regulations on higher education.</p>	<p>The accreditation system is too complex and very specific to Great Britain. However, the criteria used are well made and can be used in RM.</p> <p>Quality Code provisions can be studied to improve the quality assurance process in Moldova.</p>
<p><b>2. University level</b></p>	<p>University Statute</p> <p>Governing bodies: the Board, Rector, Vice-Rector, Academic Committee, Secretary, Student Organizations.</p>	<p>From an academic perspective, the university consists of <b>faculties</b> and 10 schools.</p>	<p>This management model is effective in the UK. Its adaptation to RM conditions could be difficult.</p>
<p><b>3. Faculty, departament level</b></p>	<p>University Statute</p> <p>The 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. Each faculty is headed by the dean and is structured in schools.</p>	<p>Law specialty is in the School of Business, which is part of the Faculty of Business, Education and Professional Studies. Here are trained lawyers for business.</p>	<p>This structure is quite complex and difficult to adapt to RM.</p>
<p><b>4. Study board level</b></p>	<p>The Faculty Council is responsible for the academic programmes of the Faculty, including academic and</p>		<p>Faculty Council's role in Moldova can be extended to ensure compliance with academic standards.</p>

<p><b>Criterion: Objectives of student-centered teaching and learning strategy</b></p> <p><b>Criterion: The key structure responsible for the organization of student-centered teaching and learning</b></p>	<p>performance standards of the programmes the faculty must implement in accordance with the teaching-learning strategy of the university.</p> <p>The student-centered teaching-learning is provided depending on faculty specific.</p> <p>Each faculty decides on the teaching methodology of the courses depending on the specific of the faculty</p> <p>University Statute At the University of Gloucestershire <b>student organizations</b> must be created and administered by students under a statute approved by the Board.</p>	<p>The curriculum of the Law specialty is not developed according to the PBL methodology</p> <p>At the Law specialty, there is no structure specially created for the organization of the student-centered teaching-learning process, the holder of the course decides</p> <p>Students are involved at all levels in developing and monitoring academic strategies and the university assists student organizations in the training of their members to participate more actively in academic administration.</p>	<p>The integration of the student centered teaching-learning at the Law specialty is similar to the one in Moldova</p> <p>Course holder's involvement in choosing the teaching methodology is important.</p> <p>Encouraging student participation in the administration of the study programme is important.</p>
<p><b>5. Integration of disadvantaged groups of students</b></p>	<p>Students with a disability degree are enrolled in regular education institutions.</p>	<p>The university is equipped with special ramps for students traveling in wheelchairs on the territory of the campus and within blocks of study. Financial facilities are provided by applying to the Scholarship for Students with Disabilities.</p>	<p>This is missing in the universities of RM.</p>
<p><b>6. Physical environment level</b></p>	<p>Spaces for teachers and staff are well-equipped with necessary equipment for work.</p>	<p>Technical endowment of the institution facilitates active learning, Moodle platform is widely used.</p>	<p>Encourage teachers to use this platform more actively.</p>

<p><b>L7: Level of the study programme BUSINESS ADMINISTRATION</b></p>	<p><a href="http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degreess.aspx">http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degreess.aspx</a></p>	<p>Business and Management programme is intended for 3 and 6 semesters respectively. The workload is 120 CAT per year. 1 ECTS is equivalent to 2 CAT. 1 CAT is equivalent to 10 hours of student effort. To obtain a bachelor degree it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS.</p>	
<p><b>The structure of the study programme</b></p>	<p>Assessment: Handbook of Principles and Procedures, 2015/16.</p>		
<p><b>Assessment of students</b></p>	<p>University of Gloucestershire at Cheltenham and Gloucester. <b>Assessment: Handbook of Principles and Procedures, 2015/16</b></p>	<p>There are clearly stipulated exam types that are used in each module, the requirements put forward, the learning outcomes that the student must show, the requirements to obtain a certain grade, the consequences of non-compliance with the deadline for work submission or non-attending the exam.</p>	<p>There are published separate principles and procedures for assessing students with disabilities.</p>
<p><b>Avoiding and sanctioning cheating and plagiarism</b></p>		<p>In the internal regulations of the university it is presented a clear definition of what is plagiarism. This means that students must not copy, paraphrase or submit another work as their own. There are also included other forms associated with plagiarism. In the autumn of 2015 it was declared the use by the University of Gloucestershire of plagiarism detection Turnitin software.</p>	
<p><b>Students appeals</b></p>	<p>UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic</p>	<p>In the university there is the possibility of making certain <i>appeals</i>. They are regulated. Thus, there are provided the situations in</p>	

<p><b>The current grading system</b></p>	<p>Appeals and Student Complaints</p> <p>Academic Regulations for Taught Provision</p>	<p>which appeals could be filed.</p> <p>The grading system is expressed in percentages and letters. Thus 70-100% is equivalent to mark A, 60-69% - B; 50-59 - C; 40-49 - D. They are passing marks. Below 40% there is no promotion</p>	
<p><b>L8: Pedagogical training level</b></p>		<p>UoG welcomes the participation of teachers, especially the young one, at various events.</p>	
<p><b>L7. Level of the study programme INFORMATION TECHNOLOGIES</b></p>		<p>Each course has a three-year study programme, with the four-year study programme option. The latter means that students have a one full academic year internship in the industry after the second year of study. After that, they return to the university to complete the last year of study. This is optional, but recommended, as it provides the students with the opportunity to have one year of experience in their CV upon graduation.</p>	<p>The study program comprises both theoretical and practical contact hours, as well as individual student work. It's quite similar to the study program at our university, in terms of subjects taught and types of contact hours. It still differs by the amount of project works assigned to the students and also by the fact that a project is assigned to a group, not to an individual student. Also, at UoG they tend to bring research into the study process much more than we do. Each teaching staff member uses his own research experience at hours and also brings new ideas and findings to his students, which is great, as the students have constant access to the newest scientific material and so may have a broader view of the area.</p>
<p><b>L7. Level of the study programme LAW</b></p> <p><b>Criterion: Academic staff involvement in organizing and</b></p>	<p>Quality Code</p>	<p>The study programme consists of compulsory and optional modules.</p> <p>Initial approval of new courses is done by the Committee for Academic</p>	<p>Elaboration, update of the courses to be reviewed in Moldova</p>

<p><b>coordinating a study programme</b></p> <p><b>Students' feedback: procedure and impact</b></p>		<p>Development. Faculties usually generate new courses in line with the University and Faculty Plan, presented by the Dean. Courses validation is made by the <i>Validation panel</i> that are approved by the <i>Committee on Academic Standards and Quality</i>.</p> <p>The University collects feedback from students through an external survey (National Students Survey). Internally, the individual assessment of each module is mandatory, but the university does not impose a particular model.</p>	<p>Student feedback should be encouraged. A nationwide survey would be welcome.</p>
<p><b>L7: Level of the study programme PUBLIC ADMINISTRATION</b></p>	<ul style="list-style-type: none"> <li>- Discussions with Sharon Harvey, Academic Director of the School of Business and School of Law;</li> <li>- Consulting the website of the University of Gloucestershire</li> </ul>	<p>The School of Business of the University of Gloucestershire offers the opportunity to study law under the programme entitled "Legal Studies". Within the programme "Legal Studies" the teaching and learning strategy is correlated with the university one, aiming at developing the capacity of learning independently and in collaboration, to train them for life and for employment, to develop critical thinking skills in planning and decision making.</p> <p>The programme uses a variety of approaches, such as lectures, debates, seminars, role playing, simulated trials, case studies and presentations, to ensure that the learning outcomes of the programme can be achieved and demonstrated.</p>	

<p><b>L8: Pedagogical training level</b></p>	<p>- Clegg, S. 2009. Histories and institutional change: understanding academic development practices in the global 'north' and 'south'. International Studies in Sociology of Education;  <a href="http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf">http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf</a></p>	<p>In the United Kingdom there is a state-level Professional Standards Framework for teaching and supporting learning in higher education.</p>	<p>The purpose of this standards framework is:</p> <ul style="list-style-type: none"> <li>• providing support in initial and continuing training of staff involved in teaching - learning activities;</li> <li>• strengthening dynamic approaches of teaching and learning in terms of creativity, innovation and continuous development in various professional situations;</li> <li>• manifestation of professionalism in academic work in front of students and different beneficiaries;</li> <li>• learning various learning, teaching and assessment practices which support and emphasize student learning activity;</li> <li>• facilitation at the individual and institution level to obtain formal recognition for qualitative aspects of teaching and learning support, including research and management activities.</li> </ul>
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## Appendix 4. The structure of the LAW study programme at Aalborg University, Denmark

6. sem.	Elective 1 ECTS: 5	Elective 2 ECTS: 5	Bachelor's Thesis ECTS: 20			
5. sem.	Corporate Finance ECTS: 5	Firm Analysis and Integrated Company Study ECTS: 25				
4. sem.	Data Analysis and Statistics ECTS: 10	Market Analysis ECTS: 5	Marketing ECTS: 5	Strategy and Strategy Project ECTS: 10		
3. sem.	Business Law ECTS: 5	Management Accounting ECTS: 10	Scientific Methods II ECTS: 5	Organisation Theory and Project ECTS: 10 ECTS: 5		
2. sem.	Economics ECTS: 5	Financial Accounting ECTS: 5	Fundamental Business Economics ECTS: 5	Scientific Methods I ECTS: 5	Information Management and Information Systems ECTS: 5	Project ECTS: 5
1. sem.	Problemorientated Understanding of Society ECTS: 7	Social Science Methodology ECTS: 5	Economic, Social and Political Development (including project) ECTS: 13			

## **Appendix 5. The structure of the LAW study programme at Aalborg University, Denmark**

### SEM.1

- 5 ETCS Judicial methods
- 5 ETCS Elaboration of the research project
- 20 ECTS 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 inheritance law

### SEM 3

- 10 ETCS Administrative law
- 10 ETCS Civil procedural law
- 10 ETCS The theory of judiciary practice

### SEM.4

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

### Sem.5

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

### SEM.6

- 10 ETCS Company law
- 10 ETCS Optional subjects
- 10 ETCS Bachelor project

Module name	Name of subjects	ETCS	Sem	Assessment
General module	Judicial methods	5	1	2 hours, internal written exam
	The theory of judiciary practice	10	3	5 hours, internal written exam
Public law module	Research project	5	1	Defending the project
	Constitutional and international law	5	2	5 hours, internal written exam
	Fundamental human rights	5	2	
	Criminal law and criminal procedure	10	2	5 hours, written exam
	Family law and inheritance law	10	3	5 hours, written exam
	EU law	10	4	4 hours, written exam
	Business regulation	10	5	4 hours, written exam
Private law module	Contract law and tort liability	20	1	10 ETCS – 5 hours, written exam; 10 ETCS – oral exam
	Family law and inheritance law	10	2	5 hours, written exam
	Ownership, obligations rights, private international law	20	4	10 ETCS – 5 hours, written exam; 10 ETCS – oral exam
	Law of obligations; Bankruptcy law; Civil executional law	20	5	10 ETCS – 5 hours, written exam; 10 ETCS – oral exam
	Company law	10	6	Ex oral
Procedural law module	Civil procedural law	10	3	3 hours written exam

In the catalog of optionals subjects, in semester 6, there are found subjects such as:

- Commercial Contracts
- Consumer rights
- Drawing up contracts
- Procurement
- Construction Law
- Supporting Entrepreneurship
- Financial Institutions Act
- The judicial system of the United Nations on human rights
- Environmental Law
- Rhetoric and Communication
- Immigration Law

## Appendix 6. The structure of the Business and Management study programme at UoG

Course name in Romanian	Course name in English	Number of CAT	Semester
<b>Mandatory courses</b>			
Portofoliu Personal și Profesional	Personal and Professional Portfolio	30	I,II
Mediul de Afaceri Global	The Global Business Environment	15	I
Contexte de Management	Management Contexts	15	II
Înțelegerea Businessului și Informației Financiare	Understanding Business and Financial Information	15	II
Principii de marketing	Marketing Principles	15	I
Raport și eseu scris pentru vorbitori non nativi de limba engleza	Report And Essay Writing For Non Native Speakers Of English	15	I
Engleză în scopuri academice și profesionale	English For Academic And Professional Purposes	15	II
Gestiunea operațiunilor de afaceri	Managing Business Operations	30	III, IV
Gestiunea resurselor Umane	Managing Human Resources	15	III or IV
Managementul marketingului	Marketing Management	15	III or IV
Contabilitate pentru Finanțe și factori de decizie	Accounting For Finance And Decision Makers	15	III or IV
Gestiunea Businessului Internațional	Managing International Business	15	III or IV
Engleza în scopuri academice 2	English For Academic Purposes 2	15	IV
Scriere academică pentru vorbitori non nativi de limba engleză	Academic Writing For Non Native Speakers Of English	15	III
Elaborarea și susținabilitatea strategiei	Building And Sustaining Strategy	30	V, VI
<b>Optional courses</b>			
Gestiunea schimbărilor	Managing Change	15	V
Marketing strategic	Strategic Marketing	15	V or VI
Managementul finanțelor Corporative	Corporate Financial Management	15	VI
Disertație de Cercetare	Research Dissertation	30	V, VI
Studiu de investigație	Investigative Study	15	VI
Abilități academice avansate	Advance Academic Skills	15	V or VI
Strategii pentru Leadership Responsabil Global	Strategies for Globally Responsible Leadership	15	VI
<b>Other courses</b>			
Gestiunea operațiunilor la nivel global	Managing Operations Globally	15	V

Contabilitate Corporativă	Corporate Accountability	15	V or VI
Afaceri noi	New Business Enterprise	15	VI
Aspecte culturale în management	Cultural Issues In Management	15	V
Dezvoltarea Afacerilor prin oameni	Developing Business Through People		

Legend:

**Text** - Compulsory courses

*Text* - Optional courses (Core)

Free-format text - Other courses

## **Appendix 7. The structure of the Law study programme at UoG, the UK**

### **LEVEL 4**

To complete your programme you must pass the following compulsory modules:

LW4001 Contract Law 30 CATS YEAR\*

LW4002 Tort 30 CATS YEAR

LW4003 Constitutional & Administrative Law 30 CATS YEAR

LW4004 Legal Method & Skills 30 CATS YEAR

### **LEVEL 5**

To complete your programme you must pass 30 CATS from the following core modules:

LW5001 Criminal Law 30 CATS YEAR

LW5002 Property Law 30 CATS YEAR

LW5003 EU Law 30 CATS YEAR

Other modules which can count towards the requirements of your Course are:

LW5004 Family Law 15 CATS SEM 1

LW5005 Intellectual Property Law 15 CATS SEM 1

LW5006 Commercial Law 15 CATS SEM 2

LW5007 Lawyers' Skills 15 CATS SEM 2

LW5008 Employability 15 CATS YEAR

### **LEVEL 6**

To complete your programme you must pass the following compulsory modules:

LW6002 Extended Essay 15 CATS YEAR

Other modules which can count towards the requirements of your Course are:

LW6001 Equity and Trusts 30 CATS YEAR

LW6003 Company Law 15 CATS SEM 2

LW6004 Employment Law 15 CATS SEM 1

LW6005 Environmental Law 15 CATS SEM 2

LW6006 Human Rights 15 CATS SEM 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 8. Reference criteria, properties and indicators for Business and Management study programme

AAU	UoG	Criteria, properties and indicators
<p>The accreditation system in Denmark consists of the Accreditation Council and the Danish Accreditation Institution</p> <p>In Denmark, the Accreditation Agency is also responsible for quality assurance issues</p> <p>There are no professional bodies that contribute to the validation of programmes or how they are carried out, but at the university there are advisory bodies at the level of each study board, in composition of which there are competent and notorious foreign persons.</p> <p>University Board and the Rector. It is unitary management structure.</p> <p>At Aalborg University there is an institutional commitment to learning and innovative teaching envisaged by the 2016-2021 university strategy, where, in particular, the emphasis is on problem-based learning, and the employability of students.</p> <p>There is University's Steering Group for quality assurance and development. This group is responsible for systematic overseeing of internal quality and improvement of the quality system, development of quality areas within the university.</p> <p>At Aalborg University it is created a Learning Lab, which offers</p>	<p>Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Higher Education Funding Council for England</p> <p>In the UK, the national quality assurance body is the Quality Assurance Agency for Higher Education (QAA).</p> <p>For the Business and Administration programme it is not required the accreditation by professional bodies</p> <p>University Board and the Rector. It is unitary management structure.</p> <p>The UoG Strategic Plan (2012-2017), and the academic Strategy (2014-2017) provides for the development of student-centered education.</p> <p>Supervision of all quality assurance procedures within the University is in the competence of the Academic Council.</p> <p>The participation of teachers, especially the young ones at various</p>	<p><b><u>System level</u></b></p> <p><b>Criterion 1. Accreditation of study programmes</b></p> <p><b>Criterion 2. National Quality Assurance System</b></p> <p><b>Criterion 3. Professional bodies involved in accreditation</b></p> <p><b><u>University level</u></b></p> <p><b>Criterion 1. Governing, management and organization bodies of the university</b></p> <p><b>Criterion 2. The university's institutional strategy, incorporating curricular strategy with emphasis on student-centered learning</b></p> <p><b>Criterion 3. Quality assurance bodies at university level</b></p> <p><b>Criterion 4. Pedagogical training of teachers and their continuous training</b></p>

<p>pedagogical qualifications obtained through Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. The PBL Academy favors this direction, too.</p>	<p>events organized within the institution is greeted at UoG.</p>	
<p>Faculties and Departments are component parts of internal organization of the university, where the meetings are held in order to share examples of good practice and performances obtained in student centered teaching and learning.</p>	<p>The role of Departments is exercised by the Schools created within the University.</p>	<p><b><u>Faculty Level/Department</u></b>  <b>Criterion 1. Faculty's role in communicating with student-involved teaching and student-centered learning</b></p>
<p>Body responsible for the development and monitoring of study programmes.</p>	<p>Body responsible for developing and monitoring study programs.</p>	<p><b><u>Board of Studies level</u></b>  <b>Criterion 1. The structure of the body responsible for studies</b></p>
<p>The university uses various valuation methods, peer evaluation, evaluation monitoring, and involvement of an external evaluator.</p>	<p>At the University there is a wide range of assessment methods. It is important that they are appropriate to the purpose.</p>	<p><b>Criterion 2. Analysis of the evaluation practice</b></p>
<p>The initiative to create a new programme at cycle I and II usually comes from a teacher, group forming the programme team or a research group. At the faculty there is an experienced person on legal regulations in education, which helps the team to create the document package. The Dean signs this package after a rigorous legal scrutiny.</p>	<p>The initiator of a new undergraduate degree program in UoG is the Department, within which a program committee is formed, which argues, then elaborates the curriculum of the program. The program is discussed within the department, then the academic committee of the Faculty. A special role is assigned to professional associations. The requirements regarding the design, development and monitoring of the study programs are described in the Quality Code.</p>	<p><b>Criterion 3. Method of developing a new study program</b></p>
<p>Students are involved to an extent of 50% in the study boards, but also in other bodies.</p>	<p>Students are actively involved in all governing bodies</p>	<p><b>Criterion 4. Involving students in developing the study programme</b></p>
<p>The revision of programmes is done every semester and there are</p>	<p>The revision of programmes is done at every 5 years.</p>	<p><b>Criterion 5. Periodical monitoring and analysis of programmes</b></p>



<p>organized eight annual meetings for this purpose.</p> <p>The existence of this body was not noticed at Aalborg University.</p> <p>All conditions are created so that they are not marginalized.</p> <p>There is infrastructure that provides access to education and offers learning opportunities to students with disabilities</p> <p>The University has a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.</p> <p>The programme is provided during 6 semesters, 3 years.</p> <p>Each year of study is equivalent to 60 ECTS 30 ECTS respectively for each semester. 1 ECTS equals 27 hours of student work.</p> <p>At Aalborg University, the widespread use of the projects in teams bring also a specific to assessments</p> <p>Many stakeholders are involved in the design, development and improvement of a study programme: teachers, students, employers, graduates.</p> <p>There is VBN portal that tests all projects against plagiarism, bachelor's and master theses.</p> <p>There are regulations stipulating conditions when claims may be submitted, how to solve them.</p>	<p>Help Zone office is in UoG. Besides the Help Zone office, there are also tutors who can help them.</p> <p>Classrooms, libraries, WiFi areas, student campuses are adapted to the needs of people with disabilities.</p> <p>Both universities have a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.</p> <p>The programme is provided during 6 semesters, 3 years. (year 1 – level 4, year II - level 5, year III – level 6)</p> <p>The workload for a year is 120 CAT. 1 ECTS equals to 2 CAT, 1 CAT equals to 10 hours effort made by the student.</p> <p>At UoG, there are published separate principles and procedures for the assessment of students with disabilities.</p> <p>Many stakeholders are involved in the design, development and improvement of a study programme: teachers, students, employers, graduates.</p> <p>Since the autumn of 2015, the University of Gloucestershire uses the plagiarism detection software - Turnitin.</p> <p>There are regulations stipulating conditions when claims may be submitted, how to solve them.</p>	<p><b><u>Integration of disadvantaged groups of students</u></b>  <b>Criterion 1. <i>The existence of a body that is concerned with disabled students</i></b></p> <p><b>Criterion 2. <i>Ways of working with students from disadvantaged backgrounds with regard to teaching</i></b></p> <p><b><u>Infrastructure (physical environment)</u></b>  <b>Criterion 1. <i>Providing facilities tailored to the needs of people with disabilities</i></b></p> <p><b>Criterion 2. <i>Existing facilities for students to support problem-based learning</i></b></p> <p><b><u>Level of the study programme</u></b>  <b>Criterion 1. <i>Structure of the programme Business and Administration</i></b></p> <p><b>Criterion 2. <i>Student workload</i></b></p> <p><b>Criterion 3. <i>Assessment of students</i></b></p> <p><b>Criterion 4. <i>Involving teachers, students, graduates, employers in the development, management and improvement of the programme</i></b></p> <p><b>Criterion 5. <i>Avoiding and sanctioning cheating and plagiarism</i></b></p> <p><b>Criterion 6. <i>Students appeals</i></b></p>
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<p>In Denmark the grading system based on 7 scale is used, which consists of five positive grades 0,2,4,7,10,12 and two negative grades 00 and -3.</p>	<p>In the UK, the grading system is expressed in percentages and letters. Thus 70-100% is equivalent to mark A, 60-69% - B; 50-59 - C; 40-49 - D. They are passing marks. Below 40% there is no promotion</p>	<p><b>Criterion 7. <i>The current grading system</i></b></p>
<p>The external examiner is mandatory in both universities for greater objectivity of student assessment.</p>	<p>At UoG, the phenomenon of “Externality” is practiced – an external teacher is assigned for each course (from another university), who will assess the evaluation method and the results provided by the internal teacher to students. Also, in this process, the external teacher will give his colleague suggestions for improvement.</p>	<p><b>Criterion 8. <i>The role of external examiner</i></b></p>
<p>At Aalborg University, there is a practice of developing projects based on real companies, with real problems.</p>	<p>At UoG, it is greeted and stimulated the one year internship. More initiatives are developed that aim at contributing to a better employment of graduates.</p>	<p><b>Criterion 9. <i>Employability of graduates</i></b></p>

## Appendix 9. The comparative analysis of the institutional framework and the study programme INFORMATION TECHNOLOGIES at AAU in Denmark and UoG in the UK

AAU	UoG	Criteria, properties, indicators
<p>Basic findings by levels</p> <p><b>System level:</b></p> <ul style="list-style-type: none"> <li>- AAU is self-governing institution;</li> <li>- AAU is accredited by the Danish Accreditation Institution;</li> <li>- Adjunkt pædagogikum: Certification in higher education pedagogy</li> <li>- Obligatory certification in English as Medium of Instruction</li> </ul> <p><b>University level:</b></p> <ul style="list-style-type: none"> <li>- Aalborg University's academic environments are organised in departments. Each department is led by a head of department and has a department council, which define autonomously the strategy and budget of the department, quality assurance and quality development of study environment, etc.</li> <li>- It is the responsibility of the departments to contribute to the assurance of the quality of the teaching delivered. For example, course lecturers conducting self-evaluations of their courses are one way of achieving this. The result of these can be sent to the study board;</li> <li>- The Danish higher education system is generally characterised by high levels of institutional freedom: organisational and staffing autonomy are rated as "high", financial autonomy as "medium high". Academic autonomy is somewhat more</li> </ul>	<p>Basic findings by levels</p> <p><b>System level:</b></p> <ul style="list-style-type: none"> <li>- UoG and other universities across the UK are autonomous enough;</li> <li>- UoG is accredited and has a good position in Top10 universities of UK;</li> <li>- UoG staff must be HEA certified;</li> <li>- UoG conforms to EHEA, thus assuring quality of higher education.</li> </ul> <p><b>University level:</b></p> <ul style="list-style-type: none"> <li>- Each school has its own management and is autonomous in matters of course elaboration and revision.</li> <li>- Each school assures quality of higher education at study board level;</li> <li>- The study board of each school reviews courses frequently, accepting slight changes of the study programmes that do not require system level approval;</li> <li>- UoG is financially autonomous.</li> </ul>	<p><b>System level:</b></p> <ul style="list-style-type: none"> <li>- university autonomy;</li> <li>- accreditation of the higher education institutions;</li> <li>- staff certification;</li> <li>- quality assurance in higher education.</li> </ul> <p><b>University level:</b></p> <ul style="list-style-type: none"> <li>- School/department autonomy;</li> <li>- Quality assurance;</li> <li>- Course development;</li> <li>- Financial autonomy;</li> </ul>

<p>restricted, with Denmark belonging to the “medium low” group.</p> <p><b>Study programme level:</b></p> <ul style="list-style-type: none"> <li>- Each semester's content and processes are planned and controlled by a semester group;</li> <li>- The teachers determine the structure of the modules (the number of lectures, tutorials, workshops, etc.).</li> </ul>	<p><b>Study programme level:</b></p> <ul style="list-style-type: none"> <li>- Each teacher is empowered to review and slightly improve his/her subjects;</li> <li>- A teacher is not regarded as an authority, except for the theoretical lectures, where the subject material is brought to the audience. A teacher is rather a friend, a tutor, a supervisor;</li> <li>- The teacher cannot review/change the contents of his/her subjects without discussing it with the colleagues (study board) first;</li> <li>- Each teacher should use his research experience in teaching.</li> </ul>	<p><b>Study program level:</b></p> <ul style="list-style-type: none"> <li>- Teacher autonomy;</li> <li>- Teacher authority;</li> <li>- Involving research in teaching.</li> </ul>
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## Appendix 10. The comparative analysis of the institutional framework and the study programme LAW at AAU in Denmark and UoG in the UK

AAU	UoG	Criteria, properties, indicators
<p>The accreditation system in Denmark consists of the Accreditation Council and the Danish Accreditation Institution</p> <p>In the Danish education system there is no central / national quality assurance body. Quality of study programmes is subject to external evaluation under the procedure of their accreditation.</p> <p>The university may grant a Danish diploma to students who have completed a study programme abroad. Also, the university may grant a diploma to students who have completed parts of the study programme at the university without being enrolled in the respective university.</p>	<p>Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Higher Education Funding Council for England.</p> <p>The body that monitors the quality of studies in the UK is the Quality Assurance Agency for Higher Education.</p>	<p><b>1. System level</b> <b>Criterion: Accreditation of study programmes</b></p> <p><b>Criterion: Quality Assurance System</b></p> <p><b>Criterion: Double degree programmes and recognition of professional experience</b></p>
<p>The board is the governing body of the university</p> <p>Rector</p>	<p>Governing bodies: the Board, Rector, Vice-Rector, Academic Committee, Secretary, Student Organizations.</p>	<p><b>2. University level</b> <b>Criterion: Governing bodies of the university</b> <b>Criterion: University management bodies / executive management</b></p>
<p>The Rector is the the body that determines the internal structure of the university within the limits set by the university board. Within each faculty operate departments, doctoral schools, study boards (and in some universities, schools).</p>	<p>The university consists of faculties and 10 schools.</p>	<p><b>3. Faculty / departament level</b> <b>Criterion: Faculty / department structure</b></p>
<p>Study boards include an equal number of representatives of teachers and students.</p> <p>The main responsibility of the study board is to develop the study plan, the study guidelines, quality assurance of the programme, but also to ensure the organization,</p>	<p>The Faculty Council is responsible for the academic programmes of the Faculty, including academic and performance standards of the programmes the faculty must implement in accordance with the teaching-learning strategy of the university.</p>	<p><b>4. Level of the body / structure responsible for study programme development</b></p>

<p>performance and conduct of teaching and learning.</p> <p>Problem / projects-based learning (PBL) is one of the strategic directions of the Strategy of Aalborg University for the years 2016-2020.</p> <p>The inter-university structure responsible for the implementation, promotion and development of PBL within AAU is the PBL Academy.</p> <p>Student representatives are members in the consultative and management bodies of the university.</p>	<p>The student-centered teaching-learning is provided depending on faculty specific.</p> <p>At the University of Gloucestershire <b>student organizations</b> must be created and administered by students under a statute approved by the Board.</p>	<p><b>Criterion: Objectives of the student-centered teaching and learning strategy</b></p> <p><b>Criterion:</b> <b>The key structure responsible for the organization of student-centered teaching and learning</b></p> <p><b>Criterion: Student involvement in university governance and management</b></p>
<p>There are provided in the University pathways, one-storey blocks of studies, access routes for the visually impaired.</p>	<p>The university is equipped with special ramps for students traveling in wheelchairs on the territory of the campus and within blocks of study. Financial facilities are provided by applying to the Scholarship for Students with Disabilities.</p>	<p><b>5. Integration of disadvantaged students</b></p>
<p>The University acquires and allocates resources to support and facilitate problem/project-based learning application. This involves: providing spaces for group work, meetings with the project supervisor, classes of different sizes and endowment with equipment.</p>	<p>Technical endowment of the institution facilitates active learning, Moodle platform is widely used.</p>	<p><b>6. Infrastructure (Physical environment level)</b> <b>Level of the study programme</b></p>
<p>Each study programme offered at AAU is developed and managed by a study board of a school operating at one or more faculties. After a rigorous legal scrutiny, the dean approves the programme and proposes it to the academic council for consideration.</p>	<p>Initial approval of new courses is done by the Committee for Academic Development. Faculties usually generate new courses in line with the University and Faculty Plan, presented by the Dean. Courses validation is made by the <i>Validation panel</i> that are approved by the <i>Committee on Academic Standards and Quality</i>.</p>	<p><b>7. Level of the study programme</b> <b>Criterion: Academic staff involvement in organizing and coordinating a study programme</b></p>
<p>Students are asked to complete questionnaires on quality of education</p>	<p>The University collects feedback from students through an external survey (National Students Survey).</p>	<p><b>Criterion: Students' feedback: procedure and impact</b></p>

