

## **Sustainability Strategy**

### **Problem-based learning and teaching at the Academy of Economic Studies of Moldova**

#### **Work Package 5**

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## Summary

The report presents the Work Package no. 5. Its purpose is to develop a sustainability strategy for the implementation of the problem-based learning - PBL, active student-centered teaching and learning at the Academy of Economic Studies of Moldova. Specifically, this report proposes an innovative Bachelor's degree study programme based on PBL - Business and Administration, a roadmap and a detailed plan of actions that will guide staff and university management in their efforts to fully implement PBL. When drafting this report we relied on the results of the reports from Work Package 2, Work Package 3, and Work Package 4.

We started from our vision of the Business and Administration programme, as we see it implemented in AESM, based on student-centered education – PBL. The study of the existing PBL learning at Aalborg University, Denmark, and the one in Gloucestershire, Great Britain served as a starting point in its elaboration, but we also guided on the existing legislative acts in the field of higher education in Moldova.

In the report we present the brief description of each semester, highlighting also the projects that will be developed, ensuring a progression in this regard. Thus, if in the first semester the workload for project development is 10 ECTS, in the fourth semester this is 20 ECTS. The total number of ECTS for the elaboration and defence of the projects for all 6 semesters is 90 ECTS, constituting 50% of the student's total workload.

At the same time, we are aware that this outline of the educational plan will not be implemented if the Ministry of Education, Culture and Research does not make changes in the framework plan for Bachelor's degree studies (cycle I), Master's degree studies (cycle II) and integrated studies. It now contains provisions referring to the compulsory inclusion of some courses/disciplines in the educational plan, as well as the recommendation for allocating 4-6 studies credits for a module. Also, at the institutional level, there will be needed human, financial, informational, additional time resources. In the elaborated roadmap and action plan we describe step by step the efforts we need to make to ensure the sustainability of PBL in AESM.

## List of definitions

**PBL** - student activity model with group task assignment to solve a problem, which is the cumulative result of activities from several courses, constituting an interdisciplinary product, guided by the teacher responsible and evaluated by practitioners in the field.

**Student-centered learning** - teaching and learning process in which the student becomes a partner in the educational process, and the teacher-student relationship is based on cooperation and collaboration.

**Self-guided learning** – teaching and learning process that emphasizes the student’s responsibility to create learning and experimentation environments, in which they discover knowledge, make discoveries and solve problems on their own.

**Learning objectives** – general competences by training fields required for graduates of study programmes.

**Learning outcomes** - clear results, describing the student’s knowledge or skills, expected from the teaching-learning process.

**Progression** – succession of expectations from the teaching-learning process in several stages.

**Assessment** - multicriterial examination of students’ knowledge accumulated in the learning and teaching process.

**Projects** – are tasks given to students which consist of research and analysis of a problem (both theoretical and practical) and the generation of new approaches or solutions. Projects can be individual and in group.

**Semester projects** – are the projects carried out by students (usually in the group) during a semester. These projects may have inter-disciplinary character (may refer to two or more disciplines studied during the same semester).

**Group/team work** – is the joint work of a group of 4-5 students to perform a single task, which is based on communication, collaboration and self-discipline, each member of the group contributing to the achievement of the final result.

**Research-based teaching and learning** - the process of transmission and accumulation of knowledge, as well as the creation or development of skills that are based on some research tasks and aims to facilitate the learning (including individual) process of students.

**Research-based teaching** - is the process by which the student is involved in research exercises and is encouraged to reach his/her own conclusions and solutions using the results of the research carried out.

**Sustainability strategy** – is a long-term vision of an institution aimed at introducing key modifications in order to streamline the teaching-learning process. The strategy includes objectives and concrete actions, the deadline for achievement, as well as the potential outcomes that can be achieved.

*(a) the path from a pilot programme to a comprehensive study programme based on problem-based learning (PBL) - the concrete steps to introduce PBL in a study programme*

*(b) support and promotion of PBL for teaching and learning* - performing information and training measures about the advantages and efficiency of PBL.

**Credit (ECTS)** – the credit is a conventional unit used to calculate the workload performed by the student within a determined time period to achieve certain outcomes and competences. The credit is a tool to ensure the quality of the training.

**ECTS** (European Credit Transfer and Accumulation System) - European system of accumulation and transfer of credits. The Bachelor's degree studies correspond to 180-240 of transferable study credits, with 30 credits per semester.

**Profile degree** – the educational framework to be known by graduates in order to obtain the title of Bachelor, Master.

**Professional development** – opportunities offered to the teacher to strengthen their pedagogical skills, competences and approaches; continuous improvement of staff through trainings, internships, etc.

**Facilitator** – the person who helps a group of students understand their common goals and helps them plan how to achieve the objectives set out in the joint project.

**Internship placement (training/practice)** – institution/organization where students will conduct internship/training.

**Quality assurance** – a systematic monitoring and evaluation programme of the different aspects of a project in order to ensure compliance with quality standards.

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# 1 INTRODUCTION

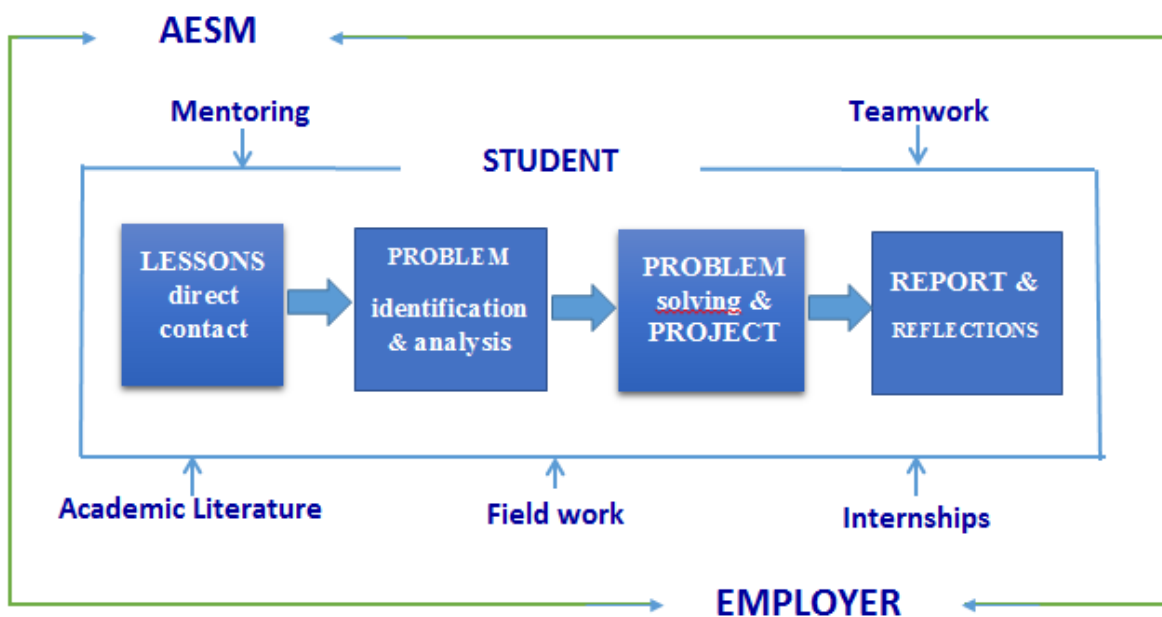
The purpose of the Work Package 5 is to develop a sustainability strategy for the implementation of the problem-based learning - PBL, active teaching and learning, centered on the student at the Academy of Economic Studies of Moldova. Specifically, this report proposes an innovative Bachelor's degree study programme based on PBL - Business and Administration, a roadmap and a detailed plan of actions that will guide staff and university management in their efforts to fully implement PBL, active student-centered teaching and learning at the respective study programme and in the university.

In this report we rely on the material accumulated during the implementation of Work Package 2 (WP2), Work Package 3 (WP3) and Work Package 4 (WP 4), which we elaborated in the period 2015-2018. We also rely on the experience gained during study visits and staff mobility at EU partner universities, as well as during the PBL training sessions offered by EU project partners in Chisinau.

## 1.1 KEY ASSUMPTIONS

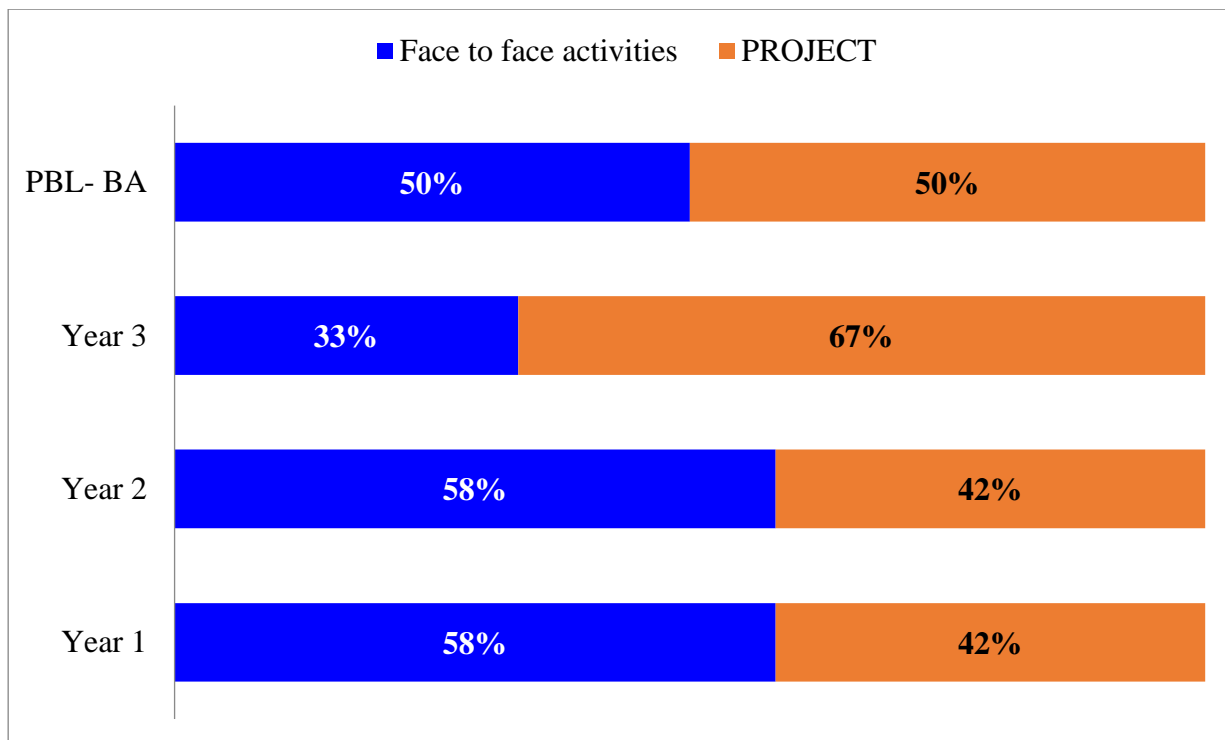
There is no PBL model suitable for all purposes. However, PBL-based models are primarily based on two key assumptions. The first assumption is that the work on the project is in the *center*, at the base, consisting of discovering and analyzing problems, solving problems and the report on the project (Figure 1). The second assumption provides that the other teaching and learning (face-to-face) activities, such as literature, lectures, group studies and tutorials, are designed to *support* the work on the project. These two assumptions will also be at the base of our PBL, the PBL based Bachelor's degree study programme "Business and Administration", active teaching and learning, centered on the student.

**Figure 1. PBL model at AESM**



Another assumption relates to the relationship between work on the project and the face-to-face activities (direct contact with the teacher). In the context of this report, in full, based on PBL means a study programme in which there is a share of approximately 50:50 between the work of students on the project and the face-to-face activities (such as lectures, seminars, workshops, laboratories and experiments). An example of progression is shown in Figure 2. Of course, there are many ways to distribute the relationship between project work and face-to-face activities during the semester; the main purpose is to achieve approximate time sharing of 50:50 for the entire duration of the study programme.

**Figure 2. 50:50 time sharing between project work and face-to-face activities, PBL-BA study programme**



## 1.2 EXPECTED RESULTS

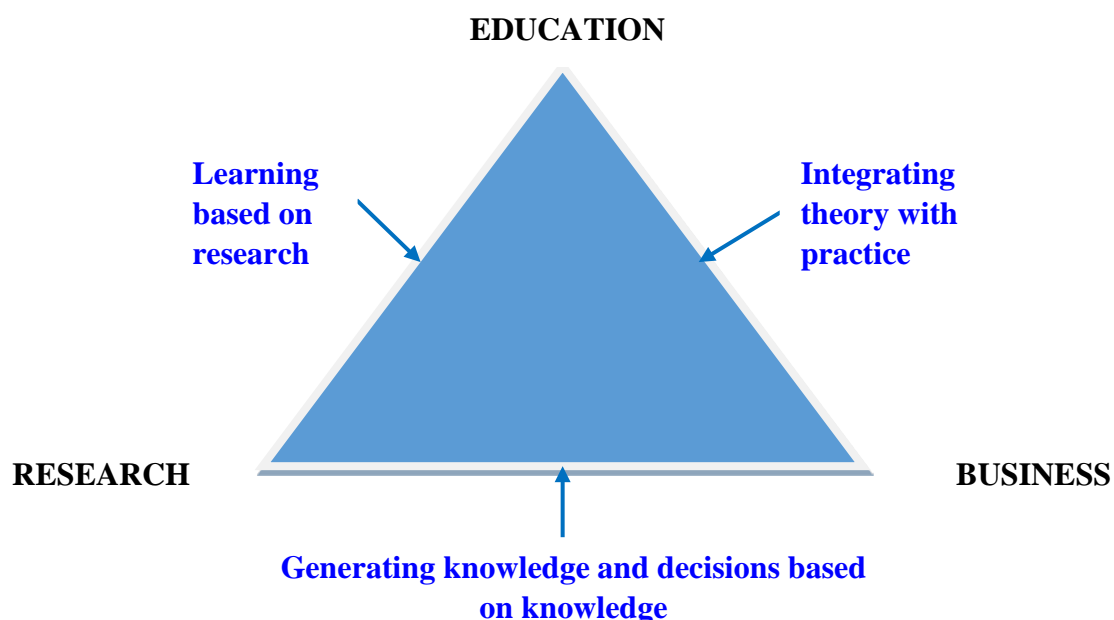
A number of results are foreseen following the successful implementation of the "Business and Administration" Bachelor's degree program, based on PBL, active, student-centered learning. It is expected that by 2020 this study programme will become internationally recognised, which will attract European and international students as full-time students or by exchange students. It is also expected that by 2022 at least five Bachelor's degree programmes from our university to be redesigned under the PBL, with methodologies and active methods of teaching and learning, centered on the student, and that prospective students will be enrolled at these programmes on 1 September 2022. Similarly, a better adjustment of the knowledge, competences and skills of the students to the needs of the labour market is expected.

The successful implementation of the study programme, as well as its effects of spreading throughout the university, will contribute to the further development and consolidation of the integration of the collaboration of education, research and business environment / policymakers



(Figure 3). Academic staff will excel in engaging in research-based teaching, our students will learn and will be able to apply theories in practice, either in the private or public sector, and our researchers will collaborate with private and public organisations to create and transfer new knowledge.

**Figure 3. Socially committed university**



*Source: Olav J. Sorensen, 2015*

### **1.3 THE PLAN**

We begin the report by presenting our vision of the PBL-based Bachelor's degree study programme "Business and Administration". In particular, we will begin with a general description of the study programme, the objectives and learning outcomes, and then a presentation of each semester, including its learning objectives and the learning outcomes, the transition from one semester to the next, the description project and semester projects' work, including learning objectives, results and their evolution. Later on, we will present a detailed roadmap that will guide us in the process of implementing the visionary PBL-based Bachelor's degree study programme "Business and Administration". We will continue presenting and discussing the action plan that will detail, for example, specific activities, resources and internal policies needed to successfully implement our visionary study programme. We will conclude by providing university management and the University Council with a set of policy recommendations on how to improve teaching and learning through the introduction of PBL, active methodologies and learning methods centered on the student at our university.

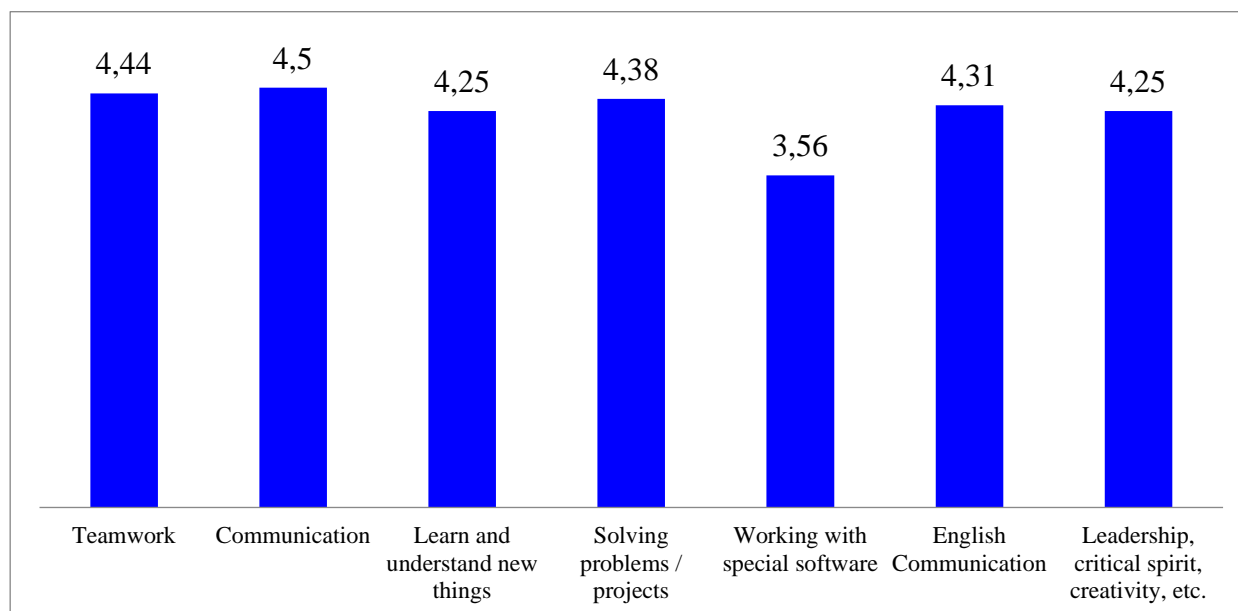
## 2 LESSONS LEARNED FROM THE DEVELOPMENT AND IMPLEMENTATION OF THE PILOT STUDY PROGRAMME - PBL

6 students and teachers involved in the PBLMD project were interviewed to analyze the experience of the Academy of Economic Studies in Moldova in the development and implementation of the pilot study programme with PB applicationL, the results of the the survey conducted among the pilot group students and their reflections on the use of PBL were analyzed.

Currently, at AESM, PBL is incorporated into 1 – 3 disciplines per semester under the pilot study programme - Business and Administration – taught in English. Also, the teachers involved in the PBLMD project, apply PBL in courses taught at other study programmes, both at the Bachelor’s degree cycle: Marketing and logistics, Business and administration, Accounting, World economics, and International economic relations, and at the Master’s degree cycle: Business administration, European project management, Information management.

Although AESM has only one and a half year experience in the application of the PBL, both teachers and students consider this learning/teaching/assessment model quite useful and appropriate. Thus, the parties involved in the project said that PBL contributes not only to the development of the competences specific to the course, but also to the transversal competences highly appreciated by the employer and necessary for lifelong learning, including: teamwork, ability to communicate and argue their own point of view, time management and compliance with project deadlines, solving real problems (Fig. 4).

**Figure 4. AESM students’ opinion on the development of skills in the PBL-based study programme „Business and Administration”**



*Note: The evaluation was made from 1 to 5 points: 1 total disagreement, 2 disagreement, 3 - neither / nor, 4 - agreement, 5 - total agreement.*

Summarising the lessons learnt from the development and implementation of the PBL method in ASEM we mention the following aspects:

- The need to rethink/adjust the educational plan;
- Interdisciplinary approach;
- The importance of developing methodical support and case studies;
- Empowering students;
- A new pedagogical approach;
- Change the way knowledge is evaluated;
- Intensification of collaboration with the business environment;
- Institutional flexibility.

### **Rethinking the educational plan**

The educational plan of the pilot- programme "Business and administration", based on PBL, foresees that in each semester students draw up a group project. In this context, it would be necessary to amend the plan with a view to transferring a number of hours-lectures to hours of supervision. Teamwork requests from the teacher a particular involvement from this perspective.

Also, working on the project requires a greater amount of time also from the student, so it would be welcome for the respective courses to be given a higher number of credits. At present, the student's mark for the project developed during the semester constitutes between 15-40% of the general mark for the course, to which almost 4 – 5 credits are assigned. Only in the 4th semester, according to the educational plan, students will develop a project that is estimated to be worth 3 credits (ECTS).

For the second consecutive year, the first 2 days of the academic year are devoted to familiarizing with the PBL. Students benefit from fun and useful activities, learn to introduce themselves and interact with others, develop their skills of group work. Students then apply the PBL method in a pleasant and encouraging way, being enthusiastic and eager to learn in the new form. We opt for the continuation of this introductory practice.

It was identified the need to introduce a module on the Methodology of economic research, with students being familiar with research methods, how to use bibliographical sources, the rigor of independent study avoiding plagiarism, etc.

### **Interdisciplinary approach**

The interdisciplinary approach is one of the prerequisites for solving the problems in the real economy. In the third semester, the "Business and Administration" study programme included the discipline "Entrepreneurship and business culture", combining 2 courses "Entrepreneurship" and "Business culture". The new discipline is provided by 2 university professors and 1 invited entrepreneur. The course was provided 2 times a week (4 hours each component), with 8 credits.

Students, organized in teams of 2-4 people, developed the business model – Lean Canvas and analysed the aspects of its sustainability (social and environmental aspect). Teachers evaluated separately the preset tasks and students' ability to apply the knowledge acquired within the course.

Depending on the interests and experiences of the team members, students, guided by teachers, identified the business idea (3D printing, drone photo-video services, production of Hande Mande jewellery or online app for the order in a restaurant, etc.), elaborated and presented the business model. During the semester following the analysis of the market, the consumer, trends, etc. some teams amended/changed the business idea which they initially opted for.

At the end of the course, each team presented the Lean Canvas model and the sustainability aspects of the business idea. Carrying out tasks was a prerequisite to act as entrepreneurs, learning from practice, through their own experience. Students developed a business idea, taking into account the real environment, and became more competent and confident in the research area, but also susceptible to support academic competition.

The experience described is the first attempt to integrate the courses. In the educational plan of the pilot study programme "Business and Administration" (English), there are also foreseen other courses integrated in the following semesters, respectively, there are needed more complex analyses on the compatibility of the disciplines to be integrated, in order to develop the ability of students to make the connection between them and to apply the concepts from one discipline to another, and then in real life.

### **Elaboration of methodical support and case studies**

Although the teachers from the courses where PBL is implemented have made recommendations on the structure and content of the project, it is necessary to elaborate, in particular for students of the year I, a methodical guide on the development and defence of PBL projects.

An important aspect of the PBL relates to the definition of complex and real problems. Even if students have some experience in designing the project, they focus largely on the study and development of the subject, encountering difficulties in defining the problem and resolving it. Following the survey conducted among students, they noted that they encountered the greatest difficulties at the stage of identifying the problem and organizing the activity within the team.

It is also welcome and necessary to elaborate case studies/simulations that would constitute a support for teachers and motivate students to identify certain problems more easily and to look for real solutions to existing problems.

### **Empowering students**

One of the lessons learnt from the implementation of the PBL at AESM is that the given method requires more active involvement of students in the educational process.

Students, still from school, are accustomed to the traditional learning model, which is based on the participation in lessons, learning/memorizing the material and the taking the exam. In the case of PBL, they, working in teams, must independently learn, solving real problems within the course, which require additional knowledge, unusual thinking, and time to organise meetings with employers and members of the group.

Not having the experience of teamwork, some of the students don't trust their teammates and/or hardly integrate into a working group. However, if initially, in some teams, students simply shared a complex problem on tasks, during the work on the project they understood that in order to

solve the problem it is necessary to cooperate and collaborate with responsibility and respect for teammates.

By applying the PBL, students were encouraged to take greater responsibility for their team and the final product, to organise and manage independently the project's learning/elaboration process.

### **Changing the teacher's role**

A novelty of the PBL would be way the teacher involves in the teaching-learning process. The role of the teacher focuses on supervising the student, but not providing accurate solutions, which they must follow. At the same time, in order to maintain the expert position, teachers must be open to continuous learning, adjust their working methods, activities to the rigors of the time.

Thus, the application of the PBL requires the teacher to rethink the presentation way of the didactic material and the organisation of the lessons. At theoretical courses, their task is not to transmit the material, but to show its usefulness, therefore, teachers place the course materials on Moodle, and in the lesson there are presented current examples, they discuss with students to check whether they have understood the theoretical aspects, encourage students' ideas and opinions.

As a result, the student becomes more confident in his/her own forces, more eager to argue and reflect critically on various issues.

Although the "Problem-based learning – PBL" course for teachers (40 hours) is organized at AESM annually, the method is largely applied only by the teachers involved in the PBLMD project. A more active promotion of the PBL method is needed among all AESM teachers in order to also apply the method in other study programmes at all faculties, including the II cycle – Master's degree studies.

### **Changing the way knowledge is assessed**

A sensitive aspect for teachers in PBL implementation is related to how to properly assess students, taking into account the fact that they are working in team.

Projects are defended in front of the colleagues and teachers, but apart from its overall assessment it is necessary to determine the contribution of each team member to the elaboration and achievement of the project, as well as the theoretical and practical competences acquired by the student.

In this respect, personal reflections are welcomed, as well as the assessments provided by the student on his/her contribution and colleagues' contribution to the project achievement. If there was initially a resistance from students on the need to develop/present personal reflections, they subsequently realised that reflections on lessons learnt from group activity and challenges arising is an opportunity to be heard, to present their own opinion, to learn by learning.

However, it is necessary to formulate the assessment criteria for both the project and the overall course, which are to be announced to students at the beginning of the semester, including on the course page on Moodle, so that students know how they will be assessed and what is expected from them. In this respect, it is required to develop appropriate methodological indications.

## **Collaborating with the business environment**

An impediment to the implementation of the PBL is caused by the low interest of the business environment to work together with academia.

Despite the fact that the AESM has signed several cooperation agreements with economic agents, they refer, in particular, to the provision of places for students' internships. In the case of PBL, even if managers are willing to collaborate, largely, they prefer to answer students' questions, but not to provide concrete data/reports, explaining sometimes the refusal of their non-disclosure by commercial secret.

The development of a mutually beneficial collaboration with the business environment would allow teachers to develop case studies and to formulate problems in the real environment, i.e. students could make visits to companies and benefit from information for the formulation of problems and project development. In turn, companies would benefit from new ideas that would give them the opportunity to solve certain problems they face.

### **Institutional level**

PBL needs institutional flexibility. Multidisciplinary study advertises more intensive collaboration among teachers, so it is necessary to have a supervisor (responsible) of the programme, who would coordinate the work of teachers, taking into account the topic of the semester, objectives and learning outcomes, student workload, etc.

Another vulnerable moment would be the flexibility of the schedule. Because, when carrying out certain tasks on the project, the student sometimes needs the first part of the day, and the compulsory hours of the auditorium lessons create certain impediments that lead to psycho-social discomfort.

With regard to the existence of an infrastructure corresponding to the organisation of the PBL-based learning process, there are no issues relating to the provision of classrooms. But if the PBL model were integrated into the whole study programme, then the need for small halls for team meetings, and certain reorganization of the study spaces, would appear.

## 3 VISION ON THE PBL-BASED STUDY PROGRAMME - BUSINESS AND ADMINISTRATION

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### 3.1 OVERVIEW

Historically speaking, the majority of Moldovan universities focused, on a rather lengthy period, mainly on teaching and learning. In universities, the classic system of centring activities on the teacher is still prevalent, which we consider outdated, at least starting from the fact, that it was designed to integrate graduates into a stable and inflexible labour market to the changes in the society, especially in relation to international influences. However, taking into account the speed at which the changes are made today, the flexibility of the labour market, it is evident that a student-centered education gives society more benefits, offers the possibility to train specialists, who would have those competences that employers require. *The change from teacher-centered education to the student-centered one implies a cultural transformation, and therefore behavioural and attitude changes, both from students and teachers' side, but also of the institution in general. Not involving one of these factors makes it impossible to achieve this method.*

Following the study of student-centered teaching methods in several universities in the European Union, and taking into account the experience gained during the implementation of the PBLMD project we propose the use of PBL at the level of the "Business and Administration" programme.

The **aim of the programme** consists in the formation of specialists with multiple competences in the field of business, potential managers and entrepreneurs, contributing to the creation of a new status of the businessman in general and of the entrepreneur, in particular, as the main actors of the competitive economic system. The theoretical and applicative competences offered by the programme will facilitate the integration of future graduates into the labour market.

The programme is developed according to the **National Qualifications Framework (NQF)** for the "Business and Administration" specialty<sup>1</sup>. The NQF is a tool that establishes the structure of qualifications and ensures national recognition, as well as the international compatibility and comparability of qualifications acquired in the higher education system. Through it, there can be recognized, measured and connected all the learning outcomes acquired in the higher education system. The National Qualifications Framework respects the traditions and experience of Moldovan higher education and is compatible with the General Qualifications Framework in the European higher education area.

The **title awarded** to graduates is "Bachelor in economic sciences". At the completion of the Bachelor's degree programme, Cycle I, the Bachelor's degree (diploma) is awarded, equivalent to 180 academic credits in the ECTS system.

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<sup>1</sup> Cadrul Național al Calificărilor: Învățământul superior: ciclul I, studii superioare de Licență; ciclul II, studii superioare de Masterat; Doctorat: Domeniul general de studiu 36. Științe economice: Domeniul de formare profesională 812 Turism / Min. Educației al Rep. Moldova. - Ch.:S. n., 2013 (Tipogr. "Bons Offices"). p. 67 - 91 [http://edu.gov.md/sites/default/files/cnc\\_36\\_812-stiinte\\_economice.pdf](http://edu.gov.md/sites/default/files/cnc_36_812-stiinte_economice.pdf)

The training of highly qualified specialists in the "Business and Administration" speciality lasts for 6 semesters or 3 years of study. In each academic semester, the students have the possibility to accumulate 30 study credits, so that at the end of the period they obtain 180 ECTS. In each semester, students will have both theoretical courses and practical courses, in which they will work in a team or individually, elaborating different projects.

In order to successfully achieve this educational offer, a suitable, qualitative and productive educational environment will be created, centered on the student, which will be characterized by the following characteristics:

- Creating an authentic learning environment close to the business environment and relevant to the student's interests in achieving the projected objectives; acquiring knowledge, training of skills and personal and professional competences;
- Merging aspects of a theoretical nature with the cultivation of skills related to the realities of business management activities;
- Structuring the educational approaches on the concept of "problem-based learning" and the development of practical dexterities;
- Ensuring the conditions for facilitating access, progress in the university career and the mobility of students and graduates in the European area.

The teaching within the programme will be based on the consensus currently existing among researchers on learning and the brain bark, according to which we do not learn if we are receiving passively the information and then remembering what has been taught to us. So the student will be actively involved in what is done in the course and outside classes:

- This type of learning requires a stage in which students are asked to process the information they are given. They will benefit from activities, concrete or potential situations, which require them to interpret the material personally and thus create their own meanings. It is important, and the teacher will consider, that significance is a personal and unique thing; it builds on the basis of previous learning and experience, which differs from person to person. There is no unique, suitable way for everyone to learn something; it takes a multitude of tasks and experiences to meet individual needs.
- Learning must include processing activities of the new learned material, which must be linked to what the student already knows. The tasks will be authentic, established in a meaningful context and related to the real life of economic agents, highlighting some real problems that either the teacher or the students present. In view of the fact that learning will involve errors, the tasks will be designed in such a way as to give students the opportunity to self-evaluate, to correct, to discuss with colleagues, to receive the teacher's feedback, as well as to make other checks of "complying with reality".
- Group work will be used extensively, which requires students to discuss the learned material, so that together with colleagues to check with each other and learn from each other.

The "Business and Administration" study programme will comprise 5 compulsory projects, 15 compulsory courses and two optional courses and a Bachelor's degree thesis.

Student assessment will have various forms: written exams with open questions, multiple-response tests, oral examinations. In the context of PBL some exams will be in the form of a project,



consisting of the elaboration and presentation of the written report and individual oral examination. The advantage of this model consists in combining group work, solving the problem, holistic approach (problem-theory-methodology), reflections, communication and skills. We will also opt for the use of innovative forms of assessment, e.g.: computer exam, video exam, peer evaluation through the Moodle platform.

Certain progression requirements will be set up, which are reduced to:

- The linear learning model, which provides an analytical progression, from macro to micro level, each learning module being based on the modules previously studied;
- From the fundamental elements to the domain, specialty ones;
- Holistic progression - solving real business problems from the first day, increasing the complexity of problems, the circular learning model.

We hope for an easier employment of the graduates of this programme, for the following reasons:

- Active learning methods will implant students-graduates the skills to actively engage in solving various tasks at the organization level, to be more responsible for carrying out tasks, with a pronounced spirit of initiative, critical thinking, creativity, availability to find more original solutions, will be more cooperative, listening to others opinions and arguing their own opinion.
- PBL-based learning will provide graduates with a better knowledge of the real-life problems of the domestic business, which will ease the insertion within the organization.
- Learning to work as a team, designing projects will be an important asset for graduates, making it possible to lead a group, coordinate communication, establish a climate of confidence in the team, be able to make decisions, mediate conflicts arising.
- The given model implies permanent self-assessment, so it increases awareness of the need for lifelong learning.

**The overall learning outcomes of the programme** (in strict compliance with the NQF for the "Business and Administration" programme) are as follows:

- Demonstrate functional knowledge in the following areas:
- Economic theory - genesis, essence, methodology and method, economic legality;
- Management - evolution of the management science, the content of main processes and managerial functions;
- Marketing - elaboration and realization of the company's marketing policy; markets - study, operation and development of the markets of resources, goods and services;
- Customers - influence factors, purchasing and consumption processes, consumption patterns;
- Law - knowledge of the legislation on entrepreneurship and businesses, small business, consumer protection, advertising in the Republic of Moldova;
- Finance - finance management, use of accountancy and other financial systems;
- Informational systems - development and exploitation of informational systems with an impact on the realization of managerial functions in the organization;

- Human resources - human resources management within organizations, theories and managerial practices.
- Operations - management of resources and operations.

Upon completion of the study programme, students will have the following relevant academic and business skills:

- To solve complex problems in the field of business administration;
- To set up and develop a business;
- To know ways of identifying business ideas and assessing opportunities;
- To possess methods of assessing and minimising risks in business;
- To ensure that activities are carried out in accordance with the legislation in force;
- To adjust the organisation's activity to the requirements of the environment;
- To adopt optimal decisions in conditions of risk and uncertainty;
- To develop the organizational structure of the organization;
- To assess and improve the efficiency and effectiveness of activities in the organization;
- To apply quality management systems;
- To organise the research process in the business and administration field;
- To develop and coordinate project implementation;
- To know the area of competence and involvement of managers at different hierarchical levels;
- To use and manage available resources efficiently;
- To apply the principles, values and norms of professional ethics.
- To self-motivate and increase the efficiency of their own activity;
- To form teams and develop collaboration;
- To motivate and create productive work relationships;
- To communicate convincingly and efficiently, including in an international language.

### **The objectives and generic learning outcomes**

The concern for the continuous increase in the amount of knowledge acquired by students, from different domains, no longer corresponds to the current education. The amount of information grows at an extremely rapid pace, training education in pursuing this increase is virtually unachievable. The emphasis is on the formative aspect, the student to learn how to master and use the information, using the skills and capacities that the faculty has developed. However, this accent displacement does not imply a disregard for the knowledge and the role they have, because even the training and development of skills and capacities are achieved through them within the framework of the learning processes.

In the context of the above, we advance the following objectives:

The **objectives of the Business and Administration Bachelor's degree programme** can be summarized as follows:

- ✓ Training of specialists in business management through Bachelor's degree studies;
- ✓ Creating skills in the business area by organizing courses on specialty disciplines such as: Finance, Accounting, Marketing, Management etc.;
- ✓ Use of student-centered teaching methods, including problem-based learning;

- ✓ Offering the possibility to study business through a holistic approach in different contexts and from different perspectives;
- ✓ Preparing students for the challenges of a 21st century management;
- ✓ Promoting employability by involving students in the search and finding of answers to a variety of genuine business issues;
- ✓ Preparing students for further Master's degree studies or others.

**Learning objectives:**

- ✓ Knowledge of business management functions and how business and management integrate with each other;
- ✓ Understanding the complexity, changing nature, ambiguity and other challenges generated by the business environment;
- ✓ Knowledge of contemporary aspects in business management, including sustainability, globalisation, corporate social responsibility, diversity and governance.
- ✓ The ability to work efficiently both individually and in the team with others.

## **3.2 SEMESTERS**

### **3.2.1 Semester 1**

**Semester theme: ORGANIZATION – AS A KNOWLEDGE CREATION ENVIRONMENT**

In the first semester, the "Business and Administration" study programme will include 5 courses: Microeconomics, Economic mathematics, Business information technologies, Introduction to PBL and Organization management.

*Microeconomics* is a fundamental course that familiarizes students with the foundations of the contemporary market economy. Microeconomics aims to study the behaviour of individual economic agents and the relations between them in the market of goods and services and on the market of production factors. Students study different market structures: the market with perfect competition, monopoly market, oligopol, monopolistic competition.

*Economic mathematics* increasingly finds its application in economic life. The major purpose of studying the given course is to familiarize students with the machine and the mathematical methods necessary to solve the various economic problems.

The *Business information technologies* course aims to form skills and practical abilities for the exploitation of ICT.

*Introduction to PBL* provides students with basic knowledge of the method of problem-based learning: how to correctly formulated a problem, what is the structure of a project, how to work with bibliographical sources, how to avoid plagiarism, etc. During this course, students will get the first group work experiences on a mini-project.

*Organization management* is a specialized course, which will allow the initiation in the speciality chosen by the knowledge obtained within the course, but also through the development of skills to work in the team, communication, identification of problems and early-stage search for certain solutions. A project will be developed within this course.

**Learning objectives:**

- Providing students with a specific framework for understanding the foundations of the contemporary market economy;
- Training of skills necessary for formulating and solving various problems of behaviour of the consumer, producer, evaluation of production costs, etc.;
- Explaining the manifestation of economic laws at the microeconomic level;
- Awareness of the importance and role of mathematical methods in shaping economic and social activity;
- Deeper knowledge of the methods of higher mathematics in order to shape and manage economic phenomena;
- Analysis of concrete situations and problems and the choice of those methods as effective as possible for their solving;
- Application of modern tools (IT) for the processing and presentation of information in all disciplines in the field of economics;
- Knowledge of the basic components of the PBL;
- Acquiring of the main concepts, principles and functions of management, the logic of the evolution of managerial science;
- Developing skills to apply individual and group decision-making methods and the creative approach to their realization;
- Developing communication skills and appropriate skills to achieve success in activity.

**Learning outcomes:**

Upon completion of the semester, students will have the following competences:

1. Knowledge of the foundations of the contemporary economy, the theoretical bases of the balance and imbalance of the market, various market structures.
2. Designing the behaviour of individual economic agents, relationships that form between them in different markets.
3. Information management in order to assess the optimum choice of the consumer, the valuation of production costs and the efficient operation of the manufacturer.
4. Application of economic models in the study of economic processes and phenomena.
5. Interpretation of economic problems and modalities of settlement in terms of current systematic transformations of the economic and social environment.
6. Elaboration of models, schemes for obtaining results through the use of modern features specific to applications (IT) to automate the process of processing and analysis of data.
7. Application of classical software in the assessment of economic operations in order to obtain timely information to be proposed as a support for decision making.
8. Argumentation of their points of view on a problem, expressing the advantages and inconvenience of various options.
9. Knowledge of organization activities, management and professional realization of people within organizations.
10. Working techniques and skills needed in carrying out a project.

## Year I, Semester I

	Module	ECTS	Assessment form
1.	Microeconomics	5	E
2.	Economic mathematics	5	E
3.	Business information technologies	5	E
4.	Introduction to PBL	5	E
5.	Organization management: Project	10	E/P
<b>TOTAL</b>		<b>30</b>	

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

- Two Tests (T1, T2), which take place during the semester. The student is admitted to the exam if he/she got the promotion mark in both tests (higher than or equal to 5);
- Obtaining the pass mark in the current success (CS), that is, the activism that the student showed at the discipline in question during the semester and the degree of preparation for each seminar;
- Obtaining the promotion mark in the individual work (IW). The individual work is appreciated through the student's realization of the tasks that were assigned by the teacher to each student.

The student, to be admitted to the exam, must have promotion marks on each component listed above. The final mark (FM) that the student gets after the final exam (FE) shall be determined, taking into account the following:

$$Nf = 0,15*T_1 + 0,15*T_2 + 0,2*Rc + 0,1*Li + 0,4*Ef \quad (1)$$

To be promoted in the second semester, the student must pass the exams in the session. If the student has arrears in any discipline, he/she can take the exam in two additional sessions: one with a one-week duration - at the end of the year of study, and one lasting two weeks at the beginning of the following year of study.

Each discipline, according to the educational plan plan, requires a certain workload from the student, depending on the number of ECTS allocated to the discipline in question. An ECTS represents 30 hours of work. Some of these hours are performed in the auditorium, face-to-face with the teacher, the other part, the larger one, represents the individual work of the student. The individual work of the student is monitored and evaluated by the teacher and involves the student's realization of some reports, the study of certain additional specialty sources of the programme, the elaboration of projects.

Assessment is an integral part of the course unit. The teaching and training elements at AESM are planned using different types of assessment, the use of which is in strict accordance with the

AESM regulation on the assessment of student learning activity<sup>2</sup>. According to this regulation, at AESM, the following forms of assessment are used:

*Formative or progress assessment.* It is carried out throughout the training, in small and successive steps; ensures an effective periodicity of the professional training process, is designed to identify the weaknesses and strengths of the training, resulting in a sufficiently objective analysis of the mechanisms and the causes of the failure or success of the students. The formative assessment of the students is continuous during the course unit/module/academic year, through knowledge and skills tests, seminar reports, practical laboratory work and projects, and applications in the specifics of specialization.

*Cumulative or final assessment.* It is carried out at the end of a training period (semester, academic year, schooling cycle). The main purpose of the cumulative assessment is to highlight the effects, efficiency, overall learning outcomes. This type of assessment highlights the level and quality of student training by reporting on the objectives set for the professional training. The final assessment methods are laid down in the educational plan and be be: exam, verification, project, portfolio, defence of the Bachelor's degree thesis / graduation project, depending on the graduated study programme. The assessment procedures are described in the curriculum of the discipline.

The marking system is of 2 types:

1. by marks offered from 1 to 10. The final mark is two digits after the comma;
2. by ECTS grading.

The student assessment and marking scale is shown in Appendix 8.

In order to increase the quality of the teaching and meeting of the requirements formulated by the beneficiaries, the "Business and Administration" study programme is monitored and evaluated periodically through the following activities:

- Student questioning:
  - Assessment of the quality of teaching
  - Assessment of students' satisfaction with the conditions and services offered by AESM;
- Questioning employers;
- Questioning the AESM graduates.

More and more the teaching-learning-assessment process at AESM is carried out through the use of ICT tools, in particular the e-Learning platform is applied - MOODLE. It is highly appreciated by students, as they can learn in their personal rhythm, anywhere and at any time; all the materials relating to the course are focused in one place; they can self-assess, and the Forum allows students to interact with the teacher and inform themselves from the first source, etc.

In the first semester students will develop a project, which is based on the knowledge of the organization and its internal environment through the processes, which take place within it, through the knowledge, identification and characterization of the variables of the internal environment but

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<sup>2</sup> [http://ase.md/files/documente/regulamente/interne/3.1\\_evaluare\\_stud\\_1.pdf](http://ase.md/files/documente/regulamente/interne/3.1_evaluare_stud_1.pdf)

also through knowledge and identification of factors of direct and indirect influence. In this project students will show that they master economic terminology, know the main economic indicators, which characterize an organization, and are able to carry out those calculations.

### 3.2.2 Semester 2

#### Semester theme: THE COMPANY IN THE NATIONAL AND INTERNATIONAL CONTEXT

The second semester contains course modules that allow students to advance in the knowledge of economic sciences: Macroeconomics, Economy of economic units, World economy and European integration, as well as to know research methods for business and accumulate project experience. The project in the second semester contributes to the development of critical thinking, analysis and synthesis skills, drawing conclusions based on the analyzed materials.

*Macroeconomics* is a fundamental course, which contributes to the training in students of the competence to analyse the mechanisms of functioning of the market economy and implementation of macroeconomic analysis in practical activity, macroeconomic models, imbalances of the open and closed economy, macroeconomic outcome indicators.

*Economy of economic units* is a theoretical and applicative course and is aimed at training in students a complex, systemic image on the structure and mode of organisation and functioning of economic units; a coherent economic thinking that will serve to properly assess the opportunities and risks in the actions undertaken by economic units and decisions taken to streamline their business; familiarizing students with evaluation and methods of calculating economic activity indicators and resource efficiency in economic units.

*World economy and European integration* form and reinforce the knowledge and ability of students to analyse the structural elements and processes within the world economy, interdependencies and interaction of national economies, the world economic circuit, the evolution and mechanisms of European integration.

*Research methods for business* - the module familiarizes students with the basis of the collection, presentation and analysis of data, as well as the application of the model of research and decision-making in business practice. The course also includes the elaboration of a project with the generic "The company in a national and international context", which aims to provide students with knowledge of how to develop the company, taking into account economic, political, socio-cultural, technological factors, etc.

#### Year I, Semester II

	Module	ECTS	Assessment form
6.	Macroeconomics	5	E
7.	World economy and European integration	5	E
8.	Economy of economic units	5	E
9.	Research methods for business Project: The company in a national and international context	15	E/P
	<b>TOTAL</b>	<b>30</b>	

## Learning objectives and outcomes

Upon completion of the semester, students will have the following competences:

- To explain the concepts of the category system of Macroeconomics: aggregate demand, aggregate offer, labour market, monetary market, inflation, unemployment, macroeconomic indicators, economic growth, open economy;
- To acquire skills in the field of macroeconomic phenomena analysis;
- To know the particularities of the functioning of the national economy markets;
- To know the methods and mechanisms for assessing the results at macroeconomic level;
- To be able to develop and assess balancing policies, macroeconomic processes;
- To know the most effective methods and techniques to influence the activity of economic units with a view to maximising the results of economic activity;
- To obtain skills in conducting economic calculations and assessing the results of economic units activity;
- To estimate the efficiency of resource use in economic units;
- To propose ways to improve the economic performance of the economic unit;
- To know and apply various research methods for business.
- To be able to perform the primary processing of gross statistical information, a work following which the indicators are obtained: with an advanced degree of generalization;
- To analyse and interpret the results obtained from conducting statistical studies as well as testing, assumptions on the future trend of the evolution of statistical phenomena and processes;
- To establish the role and place of the main elements of the world economy system, to determine the impact of community policies on the evolution of the European economy as a whole and of the company in particular.

The progression within the semester, the assessment of students, the methods used in the assessment, the types of assessment, the marking system, the monitoring of student activity are identical to the information presented for the first semester.

It is necessary to note the promotion of the year of study, which in AESM is carried out in accordance with the AESM regulation on the promotion of the year of study<sup>3</sup>. It is promoted in the following year of study the student who accumulated during the full academic year the number of compulsory study credits provided for in the educational plan for that year.

At the same time, the student's enrollment in the next year of study is conditional on the accumulation of minimum 40 (30 for part-time education) ECTS at the compulsory course units/modules provided for in the annual study Contract for the current year of studies and accumulation of the total number of credit points, provided for by the educational plan for previous years of study, as well as for the year of completion of university studies.

The elaboration of the project involves the use of a more complex research methodology, it must lead to students' understanding of the actuality of the different components of the development visions, and even more, to the understanding that they do not exclude each other, but are living in

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<sup>3</sup> [http://ase.md/files/documente/regulamente/interne/3.6\\_promovare.pdf](http://ase.md/files/documente/regulamente/interne/3.6_promovare.pdf)



theory today and especially in the practice of development. We believe that this is the most open and fertile context in which a systematic reflection and an academic debate, even a political one, about the possibilities of developing the own contemporary society, can really bear fruit.

### **3.2.3 Semester 3**

#### **Semester theme: MARKETING AND MARKETING RESEARCH**

The third semester contains 4 important modules like: Marketing, Marketing research, Business culture and ethics, Qualitative research methods, which also includes the elaboration of a project.

The Marketing course aims to deepen students' knowledge in the field of marketing theory and practice, familiarizing them with the application of the principles and techniques of business marketing, including the realization of marketing research and their use in optimizing management decisions.

*Marketing research* gives students the opportunity to know in detail the operation of the informational marketing mechanism in companies and to form practical skills for decision-making based on truthful and accurate market information.

*Business culture and ethics* informs the students about the peculiarities of ethical behavior in business, to develop knowledge and skills to evaluate and modify organisational culture, to solve ethical dilemmas, to elaborate a corporate social responsibility programme, as well as gain knowledge in business etiquette.

The course of *Quantitative research methods* will give students the opportunity to know and apply quantitative research methods, critically interpret the results and perform analyses based on statistical models. Quantitative research methods allow accurate assessment of existing market phenomena and obtaining data necessary to substantiating marketing policy. The semester project "Marketing and marketing research" will provide the possibility of academic progress by applying the knowledge, skills and competences of the previous modules (both theoretically and the methodology applied).

#### **Learning objectives and outcomes**

Upon completion of the semester, students will have the following competences:

- To obtain practical skills for the elaboration and validation of a simple, multiple linear econometric model, in the light of the work assumptions;
- To apply econometric methods and to carry out forecasts of the state and development of economic processes;
- To acquire the main concepts, principles and functions of business ethics and corporate social responsibility, the peculiarities of ethical behaviour;
- To develop skills to implement methods of improving ethical behaviour;
- To develop correct behaviour;
- To develop judgement based on knowledge of the social and ethical issues arising in work or study;
- To address ethical issues in the field of management;

- To know and monitor the factors of the marketing environment, to investigate the characteristic of the real and potential market, to be able to identify possible ways of increasing the market;
- To know the peculiarities of business to business market operation;
- To design and use informational marketing systems, marketing research to solve strategic and tactical marketing problems, use current internal and external information to substantiate tactical marketing decisions;
- To apply in practice the methods of the survey, observation, experiment, documentation, techniques for quantitative and qualitative analysis of data, including the use of the computer;
- To be able to elaborate marketing policy in businesses and organizations.

### Year II, Semester III

	Module	ECTS	Assessment form
10.	Marketing	5	E
11.	Marketing research	5	E
12.	Quantitative research methods Project: Marketing and marketing research	15	E/P
13.	Business culture and ethics	5	E
	<b>TOTAL</b>	<b>30</b>	

In the third semester continues to increase the workload of the students in teams based on the project. We considered that the knowledge that students managed to accumulate at this stage, along with the courses they attend in parallel, will allow them to draw up a project in the field of marketing.

The project will include a complex problem, based on marketing research. Students must demonstrate the skills of collecting, analyzing and interpreting information using investigative methods and techniques, for the purpose of knowledge of the environment, identifying business opportunities, anticipating market trends. Students must realise that marketing research comprises a broad area of activity, becoming a necessity for every economic agent in terms of increasing the complexity of environmental factors. The areas of marketing research are very numerous and they are determined according to the activity carried out by the economic agent and the intended purpose.

### 3.2.4 Semester 4

#### Semester theme: COMPANY'S PROCESUAL ORGANISATION

In the fourth semester, the study programme contains 4 modules: Company's accounting and finances, Business law, Operational management, and elaboration of a project with the generic "Company's procesual organisation".

*Company's accounting and finances* is aimed at providing students with both theoretical and practical knowledge regarding financial-accounting matters, data processing and obtaining information related to assets, liabilities, own capital, income and expenditure necessary for internal decisions, the choice of financing sources, the way of allocating financial resources, the efficiency of the use of funds, the estimation of financial results, etc.

The course of *Business law* aims to familiarize students with the fundamental legal notions of organizing and conducting the business, the learning of legal language and of the principles of law governing the business environment.

*Operations management* module will allow students to apply knowledge from the fundamentals of management regarding basic management functions within the economic units, with the aim of ensuring the correct and efficient management of (material, financial, human, informational) resources and adapting economic units to market requirements.

### **Learning objectives and outcomes**

Upon completion of the semester, students will have the following competences:

- To know the peculiarities of the manifestation and use of economic laws in internal production relationships, with the current management system and with the manifestation of basic management functions - planning, organizing, controlling, motivating - in the production activity;
- To understand the legal relations specific to the business environment; the principles, concepts and legal institutions specific to the business environment;
- To carry out the activity in accordance with the laws and regulations established.
- To use the terms specific to the accounting language correctly;
- To propose personal assumptions for explaining accounting situations;
- To issue judgements with accounting content; to apply qualitative methods of analysing and processing financial information;
- To use regulations and normative acts in the financial field, to know the sources of financing, the criteria for allocating resources, the financing policy, the investments and dividends applied within the company;
- To know and apply methods of managing financial resources and to analyse alternatives to mobilising and placing financial resources for the purpose of choosing the optimum variant;
- To predict the financial indicators relating to the activity of the company and to draw up directions for action in order to achieve them;
- To strengthen the theoretical competences held in the field of management in the real economic environment of a firm/institution, finding the appropriate methods to improve the performance of the business performed in the firm;
- To be able to apply the knowledge in the field of conducting the basic function of management, planning, within the economic units, with the aim of the correct management of resources and the adaptation of economic units to market requirements;
- To ensure an increased awareness of existing employment opportunities in the labour market, national and European, in the field of study;
- To distinguish the tangencies and distinctions related to financial accounting and management;
- To promote excellence in the training and research process, in the processing, transmission and use of knowledge in the substantiation of decision-making processes;
- To realise the possibilities of "transfer" and "use" of knowledge acquired at the faculty in the real economy.

## Year II, Semester IV

	Module	ECTS	Assessment form
14.	Operations management	5	E
15.	Company's accounting and finances	10	E
16.	Business law	5	E
17.	Project: Company's procesual organisation	10	E/P
	<b>TOTAL</b>	<b>30</b>	

In the fourth semester students will develop a complex project in the field of business management, based on the knowledge and competences they have achieved along the way. The project will allow analysis of all sides of business activity, highlighting certain problems in its activity, searching for solutions. The company can be a real (preferably) or a virtual one.

The „Company's procesual organisation” project will be a more complex one, which will also be based on the internship of students in a company (firms). Students will have to prove good knowledge of all processes in the company, the interdependence of the functions of the company, conducting a meaningful analysis of its activity.

### 3.2.5 Semester 5

#### Semester theme: SETTING UP AND DEVELOPING A BUSINESS

The fifth semester contains 1 optional course and 2 compulsory modules: Quality management and the Setting up and developing a business, which includes the elaboration of a group project.

In the *Quality management* course, students form and develop a general understanding of quality management concepts, standards for quality management systems, develop their skills of logical thinking, communication and decision making skills, the use of methods of streamlining the company's management, which can enhance both the quality of management and the quality of the results of the processes – products, services.

The *Setting up and developing a business* module aims to deepen students' knowledge of entrepreneurship, develop the spirit of initiative needed to put ideas into practice through creativity, innovation and risk-taking, such as and the ability to plan and manage projects.

The “Business and Administration” study programme, in semester V, proposes to students the following *optional courses*:

- *Fiscality* aims at forming a system of theoretical, practical and applicative knowledge in the field of taxation, as an object of study serving the necessity of knowledge and respect for tax regulations both by tax bodies and by taxpayers, so that through taxes, the financial, economic and social objectives pursued by the state can be achieved.
- *Risk management in business* – in this course, students form and develop a general vision of entrepreneurial risks, their methods of evaluation and effective management. They will also be able to apply different methods of risk minimization and management
- *Sales techniques* – the course aims to deepen students' knowledge in the field of theory and practice of the sales process and to provide students with knowledge about the sales cycle and the characteristics of each stage, the essential set of useful techniques and tools in the field of sales, develop networking skills with customers.

## Obiectivele și rezultatele învățării

Upon completion of the semester, students will have the following competences:

- To identify and understand entrepreneurial actions, identify the skills of the entrepreneur and their own skills;
- To know the process of setting up and developing small and medium-size companies (own and for third parties);
- To identify sources of funding;
- To be aware of the launch and deployment of entrepreneurial activities in accordance with established laws and norms; adopt optimal decisions in the process of launching and developing the business; analysis of the internal and external environment of the business; adjusting activity to customer requirements for the purpose of raising the efficiency and effectiveness of entrepreneurial activities;
- To develop appropriate strategies and policies within a changing environment;
- To develop skills for assessing and minimising entrepreneurial risks;
- To define the concepts of economic activity in terms of risk and uncertainty;
- To establish the functional correlation between the level of risk and the economic result;
- To apply knowledge in determining the level of business risk by using quantitative methods (statistical-mathematical, use of expert method, etc.), including specific indicators and financial instruments for the coverage of risk
- To know and form skills to efficiently accomplish the sales of the company's products;
- To develop risk management strategies and models;
- To apply the legislation in force and the analysis of statistical information flows in order to determine the level of taxation; the calculation of tax liabilities and the reflection on fiscal reports; determining the impact of tax liabilities over the payer's financial situation.
- To acquire the main concepts, principles and functions of quality management, the logic of the evolution of quality management science;
- To develop skills for the implementation of quality management methods and standards for the quality control system;
- To use the documents of the quality management system, to determine the modalities for the dissemination of information; to know the requirements for drafting, modifying, disseminating documents;
- To demonstrate skills in the field of employment of human resources; training and professional development of staff.

### Year III, Semester V

	<b>Modulul</b>	<b>ECTS</b>	<b>Assessment form</b>
18.	Quality management	5	E
19.	Optional course	5	E
20.	Project: Setting up and developing a business	20	E/P
	<b>TOTAL</b>	<b>30</b>	

The elaboration of the project in semester V will require students to have a profound knowledge of the legislation of the Republic of Moldova in the field of setting up and developing a business, stages of setting up a company, identification and calculation of risks related to business

development, identification and validation of the business idea, elaboration of the business model and presentation, support of the idea.

### 3.2.6 Semester 6

#### **Semester theme: INTEGRATED COMPANY MANAGEMENT**

In the sixth semester, the study programme includes: Corporate management, an optional course and the Bachelor's degree project (Bachelor's degree thesis).

The *Corporate management* course aims at the training and development of corporate management precepts, corporate governance principles and models, corporate union types, legal bases for the management of a joint-stock company in the Republic of Moldova.

Students, in the last semester, will choose an optional course from the following options:

- *Supply and sales management* - forms and develops a general understanding of the concepts of supply and sales, develops to students the logical thinking skills, the decision-making skills necessary for the successful work of a manager.
- *Comparative management* aims to form in students a vision of cultural differences and their influence on the management models used in the countries of the world, as a result students will obtain the necessary skills to determine the factors that influence the organizational culture of the company.
- *Information systems in management* - forms theoretical knowledge and practical skills in the field of designing and using information systems in management. The accumulated knowledge will serve to the effective use of the computer means to solve the daily economic problems related to data processing, obtaining pertinent information necessary to substantiating and adopting decisions.

The *Bachelor's degree thesis (Bachelor's degree project)* is the original scientific work, developed through the student's independent research activity, and aims at evaluating students' competences of conducting research, applying theoretical knowledge in the process of elaborating practical solutions specific to the economic and managerial field or the carrying out of the case study, to draw up a unitary material comprising their own observations and conclusions, demonstrating critical thinking.

The elaboration and defence of the Bachelor's degree thesis is a prerequisite for the award of a qualification.

The period of elaboration of the Bachelor's degree thesis is preceded by an internship, which aims to consolidate theoretical knowledge, the selection of information needed to develop the thesis and also to obtain skills in the field of specialisation.

#### **Learning objectives and outcomes**

At the end of the semester the student must:

- Develop the skills of applying corporate management methods and legislative acts in corporate decision making;
- Ensure the deployment of collaborative activities between corporate management

subjects;

- Determine the main forms of corporate unions to streamline corporate activity; use methods of protection against hostile takeovers;
- Determine the rights and obligations of management bodies in corporate management; develop some fair and efficient working relationships;
- Develop the skills of analysis and synthesis, effective communication; organisational qualities; practice the experimental application of theoretical knowledge acquired during the studies;
- Learn how to work in an organization different from that of the university, integrate into existing work teams and actively participate in the current activities;
- Look for ways of applying in-depth theoretical knowledge to its training courses, for a better correlation of education and the theoretical training that students receive in the faculty with labour market requirements.
- Apply theoretical knowledge in organizing and conducting activities in the functional structures in which the internship is carried out;
- Deepen the knowledge of the legislation and the rules in force aimed at the work of the organisation and on the basis of which specific operations are carried out;
- Develop written and oral scientific communication in the drafting and presentation of the Bachelor's degree thesis;
- Use digital-action tools, create documents and use basic electronic services in research;
- Apply at least one foreign language for the use of specialized texts in a foreign language in the drafting of the Bachelor's degree thesis;
- Assume ethical responsibility for the results of the research entered in the Bachelor's degree thesis.

### Year III, Semester VI

	<b>Modulul</b>	<b>ECTS</b>	<b>Assessment form</b>
21.	Corporate management	5	E
22.	Optional course	5	E
23.	Bachelor's degree thesis	20	E/P
	<b>TOTAL</b>	<b>30</b>	

According to the regulation on the organisation of the completion exam of Bachelor's degree studies at AESM <sup>4</sup>, the Bachelor's degree exam includes a single task: public defence of the Bachelor's degree thesis.

The students who fully completed the educational plan and accumulated the number of credits established for the "Business and administration" study program are admitted to the Bachelor's

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<sup>4</sup> [http://ase.md/files/documente/regulamente/interne/3.2\\_examen\\_licenta.pdf](http://ase.md/files/documente/regulamente/interne/3.2_examen_licenta.pdf)

degree exam. The lists of students admitted to the Bachelor's degree exam, drawn up by the Dean of the Faculty and approved by order of the rector of the AESM one month before the start of the Bachelor's degree exam, are presented to the Bachelor's degree exam Commission.

The Bachelor's degree thesis can be elaborated in the team, in accordance with the provisions of the Regulation on the team elaboration of the Bachelor/Master's degree thesis <sup>5</sup>.

In the process of defending the thesis, the graduate is assessed according to the following criteria:

- a) critical understanding of the notions, conceptions, theories and principles specific to the training field;
- b) demonstration of generic and specific competences acquired by the graduate during the studies;
- c) conducting research and demonstrating the ability to apply theoretical and methodological knowledge in the process of developing practical solutions specific to the field of professional training;
- d) use of knowledge relevant to the training area in the formation and support of the arguments, conclusions in the process of developing and defending the Bachelor's degree thesis;
- e) demonstration of communication competences in the process of defending the thesis (well structured message, appropriate language, use of technical means, politencies, prompt answers to the topic).

The Bachelor's degree thesis is assessed with marks, based on the marking scale from 10 to 1, the minimum promotion mark being 5. The marks shall be converted to the ECTS grading scale, respectively:

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

The final mark awarded in the result of the defence of the Bachelor's degree thesis shall be determined by voting by the members of the Bachelor's degree Commission.

Thus, the study through 6 semesters, under the present plan, involves the accumulation of 90 credits of studies following the listening of theoretical courses and the accumulation of 90 credits of studies following the realization and defence of projects elaborated in the team. The implementation of the BA-PBL programme will allow us to reach the 50:50 ratio between lectures and teamwork. We are aware that even the achievement of this ratio will not place us, by the level of use and

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<sup>5</sup> [http://ase.md/files/documente/regulamente/interne/3.4\\_teza\\_echipa.pdf](http://ase.md/files/documente/regulamente/interne/3.4_teza_echipa.pdf)



implementation of the PBL, in line with Aalborg University, where this model was initiated in the year 1972, and the experience currently used was accumulated in the course of 45 years.

For each module included in the educational plan there will be elaborated the curriculum, where there will be specified the number of hours, including direct contact and individual work, objectives, learning outcomes, module content, course structure, assessment method, etc.

## 4 ROADMAP

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### 4.1 INTRODUCTION

In order to ensure the sustainability of the problem-based learning – PBL, a roadmap (Appendix 2) was developed. This includes several activities necessary to be implemented at the institutional and programme level in order to achieve the objective. The activities under the roadmap have already begun, with some activities being accomplished, others are going to start.

The development of the roadmap began during the start of the PBLMD project. The persons responsible for certain components of the PBLMD project were involved in this activity: institutional coordinator - A. Cotelnic, responsible for the programme - A. Solcan, responsible for the pedagogical component - S. Baci. Subsequently, other people involved in the PBLMD project were consulted, in particular, teachers from different departments, who are involved in the teaching activity in the BA-PBL pilot programme, the heads of these departments, the students in the pilot groups, as well as representatives of the business environment. One of the criteria for selecting teachers was the high-level knowledge of the English language, as the studies are provided in English.

Following the consultation of the literature on the educational phenomenon, we have delimited two fundamental methods, “problematization” and “learning by discovery”, considered by us as significant for an interactive approach to the teaching-learning process. From the perspective of valorization of the interactive potential of the two methods, other methods, techniques and didactic procedures will be addressed in the study process.

The problematization and learning by discovery are the (inter)active attribute of education which mainly contributes to the transformation of the instructional-educational process from a passive act of knowledge reception, in an act of permanent search, deepening into the already accumulated knowledge, with a view to formulating a solution to a problem perceived by students in the real field of the economy.

In formulating the *basic hypothesis* we started from the personal observations of the project members, particularly in the framework of the mobilities carried out, strengthened with theoretical aspects regarding the dependence between the use of interactive methods and students’ learning performance. Thus, we formulated the *general hypothesis*: the systematic use of interactive methods in teaching-learning academic disciplines contributes significantly to improving learning performance and facilitates the employment of graduates on the labour market.

In order to ensure the quality of teaching, several activities are envisaged: teacher training, consultation of employers and their involvement in teaching, consultation and guidance/coordination of internships, conducting surveys to have the feed-back from the students. We also expect to learn the opinion of employers through a questionnaire on conducting student internship and their level of preparedness for the activity in question.

We could formally divide the activities mentioned into several directions:

- I. Connection of the BA-PBL study programme to the good practice of problem-based learning of European universities;

- II. Continuous training and development of PBL teachers;
- III. Conducting studies under the BA-PBL programme;
- IV. Extending the PBL practice to other study programmes.

## 4.2 PERIOD 1

### **Connection of the BA-PBL study programme to the good practice of problem-based learning of European universities.**

The *main goal* of this stage is to develop an educational plan for “Business and Administration”, which will be based on the principles of problem-based learning, and its accreditation.

In order to achieve this goal, we have submitted the following *specific objectives*:

- Continuous monitoring and improvement of the BA-PBL pilot study programme;
- Review of the BA-PBL educational plan;
- Accreditation of the BA-PBL study programme by the National Agency for Quality Assurance in Education and Research (ANACEC);
- Development of new curricula and coverage of all disciplines of studies with necessary didactic materials.

*Period:* March 2019-2022

*Expected outcomes:*

- Study of literature in the field of problem-based learning, study of educational plans for the “Business and Administration” study programme in the partner universities of the European Union;
- Educational plan for the “Business and Administration” study programme revised/updated and approved at the meeting of the AESM Senate, coordinated with the Ministry of Education, Culture and Research;
- BA-PBL study programme accredited by ANACEC;
- Curricula developed for all academic disciplines for the BA-PBL programme;
- Didactic materials needed to train students elaborated.

## 4.3 PERIOD 2

### **Continuous training and development of PBL teachers**

The *main goal* of this stage is the formation and development of the PBL-adjusted teaching competences.

In order to achieve this goal, we have submitted some *specific objectives*:

- Creation of the PBL subdivision within AESM, which would provide permanent support to departments and teachers in order to maintain academic excellence and PBL efficiency;
- Creating/maintaining the PBL-AESM page on the [www.ase.md](http://www.ase.md) website;
- Designation of the semester responsible;

- Elaboration of methodical support for teachers involved in PBL programmes;
- Organizing the continuing training of teachers;
- Initiation of partnerships with universities in the country and abroad for the mobility of teachers.

*Period:* May 2019 - December 2021

*Expected outcomes:*

- Creation of the PBL subdivision within the Section of Studies, Curricular Development and Quality Management;
- PBL page of AESM on the site [www.ase.md](http://www.ase.md);
- Designation, within the BA-PBL study programme, of the semester responsible to provide assistance/information to students on the courses to be studied and to coordinate the activity of the teaching staff in that semester;
- Methodical support for PBL for teachers elaborated;
- A growing number of teachers trained for PBL teaching;
- Partnerships signed with universities in the country and abroad for the mobility of teachers;
- Teachers beneficiaries of academic mobility programmes.

#### **4.4 PERIOD 3**

##### **Conducting studies under the BA-PBL programme**

The *main goal* of this stage is to continue to conduct studies under the BA-PBL programme.

The achievement of this goal requires the following *objectives* to be resolved:

- Organization of admission to the BA-PBL programme;
- Enriching existing sources at the library for each discipline, including specialty magazines and subscriptions to the various online databases, which provide students with access to information and knowledge needed to develop projects;
- Preparation of spaces/halls for PBL;
- Building partnerships with representatives of the business environment.

*Period:* June 2019 - December 2021

*Expected outcomes:*

- Elaboration of information flyers about the BA-PBL programme and their transmission to potential students;
- Mediatization of information on the website [www.ase.md](http://www.ase.md), Facebook page etc.;
- Groups of teachers and students, who go to high schools to disseminate information regarding the PBL-based studies;
- Increasing the number of rooms for PBL-based studies. Organizing the necessary space for teamwork in the lecture halls, as well as in the AESM's scientific library, by dividing into individual working areas for each team;

- Providing students and teachers with access to existing databases in the AESM’s scientific library, expanding them, enriching existing sources at the library with literature in the field of PBL and other interactive methods.
- Partnership agreements with representatives of the business environment regarding the organisation of internships.

## 4.5 PERIOD 4

### **Extending the PBL practice to other study programmes**

The *main goal* of this stage is to extend the number of study programmes within the AESM that would apply PBL.

In order to achieve this goal, we advance the following *specific objectives*:

- Extending PBL in all groups from the BA study programme;
- Promotion of good BA-PBL practices, with a view to knowledge by members of the academic community, as well as other interested persons, of the advantages that problem-based learning is offering and opportunities that these students will have;
- Identification of study programmes for PBL enlargement;
- Elaboration of the educational plan with PBL for the programmes identified;
- Implementation of PBL in the identified programmes.

*Expected outcomes:*

- A unique study programme of “Business and Administration” and a higher number of students studying on the basis of PBL;
- Events to disseminate good PBL practices organised with the participation of members of the academic community at AESM as well as business partners;
- Elaboration of at least 5 new educational plans with PBL for the programmes identified;
- Launching educational plans based on the use of PBL for at least 5 programmes at ASEM.

## 5 ACTION PLAN

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### 5.1 INTRODUCTION

The implementation of the roadmap requires that it be detailed in concrete actions, which we have summarised in the action plan presented in Appendix 3. Its elaboration started from the purpose submitted for each period and from the specific objectives, the availability of financial, time, human, informational resources required for each period.

The changes mentioned in the educational plan existing for the “Business and Administration” study programme require the adaptation of theoretical and practical courses to the new requirements. It is necessary to prepare case studies, prepare didactic materials, which would allow for better understanding of the essence of using PBL, the role of the teacher, the role of the student, which involves teamwork, how the division of responsibilities takes place, how the assessment takes place, etc.

All activities mentioned will require certain resources. The necessary financial resources will be covered from the project (mobility of teachers and students, procurement of equipment, etc.), with the support of AESM (organizing trainings with teachers, motivating them, performing repairs, procurement of equipment, etc.). But in order to achieve the said actions we will also need other resources: human, material, informational, time.

### 5.2 ACTIVITIES AND RESOURCES

#### 5.2.1 Period 1

##### *Connection of the BA-PBL study programme to the good practice of problem-based learning of European universities*

In order to achieve the specific goal and objectives for this stage, we envisaged the following actions:

- *Continuous monitoring and improvement of the BA-PBL pilot study programme*
  - Questioning students regarding the quality of the teaching process under the PBL;
  - Consultation with representatives of the business environment in order to determine their expectations regarding the competences to be followed by the programme;
  - Performing corrective/preventive actions.
- *Review of the BA-PBL educational plan*
  - Evaluation/review of the BA-PBL pilot educational plan (Appendix 4);
  - Approval, at the Senatemeeting, on the recommendation of the BAA Faculty Council, of the new BA-PBL educational plan;
  - Coordinating the new educational plan with the Ministry of education, Culture and Research.
- *Accreditation of the BA-PBL programme by ANACEC*

- Elaboration of the BA-PBL self-evaluation Report for accreditation by ANACEC;
- Accreditation, following the external evaluation, of the BA-PBL study programme for a period of 5 years;
- *Coverage of educational disciplines with necessary didactic materials*
  - Elaboration of the curriculum for all BA-PBL academic disciplines;
  - Elaboration of didactic materials needed to train students.

In order to achieve the specific goal and tasks submitted at this stage we will need different resources.

*Human Resources.*

Management team:

- Institutional coordinator – A. Cotelnic, first vice-rector;
- Responsible for the study programme – A. Solcan, dean of the faculty of Business and Business Administration;
- Responsible for the pedagogical component – S. Baciuc, head of the Service for Studies, Curriculum Development and Quality Management.

The implementation team was formed by the order of the Rector of AESM from among the teachers, who teach at the specialty “Business and Administration”, predominantly from the departments of Management, Marketing and Logistics, Accounting and Economic Analysis. The pedagogical team is also formed.

*Material resources:* we will need computers, paper, files, spaces for discussion, for various activities. All these will be made available by AESM in the required amount and structure.

*Information resources.* Can be obtained from the Internet, the AESM being 100% connected to the Internet, from the AESM’s library, which is subscribed to several databases, from the literature available in the library. It is necessary to consult the Regulations on the mobility of teachers, available on [www.ase.md](http://www.ase.md)<sup>6,7</sup>.

*Time resources.* All activities foreseen in the project will be carried out outside basic hours, where teachers have lessons with students. Sometimes it will be necessary to also use Saturdays to complete certain activities in time.

*Financial resources.* Some of the resources will be allocated from the PBLMD project, another part will be allocated by the AESM by purchasing consumable materials, providing the necessary spaces for activities, Internet connection, computer use, etc.

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<sup>6</sup> Regulamentul privind mobilitatea studenților, a personalului didactic, didactic auxiliar, de cercetare și a personalului nedidactic care participă la programul ERASMUS+/KAI; disponibil la [http://ase.md/files/documente/regulamente/interne/3.15\\_Regulament-Erasmus.pdf](http://ase.md/files/documente/regulamente/interne/3.15_Regulament-Erasmus.pdf)

<sup>7</sup> Regulamentul cu privire la mobilitatea academească în ASEM, disponibil la [http://ase.md/files/documente/regulamente/interne/3.11\\_mobilitate.pdf](http://ase.md/files/documente/regulamente/interne/3.11_mobilitate.pdf)

## 5.2.2 Period 2

### Continuing training and development of PBL teachers

In order to achieve the specific goal and objectives for this stage, we envisaged the following concrete actions:

- *Creation of the PBL-ASEM subdivision*
- *Creating/Maintaining the PBL-ASEM page on the site [www.ase.md](http://www.ase.md)*
- *Designation/establishment of the semester responsible*
- *Elaboration of methodical support for PBL for teachers*
- *Organization of continuous teacher training courses*
- *Initiating partnerships with universities in the country and abroad for the mobility of teachers*

This stage will also require several resources.

*Human Resources.* We consider the role of human resources as defining in the achievement of all stages of the project.

Several working teams will be formed under this stage in order to accomplish the tasks required:

- Working Team under the PBL – AESM subdivision
- Team responsible for semester - 6 persons (1 teacher/semester)
- Team to develop methodical support for PBL for teachers
- Team responsible for organising the continuing training of teachers
- Team responsible for the initiation of partnerships with universities in the country and abroad for the mobility of teachers.

*Material Resources.* Consumable materials will also be needed at this stage, for the elaboration and publication of advertising material, for the organization of admission, which will be offered by AESM.

*Information resources:* they are insured by the information available in the scientific library of ASEM, by Internet sources, to which there is unlimited access at AESM, the PBLMD project website.

*Time resources:* All activities expected at this stage require time to achieve them. It is expected to be incorporated into the working hours.

*Financial resources:* Some of the resources will be allocated from the PBLMD project, another part will be covered by AESM.

## 5.2.3 Period 3

### Conducting studies under the BA-PBL programme

In order to achieve the specific goal and objectives for this stage, we envisaged the following concrete actions:

- *Organization of admission to BA-PBL*



- *Increase in the number of groups from 1/year of studies learning according to the BA-PBL programme to at least 3*
- *Expanding databases, enriching existing library sources with PBL literature and other interactive methods*
- *Preparing PBL spaces/classes and adapting them to teamwork*
- *Building partnerships with representatives of the business environment*

In order to achieve the actions foreseen at this stage, certain resources will be needed as follows:

*Human resources:*

- Work team for the elaboration of advertising material for organizing the advertising campaign.
- The team involved in the campaign to promote the educational offer, which will go to high schools in the country, with the aim of familiarizing potential students with the advantages of learning at this programme;
- A work team will be created to organise the admission and selection of candidates for studies;
- The team that will perform the work of repairing/preparing the premises and installing the machine for organizing teamwork;
- Team responsible for the creation of partnerships with representatives of the business environment.

*Material resources.* There will also be a need at this stage of consumable materials, for the elaboration and publication of advertising material, for the organization of admission, which will be offered by AESM. There is also a need for transportation, which will ensure the travel of the team to high schools in the Republic. In this respect, AESM provides a car with a driver, or if a minibus with driver is needed, gasoline is required. Each member of the team during the day is provided with water and a food package to dine.

Materials for repair in the study rooms and installation of the equipment procured in the project will be needed.

#### **5.2.4 Period 4**

##### **Extending PBL practice to other programmes**

In order to achieve the specific goal and objectives for this stage, we envisaged the following concrete actions:

- *Extending the pilot programme for all students studying in the “Business and Administration” Bachelor’s degree study programme;*
- *Promotion of good BA-PBL practices;*
- *Identification of study programmes for PBL enlargement;*
- *Elaboration of the educational plan with PBL for the programmes identified;*
- *Implementation of PBL for identified programmes.*

In order to achieve the actions of this period we will need certain resources:

*Human resources:* The team that implemented the PBL in the pilot group will be the most experienced resource in AESM and will contribute, along with the pedagogical group, to the formation of large teams of teachers who will implement PBL in other study programmes; heads of departments and teachers will develop new PBL-based educational plans taking into account the existing “Business and Administration” experience;

*Material resources.* There will be needed consumables, computers that will be provided by AESM. Also, several study rooms will be prepared and equipped with the everything that is needed for PBL implementation.

*Information resources.* Unlimited access to the Internet, project materials, databases, the AESM’s Scientific Library, which will acquire literature in the field - are available to teachers.

*Time resources.* The free time will be used during the working day, but, if necessary, work will also be done on Saturdays.

*Financial resources.* The necessary resources for the preparation of study rooms for expanding the number of students who will learn based on PBL, for teacher trainings, dissemination of experience, admission to several study programs will be allocated by AESM.

## 6 STRATEGIC RECOMMENDATIONS AT THE UNIVERSITY LEVEL

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### 6.1 INTRODUCTION

The recommended policies take into account all parties involved in ensuring quality education through the implementation of the PBL - university, students, teachers, economic agents.

All *students* must acquire the skills, knowledge and transferable competences they need in order to facilitate their employability.

For this purpose, the study programmes, didactic materials and student assessment systems will be modernised in AESM. To improve quality and relevance and increase the number of students, flexible and innovative methods and approaches are needed. We will exploit the advantages of information and communication technologies (ICT) and other new technologies in order to enrich the teaching process, improve learning experiences and support the learning of PBL, so that each student can benefit from high-quality education.

*Teachers* must benefit from increased support through effective selection and recruitment procedures and professional training programmes. A relevant and quality higher education recognizes and supports performant teaching methods.

The reform and modernisation of higher education depends on the competence and motivation of teachers and researchers. Better working conditions are needed, including transparent and equitable recruitment procedures, an initial and continuing professional development at a higher level and better recognition and rewarding of excellence in teaching and research for the ASEM to be able to produce, attract and retain the high-quality university staff it needs.

Theoretical training is important, but we believe that it must be complemented by a relevant and sufficient practice. Without this practice, the theory cannot be assimilated correctly, nor can it be useful for students and future graduates. In this respect, we believe that one of the keys to solving these problems listed above can be to improve relations between universities and the *economic environment*.

The recommended policies below come in full compliance with the above mentioned.

### 6.2 STUDY PROGRAMME LEVELS

At the level of study programme we come up with the following recommendations:

- Elaboration of new educational plans, taking into account the implementation of the PBL for each programme in the AESM.
- Review/Elaboration of the curricula for each discipline, included in the educational plan.
- Inclusion in the educational plan, beginning in the first semester, of the introduction discipline in PBL, which would form the basic skills in organizing and implementing teamwork-based project-problem;

- Providing students with methodical and didactic material: through the Moodle platform, printed works.
- Elaboration of a Guide, which would facilitate students to formulate the problem and develop the project in the group.

### **6.3 DEPARTMENT AND FACULTY LEVELS**

*At the department level:*

Departments are responsible for hiring and promoting staff based on the performances achieved.

The departments, in line with other institutional structures, are responsible for finding opportunities for communication and collaboration with the outside environment in order to adjust the educational plans to the requirements of the labour market, to resolve problems which Economic agents face with by means of projects, Bachelor's / Master's or Doctoral degree theses, identifying the right students to be recruited, organizing laboratories and training centres to be used jointly by the university and the economic agent, to initiate and organise continuous training courses/programmes.

*At the faculty level:*

Faculties provide increased flexibility in setting schedules for practical lessons and optimising the use of study rooms, equipped for PBL.

Based on the experience of Aalborg University, it is welcomed the designation among experienced teachers, who teach in that semester, of the semester coordinator-responsible. Their role is to coordinate the work of teachers who have lessons in the semester, communicate with students on learning experiences and consult on the educational path, etc.

Promoting good practices of PBL implementation among faculties.

### **6.4 TEACHING STAFF LEVEL**

Stimulation of staff for the study and use of PBL in the study process.

- Creating conditions for the practical realization of lifelong learning and mobility.
- Imposing, as a criterion, to promote the knowledge of a foreign language at high level.
- Supporting the continuing training of teachers by providing the necessary financial support.
- Promoting a performance-based payroll system.

### **6.5 STUDENTS LEVEL**

- Involving students in promoting PBL good practices;
- Students of the 2nd and 3rd year will share the experience with regard to the application of PBL to students of the 1st year;

- Involving students in peer evaluation;
- Periodic assessment of the quality of PBL-based teaching by students.

## **6.6 PBL PEDAGOGICAL TRAINING LEVEL**

- Creation of PBL-ASEM subdivision responsible for pedagogical training;
- Organization of pedagogical training programs for AESM teachers;
- Developing a series of methodologies / instructions on the principles of group formation that would offer the opportunity to avoid problems that may arise in the given process;
- Developing a guide for students, teachers and supervisors on the principles and rules for assessing the project, the time allocated for presentation and examination, principles, examination criteria, etc.

## **6.7 SOCIETY LEVEL**

An important role in the elaboration/improvement of the study programme and the analytical programmes is assigned to employers and graduates, who are consulted in the process of their elaboration and improvement (the form of expertise), during the organisation of the production and Bachelor's degree internships (form of the appropriate agreements), during the defence of the Bachelor's degree exam (formulation of the problems/themes of the Bachelor's degree theses) (participatory form), etc.

- Working with the business environment to identify topics that could be developed within the framework of PBL-based study programmes;
- Involvement of practitioners in the process of teaching courses and assessment of projects;
- Inviting practitioners to evaluate projects;
- Organizing Word-shops with the participation of representatives of the business environment for the purpose of determining their requests and needs.

## **6.8 ADMINISTRATION AND MANAGEMENT LEVELS**

- Expansion and consolidation of the PBL culture at institutional level.
- Creation of the PBL-ASEM subdivision within the Department of Studies, Curriculum Development and Quality Management responsible for PBL promotion at institutional level, PBL teacher training, etc.
- Creating conditions for teachers to study the PBL method (paying for courses, organizing courses).
- Creating a pedagogical micro-group for the training / improvement of teaching staff in the field of interactive teaching methods, especially PBL.
- Extending the number of PBL rooms.
- Ensuring that the structures at each level have objectives regarding the relation with the economic environment and their activity to be also evaluated against this category of objectives.

## 7 CONCLUDING REMARKS

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Ensuring the sustainability of problem-based learning in AESM implies a revolutionary change in the study process. We started from the fact that learning outcomes should not only provide knowledge but also develop skills and competences both professional and personal. We acknowledge that today our programmes have many drawbacks regarding professional skills and competences, as well as certain personal skills (interpersonal communication, professional orientation and employability and adaptation to the labour market ).

Activities that should lead to the creation of skills and competences (case studies, projects, internship) are inadequate or formally carried out (e.g. student internship).

We want, through the implementation of the PBL, to bring the students into the real life economic agents are facing, to facilitate student mobility by deepening the knowledge of English, in particular, in specialty disciplines, but also by providing quality training, closer to the one offered in European universities.

Obviously, all these will take time and effort from both the teachers and the university, but also the economic agents, which we want to fully involve in the training activity through various activities carried out jointly. We want, in partnership with economic agents, to propose a considerable number of problems for Bachelor/Master's degree projects or joint research topics annually. We consider it necessary to develop the involvement of economic agents in such activities as student internship, student research activities, case studies, projects and other activities included in the study programme.

By implementing the PBL we want to ensure the stimulation of innovation and creativity, including entrepreneurship.

We are aware that all these cannot be ensured in an immediate period, which is why we have developed a roadmap and an action plan whereby we engage step by step to go towards the desired goal.

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## Appendix 1. Vision on „Business and Administration” Bachelor’s degree study programme - 2022

<b>6.Sem</b>	<b>Corporate Management</b> 5 ECTS	<b>Optional course</b> 5 ECTS	<i><b>BACHELOR’S DEGREE PROJECT</b></i> 20 ECTS		
<b>5.Sem</b>	<b>Quality management</b> 5 ECTS	<b>Optional course</b> 5 ECTS	<i><b>PROJECT: Setting up and developing a business</b></i> 20 ECTS		
<b>4.Sem</b>	<b>Operational management</b> 5 ECTS	<b>Company’s accounting and finances</b> 10 ECTS	<b>Business law</b> 5 ECTS	<i><b>PROJECT: Company’s processual organization</b></i> 10 ECTS	
<b>3.Sem</b>	<b>Marketing</b> 5 ECTS	<b>Marketing research</b> 5 ECTS	<b>Business culture and ethics</b> 5 ECTS	<i><b>PROJECT: Quantitative research methods</b></i> 15 ECTS	
<b>2.Sem</b>	<b>Macroeconomics</b> 5 ECTS	<b>Business information technologies</b> 5 ECTS	<b>World economy and European integration</b> 5 ECTS	<i><b>PROJECT: Research methods for business</b></i> 15 ECTS	
<b>1.Sem</b>	<b>Microeconomics</b> 5 ECTS	<b>Economic mathematics</b> 5 ECTS	<b>Economy of economic units</b> 5 ECTS	<b>Introduction in PBL</b> 5 ECTS	<i><b>PROJECT: Company management</b></i> 10 ECTS



## Appendix 2. Roadmap for sustainability of PBL in AESM

Objectives/actions	2019				2020				2021				2022			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
<b>Connection of the BA-PBL study programme to good practices of problem-based learning of European universities</b>																
• Monitoring and improvement of the BA-PBL pilot study programme																
• Review of the BA-PBL educational plan																
• Accreditation of the BA-PBL study programme by ANACEC																
• Covering all disciplines of studies with necessary didactic materials																
<b>Continuous training and development of PBL teaching staff</b>																
• Creation of the PBL subdivision within AESM																
• Creating/maintaining the PBL-AESM page on the <a href="http://www.ase.md">www.ase.md</a> website																
• Designation of the semester responsible																
• Elaboration of PBL methodical support for teachers																
• Organizing the continuing training of teachers																
• Initiation of partnerships with universities in the country and abroad for the mobility of teachers																
<b>Conducting studies under the BA-PBL programme</b>																
• Organization of admission																
Expanding databases, enriching existing library and literature resources in the PBL field and other interactive methods																
• Preparation of spaces/halls for PBL																
• Building partnerships with representatives of the business environment																
<b>Extending PBL practice to other programmes</b>																
• Extending PBL in all groups from the BA study programme																
• Promotion of good BA-PBL practices																
• Identification of study programmes for PBL enlargement																
• Elaboration of the educational plan with PBL for the programmes identified																
• Implementation of PBL in the identified programmes																

### Appendix 3. Action plan

	Actions	Implementation period	Responsible	Expected outcomes
	<b>1. Connection of the BA-PBL study programme to the good practices of problem-based learning of European universities</b>			
1.1.	Monitoring and improvement of the BA-PBL pilot study programme	After each session	Program responsible/Head of department/Responsible for the semester	Improving the quality of the study process
	- <i>Questioning students</i>	After each session	Responsible for the semester	Students questioned
	- <i>Consultation with representatives of the business environment</i>	During the year	Program responsible/Head of department	Organizing common events
	- <i>Performing corrective/preventive actions</i>	After each session	Program responsible/Head of department	Corrective/preventive measures undertaken
1.2.	Review of the BA-PBL educational plan	2021	Head of department/Dean	New study programme elaborated/approved
	- <i>Evaluation/review of the BA-PBL educational plan</i>		Program responsible/Management Department	
	- <i>Approval, at the Senate meeting, on the recommendation of the BAA Faculty Council</i>		Head of department/Dean	The decision of the AESM Senate
	- <i>Coordination with the MECC</i>		First vice-rector responsible for the didactic activity	Plan coordinated with MECC
1.3.	Accreditation of the BA-PBL programme by ANACEC	2021	Head of department/Dean	New accredited study programme
	- <i>Elaboration of the BA-PBL self-evaluation Report for accreditation by ANACEC</i>	September 2021	Program responsible/Management Department	Internal self-evaluation report elaborated
	- <i>Programme accreditation</i>	2021	Program responsible	
1.4.	Coverage of educational disciplines with necessary didactic materials		Program responsible/Teachers	
	- <i>Elaboration of the curriculum for all BA-PBL academic disciplines</i>	2022	Program responsible/Teachers	Elaborated curricula
	- <i>Elaboration of didactic materials needed to train students</i>	2022	Program responsible/Teachers	Elaborated teaching materials
	<b>2. Continuous training and development of PBL teachers</b>			
2.1.	Creation of the PBL-ASEM subdivision	September 2019	First vice-rector responsible for the didactic activity / Centre of Studies, Curricular Development and Quality Management	PBL subdivision created
2.2.	Creating/maintaining the PBL-ASEM page on the site <a href="http://www.ase.md">www.ase.md</a>	May-September 2019	Centre of Studies, Curricular Development and Quality Management	Webpage created
2.3.	Designation/establishment of the semester responsible	At the beginning of each academic year	Head of department/Program responsible	Responsible for the semester designated

2.4.	Elaboration of methodical support for PBL for teachers	March – November 2019	Centre of Studies, Curricular Development and Quality Management	Methodical support elaborated
2.5.	Organization of continuous teacher training courses	Annually	Centre of Studies, Curricular Development and Quality Management	Trained teachers - about 20 persons/year
2.6.	Initiating partnerships with universities in the country and abroad for the mobility of teachers	During the year	First vice-rector responsible for the didactic activity / Vice-rector responsible for research and partnerships / International Relations Service/ Head of department	Mobilities conducted
<b>3. Conducting studies under the BA-PBL programme</b>				
3.1.	Organization of admission	Annually	First vice-rector responsible for the didactic activity	Registered students/at least 3 groups formed
3.2.	Expanding databases, enriching existing library sources with PBL literature and other interactive methods	Annually	Director of the Scientific Library AESM/Head of department/Teachers	Access to databases,....
3.3.	Preparation of PBL spaces/classes	Annually	Vice-rector responsible for administration and management issues	Rooms tailored for teamwork
3.4.	Building partnerships with representatives of the business environment	Annually	Vice-rector responsible for research and partnerships/Head of department	Partnership agreements concluded
<b>4. Extending PBL practice to other programmes</b>				
4.1.	Extending PBL learning for all BA groups	September 2022	First vice-rector responsible for the didactic activity /Head of department	Unique BA study programme
4.2.	Promoting good BA-PBL practices	During the year	First vice-rector responsible for the didactic activity /Head of department/Programme responsible	At least 6 events/publications/year on PBL practices in AESM
4.3.	Identification of study programmes for PBL enlargement	2020 - 2021	First vice-rector responsible for the didactic activity /Heads of departments	Programmes analysed/evaluated
4.4.	Elaboration of the educational plan with PBL learning for the programmes identified	2021 - 2022	First vice-rector responsible for the didactic activity /Heads of departments	At least 5 Bachelor's degree study programmes
4.5.	Implementation of PBL for identified programmes	2022	First vice-rector responsible for the didactic activity /Heads of departments	At least 5 Bachelor's degree study programmes

## Appendix 4. Study programme implemented since 1 September 2017

To analyze the experience of the Academy of Economic Studies of Moldova in the development and implementation of the pilot study programme with the application of PBL

<b>6.Sem</b>	<b>Corporate Management</b> 4 ECTS	<b>Elective Course</b> 4 ECTS	<i>GRADUATE INTERNSHIP</i> - 12 ECTS <i>FINAL THESIS</i> - 10 ECTS		
<b>5.Sem</b>	<b>Human resources management</b> 4 ECTS	<b>Elective Course</b> 4 ECTS	<b>Elective Course</b> 4 ECTS	<b>Marketing researches</b> 4 ECTS	<i>ENTERPRISE ADMINISTRATION, PROJECT</i> 14 ECTS
<b>4. Sem</b>	<b>Business law</b> 4 ECTS	<b>Enterprise Accounting</b> 3 ECTS	<b>Corporate Finance</b> 4 ECTS	<b>Elective Course</b> 3 ECTS	<i>INTERNSHIP</i> 6 ECTS <i>OPERATIONAL MANAGEMENT, project</i> 10 ECTS
<b>3.Sem</b>	<b>Marketing (general and business to business)</b> 5 ECTS	<b>Econometrics</b> 5 ECTS	<b>Basics of Accounting</b> 4 ECTS	<b>Commodity science and expertise of consumer goods</b> 4 ECTS	<b>Elective Course</b> 4 ECTS <i>ENTREPRENEURSHIP AND BUSINESS CULTURE, project</i> 8 ECTS
<b>2.Sem</b>	<b>Macroeconomics</b> 5 ECTS	<b>Economy of Economic entities</b> 5 ECTS	<b>World Economy and European Integration</b> 5 ECTS	<b>Statistics</b> 5 ECTS	<b>Foreign Business - English</b> 5 ECTS <i>THE ART OF COMMUNICATION AND PROFESSIONAL ETHICS, project</i> 5 ECTS
<b>1.Sem</b>	<b>Microeconomics</b> 5 ECTS	<b>Economic Mathematics</b> 5 ECTS	<b>Economic Informatics</b> 5 ECTS	<b>Foreign Business - English</b> 5 ECTS	<b>The History of Economic Thinking</b> 5 ECTS <i>THE BASICS OF ORGANIZATION MANAGEMENT, project</i> 5 ECTS

## Appendix 5. Study plan – Business and Administration

MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

ACADEMIA DE STUDII ECONOMICE DIN MOLDOVA

COORDONAT  
Ministerul Educației  
al Republicii Moldova



Nr. de înregistrare

41.500

APROBAT

Senatul ASEM

4 mai 2017

Proces verbal nr. 10

Rector ASEM,  
academician,



Gr. BELOSTECNIC

### PLANUL DE ÎNVĂȚĂMÎNT

*Ciclul I – studii superioare de licență, nivelul de calificare ISCED - 6*

Facultatea: **Business și administrarea afacerilor**

Domeniul general de studii: **36. Științe economice**

Domeniul de formare profesională: **363. Business și administrare**

Specialitatea: **363.1. Business și administrare**

Numărul total de credite de studiu: **180**

Titlul obținut: **Licențiat în științe economice**

Baza admiterii: **Diploma de bacalaureat sau un act echivalent de studii, diploma de studii superioare**

Limba de instruire: **Engleză - Română**

Forma de organizare: **Învățământ cu frecvență**

CHIȘINĂU, 2017

*M.V. coordonator*

# EXPLANATORY NOTE

## I. Introduction

The needs and rigors of contemporary society in the training of Business and Administration specialists results from the economic and social priorities of the Republic of Moldova in the current period: integration into the world economic circuit, decentralisation of economic activities, increasing decision-making autonomy, forming a reform managerial vision, oriented towards economic performance and sustainable social development, etc. At the same time, it is essential for success at national level that the process of change starts and is realised at the level of the organization: be it private or public, economic or social. In this context, the modern manager must appear and act as initiator, supporter and promoter of change and innovation. The successful achievement of these social and professional requirements in various types of enterprises and public/private organizations involves the knowledge and skills formed by the graduates of Business and Administration. Thus, in order to be competitive in the domestic and external labour market, they must possess and promptly apply a set of professional and social skills and competences and a vast managerial instrumentary.

In full compliance with the mission and strategic objectives of AESM, this professional training programme is geared towards the achievement of the major requirements put forward by the labour market and aims *to form competent managers/entrepreneurs, able to continuously develop, enhance own and organizational performance and form an organizational environment and a team oriented and able to meet customer requirements.*

The elaboration of the programme was carried out by following 5 steps:

- 1) Substantiation (establishment of input elements).** It was carried out: the analysis of legal framework, normative and regulatory documents referring to educational processes in higher education; prior analysis on the specific needs expressed by the various categories of customers, beneficiaries and partners (scientific-didactic staff, graduates, students and organisations interested in different fields of activity); analysis of the latest development and research directions in the field of training; comparative analysis of educational plans based on models from prestigious universities in the country and abroad; analysis of the study environment and specific current teaching methodologies in the field; analysis and prior evaluation of the proposals from the academic environment, to external experts/students; analysis of observations and non-conformities established during previous academic years; elaboration of the criteria for evaluating the training;
- 2) Pre-determination of results (output elements)** – the learning outcomes (skills), which students must attain, are established, by choosing from a wide range of objectives of those relevant for students and the labour market, some of them being determined by their feedback;
- 3) Ensuring an effective and efficient learning process** – the decision was taken on how students should be guided and supported to achieve the objectives and the learning outcomes of the study programme. Established and selected: the appropriate course units for the training of projected competences; the amount of work required (credit points) for the achievement of each course; the sequence and manner of teaching the courses; the

- selection, training and improvement of the scientific-didactic staff in order to ensure the disciplines provided by the educational plans, ensuring adequate bibliographical support;
- 4) **Determination of the assessment method** – the decision on the assessment criteria was taken and how it would be determined whether and when the students achieved the projected learning outcomes; the content of the assessment process that ensures continuity of the study process has been developed;
  - 5) **Elaboration, analysis, verification, validation and approval of the educational plan.**

## II. Conception of the training of the specialist

The study programme is designed for training specialists for activities related to management, successful initiation and administration of business, as well as the management of various subdivisions of organizations. At the economic unit level, the Business and Administration specialist is the one who has to ensure the proper conduct of all activities: planning of economic activity; formation and improvement of the organizational structure of the firm, insurance with economic resources, production/provision of services; sales; human resources management, effective functioning of information and decision-making systems; controlling the achievement of organisational objectives, creating a positive organisational climate, setting up a productive team. At the same time, the graduates of Business and Administration study programme are potential entrepreneurs who will create jobs and new perspectives in the socio-economic progress of the country. In this respect they will be trained in identifying and capitalizing on business ideas, spreading and stimulating the entrepreneurial spirit.

The graduates of the programme have the possibility to perform a variety of commercial and managerial activities, in economic entities and organizations from various branches of the national economy, both at the level of economic agents, with different forms of ownership (state, private or mixed) and at national level. Graduates can continue their studies at the Master's degree (cycle II).

In this context, the professional training programme has the major objective of forming *professionally righteous and competent personalities* capable of coping with the current and prospective requirements of the local and international labour market, who will:

- be aware of the importance of practicing effective and efficient activities in professional and daily life;
- form and develop the skills necessary for self-realization and success in professional and business activity;
- accumulate an amount of knowledge and create added academic value in the Business and Administration field, which will serve as the basis for personal and professional development.

At the same time, the program will develop in the students the following **generic key competences**: analysis-diagnosis of the situation; competence to identify and solve problems; spirit of initiative and entrepreneurship; critical and strategic thinking; team work competence; competence to prevent and resolve conflicts, self-training and learning competence; substantiation of decisions; creativity; communication competence using a foreign language; competence of operating with information technologies; understanding for the cultures and customs of other peoples.

In order to successfully achieve this educational offer, *a pleasant, qualitative and productive, student-centered educational environment* is created in AESM, which is based on the following principles of organizing personal, social and professional training:

- The creation of an authentic learning environment, close to the business environment and relevant to the interests of the person, to achieve the projected objectives: knowledge acquisition, skills and competences training; their application during the studies and during the internship period;
- Combining theoretical aspects with the cultivation of skills related to the realities of business management activities;
- Structuring the educational approaches on the conception “learning by acting” and developing practical dexterities;
- Capitalization of modern training techniques, including the development of creativity.

### **III. Learning outcomes**

The outcomes will be achieved by capitalizing the content of the course units, but also through the proper use of teaching – learning – research - self-development - assessment activities.

Upon completion of the study programme, students will be able to:

1. demonstrate functional knowledge in the following areas: Economic theory - genesis, essence, methodology and method, economic legality; Management - evolution of the management science, the content of main processes and managerial functions; Marketing - elaboration and realization of the company’s marketing policy; markets - study, operation and development of the markets of resources, goods and services; Customers - influence factors, purchasing and consumption processes, consumption patterns; Law - knowledge of the legislation on entrepreneurship and businesses, small business, consumer protection, advertising in the Republic of Moldova; Finance - finance management, use of accountancy and other financial systems; Informational systems - development and exploitation of informational systems with an impact on the realization of managerial functions in the organization; To solve complex problems in the field of business administration;
2. Set up and develop a business;
3. Know ways of identifying business ideas and assessing opportunities;
4. Possess methods of assessing and minimising risks in business;
5. Ensure that activities are carried out in accordance with the legislation in force;
6. Adjust the organisation’s activity to the requirements of the environment;
7. Make optimal decisions in terms of risk and uncertainty;
8. Develop the organizational structure of the company;
9. Assess and improve the efficiency and effectiveness of activities in the organization;
10. Motivate themselves and increase the efficiency of their own activities;
11. Form teams and develop collaboration;
12. Motivate and create productive work relationships;
13. Apply quality management systems;
14. Communicate convincingly and efficiently, including in a foreign language;



15. Use and manage efficiently the available resources;
16. Organise the business and administration research process;
17. Solve problems in the field of business administration;
18. Develop and coordinate project implementation;
19. Know the area of competence and involvement of managers at different hierarchical levels;
20. Apply the principles, values and norms of professional ethics.

**University calendar  
(in weeks)**

Year of study	Didactic activities		Exam sessions		Internships	Holidays		
	Sem. I	Sem. II	Sem. I	Sem. II		Winter	Spring	Summer
I	15	15	4	4	-	3	1	10
II	15	11	4	4	4	3	1	10
III	15	5	4	1	7	3	1	-

**Plan of the study process on semesters/years of study**

**Year I, Semester I**

Code	Name of the course unit	Total hours			Number of hours per activity types			Hours per week in the auditorium				Assessment form	ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Laboratory	Total	of which				
									Lecture	Seminar	Laboratory/ Practice ones		
F.01.O.001.21	Microeconomics	150	60	90	30	30	-	4	2	2	-	E	5
F.01.O.002.62	Economic Mathematics	150	60	90	30	30	-	4	2	2	-	E	5
G.01.O.003.63	Economic Informatics	150	60	90	14	-	46	4	1	-	3	E	5
F.01.O.004.32	History of economic thinking	150	44	106	30	14	-	3	2	1	-	E	5
F.02.O.005.11	Fundamentals of organization Management/ Project	150	60	90	30	30	-	4	2	2	-	E	5
G.01.O.006.33	Foreign Business Language I (Eng.)	150	90	60	-	90	-	6	-	6	-	E	5
G.01.O.007.15	Physical Education I	30	30	-	-	30	-	2	-	2	-	V	-
<b>Total</b>		<b>930</b>	<b>404</b>	<b>526</b>	<b>134</b>	<b>224</b>	<b>46</b>	<b>27</b>	<b>9</b>	<b>15</b>	<b>3</b>	<b>6E, 1V</b>	<b>30</b>

### Year I, Semester II

Code	Name of the course unit	Total hours			Number of hours per activity types			Hours per week in the auditorium				Assessment form	ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Laboratory	Total	of which				
									Lecture	Seminar	Laboratory/ Practice <i>oner</i>		
F.02.O.008.21	Macroeconomics	150	60	90	30	30	-	4	2	2	-	E	5
U.01.O.009.24	Art of communication and professional ethics/Project	150	60	90	30	30	-	4	2	2	-	E	5
F.02.O.010.21	Economy of economic units	150	60	90	30	30	-	4	2	2	-	E	5
F.02.O.011.62	Statistics	150	60	90	30	30	-	4	2	2	-	E	5
U.02.O.012.31	World Economy and European integration	150	44	106	30	14	-	3	2	1	-	E	5
G.02.O.013.33	Foreign Business Language II (Eng.)	150	90	60	-	90	-	6	-	6	-	E	5
G.02.O.014.15	Physical Education II	30	30	-	-	30	-	2	-	2	-	V	-
<b>Total</b>		<b>930</b>	<b>404</b>	<b>526</b>	<b>150</b>	<b>254</b>	<b>-</b>	<b>27</b>	<b>10</b>	<b>17</b>	<b>-</b>	<b>6E, 1V</b>	<b>30</b>

### Year II, Semester III

Code	Name of the course unit	Total hours			Number of hours per activity types			Hours per week in the auditorium				Assessment form	ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Laboratory	Total	of which				
									Lecture	Seminar	Laboratory/ Practice		
F.03.O.015.62	Econometrics	150	60	90	30	30	-	4	2	2	-	E	5
S.03.O.016.11	Entrepreneurship and business culture/Project	240	120	120	60	60		8	4	4		2E	8
F.03.O.017.12	General marketing and business to business	150	90	60	60	30	-	6	4	2	-	E	5
S.03.O.018.52	Bases of the accountancy	120	60	60	30	30	-	4	2	2	-	E	4
S.03.O.019.14	Commodities and expertise of consumer goods	120	60	60	30	14	16	4	2	2	-	E	4
<b>Total</b>		<b>780</b>	<b>390</b>	<b>390</b>	<b>210</b>	<b>164</b>	<b>16</b>	<b>26</b>	<b>14</b>	<b>12</b>	<b>-</b>	<b>6E</b>	<b>26</b>
<i>An optional discipline</i>													
U.03.A.020.32	Social and economic philosophy	120	44	76	30	14	-	3	2	1	-	E	4
U.03.A.020.32	Political science	120	44	76	30	14	-	3	2	1	-	E	4
<b>Total mandatory and optional disciplines</b>		<b>900</b>	<b>434</b>	<b>466</b>	<b>240</b>	<b>178</b>	<b>16</b>	<b>29</b>	<b>16</b>	<b>13</b>	<b>-</b>	<b>7E</b>	<b>30</b>

**Year II, Semester IV**

*Didactic Activity – 11 weeks*

Code	Name of the course unit	Total hours			Number of hours per activity types			Hours per week in the auditorium				Assessment form	ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Laboratory	Total	of which				
									Lecture	Seminar	Laboratory/ Practice		
S.04.O.021.11/52	Operations Management/Project	300	104	196	55	55		10	7	3		3E	10
F.04.O.022.23	Business Law	120	44	76	30	14	-	4	3	1	-	E	4
S.04.O.023.52	Company Accounting	90	44	46	22	22	-	4	3	1	-	E	3
F.04.O.024.42	Company Finances	120	44	76	30	14	-	4	3	1	-	E	4
S.04.O.025.11	Production internship	180	160	20								E	6
<b>Total</b>		<b>810</b>	<b>396</b>	<b>414</b>	<b>134</b>	<b>102</b>	<b>-</b>	<b>22</b>	<b>16</b>	<b>6</b>	<b>-</b>	<b>7E</b>	<b>27</b>
<i>An optional discipline</i>													
S.04.A.026.13	Economy of Tourism	90	44	46	30	14	-	4	3	1	-	E	3
S.04.A.026.13	International Tourism	90	44	46	30	14	-	4	3	1	-	E	3
<b>Total mandatory and optional disciplines</b>		<b>900</b>	<b>440</b>	<b>560</b>	<b>164</b>	<b>116</b>	<b>-</b>	<b>26</b>	<b>19</b>	<b>7</b>	<b>-</b>	<b>8E</b>	<b>30</b>

### Year III, Semester V

Code	Name of the course unit	Total hours			Number of hours per activity types			Hours per week in the auditorium				Assessment form	ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Laboratory	Total	of which				
									Lecture	Seminar	Laboratory/ Practice		
S.05.O.027.11	Company Management/Project	420	180	240	90	90	-	12	6	6	-	3E	14
S.05.O.028.22	Human Resources Management	120	60	60	30	30	-	4	2	2	-	E	4
S.05.O.029.12	Marketing Research	120	60	60	30	30	-	4	2	2	-	E	4
<b>Total</b>		<b>660</b>	<b>300</b>	<b>360</b>	<b>150</b>	<b>150</b>	<b>-</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>-</b>	<b>5E</b>	<b>22</b>
<i>An optional discipline I</i>													
S.05.A.030.11	Service Management	120	44	76	22	22	-	3	2	1	-	E	4
S.05.A.030.11	Supply and Sales Management	120	44	76	22	22	-	3	2	1	-	E	4
S.05.A.030.61	Information Systems in Management	120	44	76	22	-	22	3	2	-	1	E	4
<i>An optional discipline II</i>													
S.05.A.031.12	Logistics	120	44	76	22	22	-	3	2	1	-	E	4
S.05.A.031.12	Sales Techniques	120	44	76	22	22	-	3	2	1	-	E	4
<b>Total mandatory and optional disciplines</b>		<b>900</b>	<b>388</b>	<b>512</b>	<b>194</b>	<b>194/172</b>	<b>0/22</b>	<b>26</b>	<b>14</b>	<b>12/11</b>	<b>0/1</b>	<b>7E</b>	<b>30</b>

### Year III, Semester VI

#### *Didactic activity – 5 weeks*

Code	Name of the course unit	Total hours			Number of hours per activity types			Hours per week in the auditorium				Assessment form	ECTS
		Total	Direct contact	Individual study	Lecture	Seminar	Laboratory	Total	of which				
									Lecture	Seminar	Laboratory/ Practice		
S.06.O.032.11	Corporate Management	120	52	68	28	24	-	13	7	6	-	E	4
S.06.O.033.11	Bachelor's degree internship	360	280	80	-	-	-	-	-	-	-	E	12
<b>An optional discipline</b>													
S.06.A.034.11	Comparative Management	120	52	68	28	24	-	13	7	6	-	E	4
S.06.A.034.11	Innovative Management	120	52	68	28	24	-	13	7	6	-	E	4
<b>Total</b>		<b>900</b>	<b>384</b>	<b>516</b>	<b>56</b>	<b>48</b>	<b>-</b>	<b>26</b>	<b>14</b>	<b>12</b>	<b>-</b>	<b>3E</b>	<b>20</b>
<b>Total mandatory and optional disciplines in the educational plan</b>		<b>5160</b>	<b>2454</b>	<b>2806</b>								<b>37E 2V</b>	<b>170</b>
<i>Bachelor's degree exam (elaboration and defence of the Bachelor's degree thesis)</i>												<b>E</b>	<b>10</b>
<b>Total of accumulated study credits (ECTS)</b>													<b>180</b>

#### Internships

Internships		Sem.	Duration no. weeks	Period	Number of credits
1.	Production internship	IV	4	February	6
2.	Bachelor's degree internship	VI	7	March-May	12

#### Bachelor's degree exam

No.	Name of activity	Period
1.	Defence of the Bachelor's degree thesis	Sem. VI, May-June

### Optional disciplines (on free choice)

Name of discipline	Year	Sem.	Number of hours per activity types			Assessments	No. of credits
			C	S	L/P		
1. Romanian language for non-native speakers	I	I		30	-	E	2
2. Foreign language II (French, German, Spanish)	I-III	II-V		30	-	E	2
3. Sociology	I	II	16	14	-	E	2
4. Ecology and environmental protection	I	II	16	14	-	E	2
5. WEB programming	I	II	16	14	-	E	2
6. Community law	I	II	16	14	-	E	2
7. Social worker's deontology	I	II	16	14	-	E	2
8. Communication culture	I	II	16	14	-	E	2
9. System reliability	I	II	16	14	-	E	2
10. Office application technologies	I	II	16	14	-	E	2
11. Professional ethics	I	II	16	14	-	E	2
12. World economy and European integration	I	II	16	14	-	E	2
13. Design and aesthetics of goods	II	III	16	14	-	E	2
14. Cybernetics of economic systems	II	III	16	14	-	E	2
15. Scientific-economic research methodology	II	III	16	14	-	E	2
16. History of public administration in the Republic of Moldova	II	III	16	14	-	E	2
17. Migration and development	II	III	16	14	-	E	2
18. Study of public communication	II	III	16	14	-	E	2
19. Numerical methods	II	III	16	14	-	E	2
20. PC assemble and troubleshoot	II	III	16	14	-	E	2
21. Psychology of business communication	II	III	16	14	-	E	2
22. Philosophy of law	II	III	16	14	-	E	2
23. Geoeconomy	II	IV	16	14	-	E	2
24. Oenology	II	IV	16	14	-	E	2
25. Basics of nutrition	II	IV	16	14	-	E	2
26. European law	II	IV	16	14	-	E	2
27. Activity of non-bank credit institutions	II	IV	16	14	-	E	2

28. Non-bank financing of small and medium-sized enterprises	II	IV	16	14	-	E	2
29. Social and health insurance	II	IV	16	14	-	E	2
30. Social assistance of the unemployed	II	IV	16	14	-	E	2
31. Office and secretarial communication	II	IV	16	14	-	E	2
32. Employment policies	II	IV	16	14	-	E	2
33. Interactive graphics	II	IV	16	14	-	E	2
34. Operating systems II	II	IV	16	14	-	E	2
35. Additives and ingredients in public nutrition	II	IV	16	14	-	E	2
36. Comparative constitutional law	II	IV	16	14	-	E	2
37. International transactions	III	V	16	14	-	E	2
38. International trade	III	V	16	14	-	E	2
39. Design and aesthetics in marketing	III	V	16	14	-	E	2
40. Hygiene and sanitation	III	V	16	14	-	E	2
41. Communication psychology	III	V	16	14	-	E	2
42. International stock practices	III	V	16	14	-	E	2
43. Economic correspondence in foreign language	III	V	16	14	-	E	2
44. Protection of intellectual property	III	V	16	14	-	E	2
45. Volunteering and social assistance partnership	III	V	16	14	-	E	2
46. Didactical communication	III	V	16	14	-	E	2
47. Accounting information systems	III	V	16	14	-	E	2
48. Shadow information economy	III	V	16	14	-	E	2
49. Financial control and auditing	III	V	16	14	-	E	2
50. Computer graphics	III	V	16	14	-	E	2
51. Commercial urbanism and spatial planning	III	V	16	14	-	E	2
52. Legal and economic correspondence	III	V	16	14	-	E	2



**Matrix of correlation of study programme's outcomes with those of course units**

Code	Course unit	Learning outcomes																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
F.01.O.001.21	Microeconomics	V					V	V								V					
F.01.O.002.62	Economic Mathematics	V						V													
G.01.O.003.63	Economic Informatics	V						V								V					
F.01.O.004.32	History of economic thinking	V																V			
F.02.O.005.11	Fundamentals of organization management	V	V	V		V		V	V	V	V	V	V	V	V	V	V	V		V	V
G.01.O.006.33	Foreign Language	V									V	V		V							
G.01.O.007.15	Physical Education I																				
F.02.O.008.21	Macroeconomics	V					V	V								V					
U.01.O.009.24	Art of communication and professional ethics	V					V				V	V		V							V
F.02.O.010.21	Economy of economic units	V					V	V		V						V	V				
F.02.O.011.62	Statistics	V		V	V			V							V						
U.02.O.012.31	World Economy and European integration	V				V															
G.02.O.013.33	Foreign Business Language	V									V	V		V							
G.02.O.014.15	Physical Education II																				
F.03.O.015.62	Econometrics	V			V			V													
S.03.O.016.11	Entrepreneurship and business culture	V	V	V	V	V	V	V	V		V	V	V	V						V	V
F.03.O.017.12	General marketing and business to business	V					V	V			V					V					
S.03.O.018.52	Bases of the accountancy	V				V	V								V					V	V



	Bachelor's degree Exam: Elaboration and defence of the Bachelor's degree thesis	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
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Examined and endorsed

Elaborated and validated

**FACULTY COUNCIL**

**MANAGEMENT DEPARTMENT**

**BUSINESS AND BUSINESS ADMINISTRATION**

*Minutes No. 8 of 30 January 2017*

*Minutes No. 4 of 26.04.2017*

Head of the Department,

PhD, assoc.prof.

Gheorghe ȚURCANU

Dean,

PhD, assoc.prof.,

Angela SOLCAN

## Appendix 6. Advertising flyer of the BA study programme

### PERSPECTIVE PROFESIONALE

Absolvenții au posibilitatea să execute o varietate de activități comerciale și manageriale, activând în calitate de:

- întreprinzător
- manager
- economist
- coordonator de proiect
- consultant/instructor
- agent comercial
- funcționar în instituțiile publice

### OPORTUNITĂȚI DE CONTINUARE A STUDIILOR

- ➔ ciclul II, Masterat;
- ➔ programe de colaborare cu universități din alte țări



### DESPRE PROGRAM

Programul de studii **Business Administration** are drept scop formarea specialiștilor cu o pregătire universitară (ciclul I, Licență) pentru activități ce se referă la management, inițierea și administrarea cu succes a afacerilor, indiferent de mărime și domeniul de activitate, precum și în asociații necomerciale și în administrația publică.

### DURATA STUDIILOR:

3 ani/ 6 semestre

### LIMBA DE INSTRUIRE:

Engleză/Română

### CREDITE DE STUDIU ECTS:

180

### TITLUL OBȚINUT:

Licențiat în științe economice

### BAZA ADMITERII

Diploma de bacalaureat sau un act echivalent de studii, diploma de studii superioare.



### BUSINESS ADMINISTRATION

Program de studii reiproectat în cadrul proiectului PBLMD - "Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability" <http://www.pblmd.aau.dk>



Erasmus+

Acest proiect a fost finanțat cu suportul Uniunii Europene

**Academia de Studii Economice a Moldovei**

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[www.facebook.com/ASEM.BA](https://www.facebook.com/ASEM.BA)



Universitatea angajată în viitor!

**BUSINESS ADMINISTRATION**  
New!

**Facultatea Business și Administrarea Afacerilor**

### METODE DE PREDARE-ÎNVĂȚARE

Programul de studii este bazat pe noile metode de predare-învățare centrate pe student, inclusiv: învățarea bazată pe probleme (PBL), proiecte, lucru în echipă, e-Learning, co-predare cu profesori din universități străine.

### OPORTUNITĂȚI DE PRACTICĂ

Programul de studii prevede stagii de practică în anul II, proiect de semestru interdisciplinar în grup (studenții de la 6 universități) și un stagiu de elaborare a tezei de licență în anul III.

### OPORTUNITĂȚI DE STUDII PESTE HOTARE

30 de studenții, cu rezultate academice bune, vor studia 1 semestru (anul 2) la Universitatea Aalborg din Danemarca sau Universitatea din Gloucestershire, Marea Britanie. Mobilitatea va fi finanțată în cadrul proiectului PBLMD "Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability", programul Erasmus+. <http://www.pblmd.aau.dk>

### CONȚINUTUL PROGRAMULUI

- ✓ Micro/Macroeconomie
- ✓ Finanțele întreprinderii
- ✓ Economia Unităților Economice
- ✓ Statistică
- ✓ Contabilitatea întreprinderii
- ✓ Marketing
- ✓ Dreptul Afacerilor
- ✓ Fundamentele managementului Organizației
- ✓ Antreprenoriat
- ✓ Managementul calității
- ✓ Managementul resurselor umane
- ✓ Management inovațional etc.

**ASEM - UNIVERSITATEA ANGAJATĂ ÎN VIITOR !**



### COMPETENȚE DOBÂNDITE

La finalizarea programului de studii absolventul va fi competent să:

- ✓ să rezolve probleme din domeniul administrării afacerilor;
- ✓ să comunice convingător și eficient, inclusiv într-o limbă de circulație internațională;
- ✓ să inițieze și dezvolte o afacere;
- ✓ să asigure desfășurarea activităților în conformitate cu legislația în vigoare;
- ✓ să utilizeze tehnologiile informaționale;
- ✓ să adopte decizii în condiții de risc și incert;
- ✓ să utilizeze și gestioneze eficient resursele disponibile;
- ✓ să elaboreze și să coordoneze realizarea proiectelor;
- ✓ să aplice principiile, valorile și normele eticii profesionale.

Pentru mai multe informații despre program, vă rugăm să vizitați site-ul nostru: <http://ase.md/files/planuri/zi/Business-si-Administrare.pdf>

## Appendix 7. Poster of the „Business and Administration” study programme

# BUSINESS ADMINISTRATION New!

ASEM - UNIVERSITY ENGAGED IN THE FUTURE!



### PROGRAMME DESCRIPTION

The programme of study “Business Administration” aims at training professionals with an academic background (Cycle I, Bachelor) for activities that refer to the set-up and successful management of businesses, regardless of the extent and field of business, including non-government organizations and public administration.

**LENGTH OF STUDY:** 3years/ 6 semesters

**LANGUAGE OF STUDY:** English/ Romanian

**STUDY CREDITS ECTS:** 180

**QUALIFICATION:**  
Bachelor of economics

**ADMISSION REQUIREMENTS**  
Baccalaureate diploma or an equivalent degree of study, higher education diploma.

**OPPORTUNITIES FOR ACADEMIC MOBILITY**  
Thirty 2nd year students with best academic results will have the opportunity to study one semester at Aalborg University, Denmark or at the University of Gloucestershire, Great Britain. The mobility will be financed by ERASMUS+ Project, PBLMD „Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”.  
<http://www.pblmd.aau.dk>

**INTERNSHIP OPPORTUNITIES**  
The programme of study includes an internship period in the 2nd year, a semester interdisciplinary group project and a practice period for writing the thesis.

### TEACHING-LEARNING METHODS

The new programme of study is based on new student centred teaching-learning methods such as: problem based learning (PBL), projects, team work, e-Learning, co-teaching by foreign academic staff.

### ACQUIRED SKILLS

Upon completion of the programme of study the graduates will be able to:

- ✓ Display field-related knowledge;
- ✓ Solve business administration problems;
- ✓ Launch and develop a business;
- ✓ Run legal business activities;
- ✓ Take decisions under risk and uncertainty;
- ✓ Develop and coordinate projects;
- ✓ Apply business ethics principles, values and norms;
- ✓ Communicate persuasively and efficiently, inclusively in a foreign language.

### PROFESSIONAL PROSPECTS

The graduates of the new programme of study will have the opportunity to perform commercial and managerial activities and act as:

- Entrepreneurs
- Managers
- Economists
- Project coordinators
- Trade agents
- Public officers
- Advisors/trainers.

For additional information please visit our site:  
<http://ase.md/files/planuri/zi/Business-si-Administrare.pdf>

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Redesigned study program within the project  
**PBLMD - "Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability"**  
<http://www.pblmd.aau.dk>



This project has been funded with support from the European Commission

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## Appendix 8. Lessons Learned in Implementing the PBL-Business and Administration Pilot Program

Aspects	LEARNED LESSONS
The educational plan	<ul style="list-style-type: none"> <li>- The need of rethinking/ adjusting the educational plan.</li> <li>- Offering a higher number of credits for project development</li> <li>- The need to introduce a module on the Methodology of economic research.</li> </ul>
Interdisciplinary approach	<ul style="list-style-type: none"> <li>- Accomplish complex analyses on the compatibility of the disciplines to be integrated</li> </ul>
Methodical support	<ul style="list-style-type: none"> <li>- The need of elaboration of methodical support and case studies, including a methodical guide on the development and defence of PBL projects.</li> </ul>
Knowledge assessment	<ul style="list-style-type: none"> <li>- Changing the way of knowledge assessment.</li> <li>- Formulating the assessment criteria for both the project and the overall course.</li> <li>- The importance of presenting personal reflections after the project achievement.</li> <li>- Student's involvement in the evaluation process, through the assessments provided by the student on his/her contribution and colleagues' contribution to the project achievement.</li> </ul>
Students	<ul style="list-style-type: none"> <li>- Empowering students and more active involvement of students in the educational process.</li> </ul>
Academic staff	<ul style="list-style-type: none"> <li>- Changing the teacher's role in the PBL model, the role of the teacher focuses on supervising the student, but not providing accurate solutions, which they must follow.</li> <li>- Continous training of PBL academic staff. Teachers must be open to continuous learning, adjust their working methods, activities to the rigors of the time.</li> <li>- A more active promotion of the PBL method is needed among all AESM teachers.</li> <li>- Applying the PBL method in other study programmes at all faculties, including the II cycle – Master's degree studies.</li> </ul>
Business environment	<ul style="list-style-type: none"> <li>- The development of a mutually beneficial collaboration with the business environment.</li> <li>- Organizing documentary visits to the companies.</li> <li>- Developing case studies/formulating problems from the real environment.</li> </ul>
Institutional level	<ul style="list-style-type: none"> <li>- Delegate/appoint a semester supervisor (responsible) of the programme.</li> <li>- The flexibility of the schedule.</li> <li>- Reorganization of the study spaces for teamwork.</li> </ul>

## Appendix 9. Marking system at AESM

The students' marking will be made according to the following assessment scale:

- a. Mark 10 or "excellent" (ECTS - A equivalent) is granted for the profound and remarkable demonstration of theoretical and practical competences developed by the course unit/module, creativity and skills in the application of acquired competences, the considerable independent work and the versed knowledge of the literature in the field. The student acquired 91-100% of the material included in the curriculum/syllabus of the course unit/module.
- b. Mark 9 or "very good" (ECTS - B equivalent) is granted for a very good demonstration of the theoretical and practical skills developed by the course unit/module, very good skills in applying the acquired competences with some insignificant/non-essential errors. The student acquired 81-90% of the material included in the curriculum (syllabus) of the course unit/module.
- c. Mark 8 or "well" (ECTS - C equivalent) is granted for the good demonstration of theoretical and practical competences developed by the course unit/module, good skills in applying the learning outcomes with a certain lack of confidence and imprecision related to the depth and the details of the course/module, but which the student can correct by answering additional questions. The student acquired 71-80% of the material included in the curriculum (syllabus) of the course unit/module.
- d. Marks 6 and 7 or "satisfactory" (ECTS - D equivalent) are granted for the demonstration of basic competences developed by the course unit/module and the ability to apply them in typical situations. The student's answer lacks confidence and considerable gaps are found in the knowledge of the course unit/module. The student acquired 61-65% and 66-70% of the material respectively.
- e. Mark 5 or "weak" (ECTS - E equivalent) is granted for the demonstration of minimum competences in the field of the course unit/module, the implementation of which is experiencing many difficulties. The student acquired 51-60% of the material.
- f. Marks 3 and 4 (ECTS - FX equivalent) are granted when the student fails to demonstrate minimum skills and requires additional work to promote the course unit. The student acquired 31-40% and 41 - 50% of the material respectively.
- g. Marks 1 and 2 or "unsatisfactory" (ECTS - F equivalent) are awarded to the student who cheated or demonstrated a minimum 0-30% knowledge of the material. In this case, for the promotion of the course unit, the student still has to work very hard.