

“Sustainability Strategy”
Problem-based learning
at State University “Bogdan Petriceicu Hasdeu” of Cahul
Working Package 5

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Executive summary

The purpose of the report for Work Package 5 is to develop a sustainability strategy for the implementation of problem-based learning (PBL) in the State University “Bogdan Petriceicu Hasdeu” of Cahul and its application in the teaching-learning-assessment process of student-centered teaching strategies.

In order to achieve the proposed goal, the results presented in the reports for: Work Package 2, Work Package 3, Work Package 4 were capitalized, and there was developed and proposed an ideal programme for the first cycle, Bachelor’s degree studies, for specialty *363.1. Business and administration*. At the same time, there are presented the limits and advantages of the project implementation in the pilot specialties. A roadmap and a detailed action plan to be undertaken at faculty and university level to promote PBL philosophy and culture in the SUC academic environment was also outlined.

Experience gained in the universities of Aalborg (Denmark); Gloucestershire (United Kingdom); KTH (Sweden); Siegen (Germany) formed the basis for shaping our own visions for the implementation of problem-based learning in the *Business and Administration* study programme, within the limits and in accordance with the normative provisions in the field of higher education in the Republic of Moldova, actions undertaken and presented in the reports of the previous work packages.

Also, the accumulated experience allowed us to outline an ideal plan model centered on PBL, a plan that we recommend in this report, presenting the distribution of course units over semesters, highlighting the theme of the semester and the projects to be developed, ensuring a progression in this sense. Thus, for the elaboration of the project the number of ECTS increases from one semester to another, so that in the last semester (VI) it reaches 24 credits.

Facilitating the implementation of the ideally sketched plan would be by approving modifications by the Ministry of Education, Culture and Research in the Framework-plan for Bachelor’s Degree Studies (Cycle I), in order to exclude the obligation to include in the educational plan the course units related to *the training of general and socio-humanistic skills and competences*.

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 this Working Package - WP5 - is to develop a student-centered sustainability strategy for problem-based learning and teaching at the State University “Bogdan Petriceicu Hasdeu” of Cahul. The report will propose an innovative approach, a Business and Administration based PBL study programme, a Roadmap and a detailed action plan that will guide university staff and management in implementing PBL, student-centered learning and teaching in the study programme and throughout the university.

In this report we rely on WP 2-4 developed between 2015-2017 and implemented since September 2017 by launching the pilot BSc based on PBL in *Business and Administration*. We also rely on the experience we have gained during study visits and staff mobility at EU partner universities and PBL training in Chisinau by EU project partners.

1.1 KEY ASSUMPTIONS

Although there is no fit-all-purpose PBL model, all PBL methodologies are based on two assumptions. The first states that the process must be student centered and designed to equip students with the knowledge, understanding and ability to apply their knowledge and understanding. To achieve this level, PBL uses project work as the core of discovery and problem analysis, solving and reporting (Figure 1). The second one shows that other face-to-face learning activities, such as literature study, lectures, group studies and tutorials, are designed to support the project's work. These two assumptions are the foundation of PBC, PBL, BSc student centered active teaching and learning in *Business and Administration*.

The benchmark of education based on the PBL method is to establish and explain the concept, the objectives of the requirements and the outcomes, established for each semester of study. Also, the endings of the courses in that semester and the logic of their synergy are explained. It explains the research methodology, whose complexity advances from semester to semester.

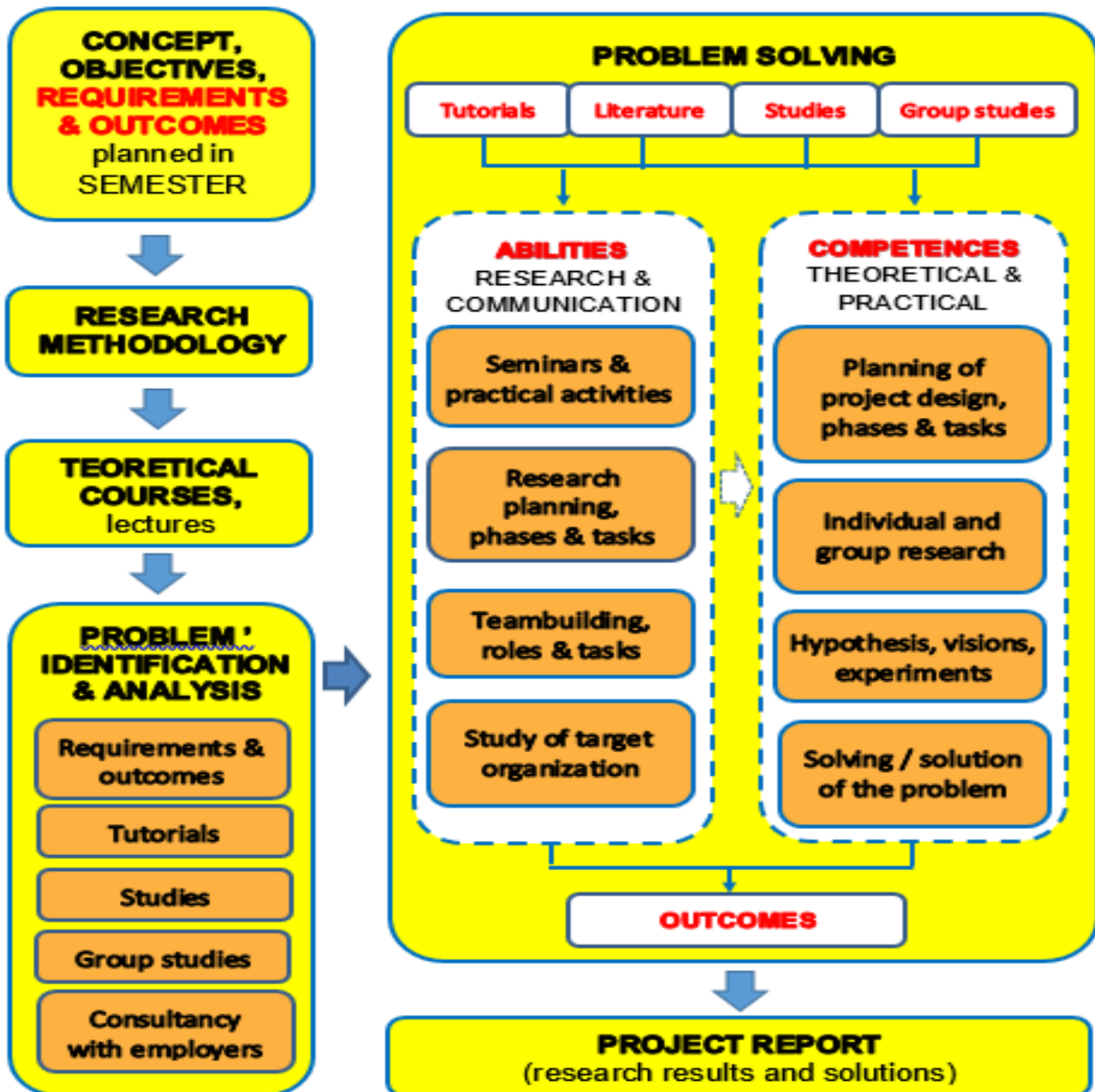
At the stage of the accumulation of the initial information, the theoretical courses are taught, coupled with identifying and researching the problem. To this end, the tutor explains the requirements and goals set for the research, the study and research groups of the problem are formed. For a clear vision of the tasks to be carried out, it is important to establish relationships with the target organization.

For this purpose, the University establishes collaborative relationships with the organizations / companies (firms) to be researched, organizes meetings with employers, excursions to the enterprise / organization concerned. Student initiatives are also encouraged to find target organizations by themselves. Information gathered during employer consultations and documentary visits to target organizations allow work groups to identify the issue to be investigated.

The problem solving phase combines the deepening of the theoretical studies and their application to the concrete situation, reflected in the researched problem. During these periods, research skills and theoretical-practical skills are developed. During the conception of the research project, the problem solving and the elaboration of the presentation report of the research results,

attention is drawn to the combination of the individual study with the group work, which imposes communication, planning and organization of the research activities in order to achieve the goals set for this semester.

Figure 1. The PBL concept at SUC



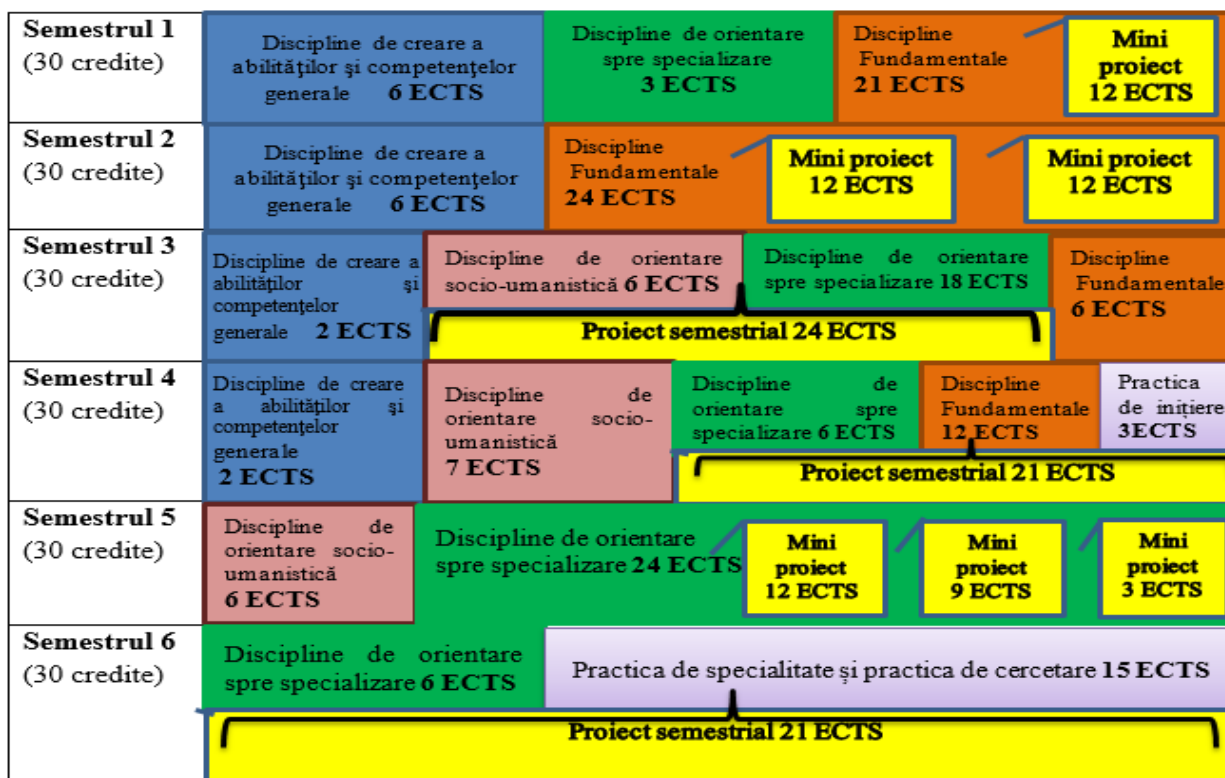
Source: written by authors

The assessment of the achievement of the established objectives is done both during the semester and when presenting the results of the research project. The marks are assigned individually to each member of the group and to the entire team / project group.

The degree of integration of PBL learning and teaching into a study programme is manifested through the relationship between project activity and face-to-face activities. In the context of the "knowledge-based" or PBL-based learning process, it means a study programme in which there is a

relationship between project activities of students and face-to-face activities (such as lectures, seminars, workshops, laboratories, case studies).

Figure 2: Structure of direct contact and project activities at SUC



Source: developed by the authors

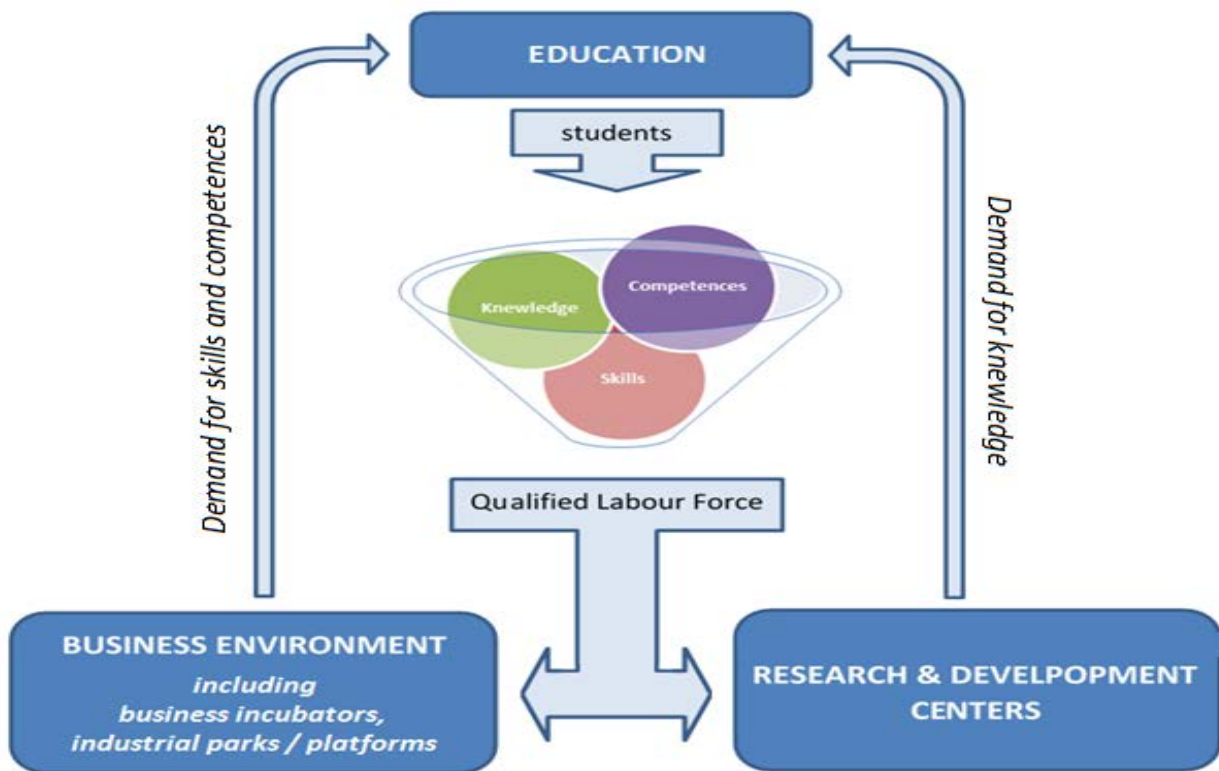
In the educational plan presented in Figure 2, a strict and very clear dynamics of the project work can not be observed, because educational plans are elaborated according to the provisions of the normative framework of the Republic of Moldova and have a fixed relation between the hours of direct and indirect contact, and an exact percentage correlation between the disciplines of socio-humanistic orientation, the disciplines of generating skills and general competences, the disciplines of orientation towards specialization, the fundamental disciplines and the practical classes. At the same time, in most semesters, many of the hours (out of a total of 30, about 21-24 hours) are provided for project work. This allows students to form skills and competencies to work in group on a project.

1.2 EXPECTED RESULTS

A number of outcomes are being considered as a result of successful implementation of the PBL-based study programme in Business and Administration. It is expected that by 2022 this programme will become internationally recognized and attract European and international students to courses and exchange courses. It is also expected that by 2022 more Bachelor's degree programmes from the Faculty of Economics, Engineering and Applied Sciences at SUC will be redesigned to implement learning based on PBL, using (proactive and interactive) methodologies and active teaching and learning methods centered on the student, thus following a better alignment of students' knowledge, skills and abilities to the labor market's and employers' needs.

Successful implementation of PBL in Bachelor’s degree (ISCED 6) and Master’s degree (ISCED 7) programmes will strengthen the collaboration of universities with the business environment (including business incubators, industrial parks / platforms) and research and development centers, in order to increase the relevance of the process of training the skills, competences and knowledge of specialists required by the labor market (Figure 3).

Figure 3: Interdependence between elements of social environment and training of specialists



Source: developed by the authors

1.3 DRAFT REPORT

We start the report by presenting in general the BSc based on PBL in *Business and Administration*. We will start with a needs analysis; the objectives of the programme; the general description of the study programme, its learning objectives and outcomes, the future employment potential and the in-depth study of graduates, then a presentation of each semester, including its learning objectives and learning outcomes. Assistance and evaluation criteria, progress from one semester to another, description of work projects and semester projects, including their learning objectives, assessment of results and their progress. Later on, we will present the Roadmap that will guide university managers at all levels in the process of implementing the PBL-based programme in *Business and Administration*. We will continue to present and discuss the action plan that will detail the activities, resources and internal policies needed to implement our study programme. We

will end by providing policy recommendations to the university management and university council on how to improve teaching and learning by introducing student-centered teaching and learning methods.

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

Starting with 1 September 2017 at the Faculty of Economics, Engineering and Applied Sciences, modernized educational plans have been implemented according to PBL methodological provisions. The educational plans were upgraded according to the legal provisions of the Republic of Moldova, as recommended by the project partners in the EU. These plans have been consulted by business representatives in order to identify the disciplines included in the plans, the number of hours of direct contact and individual study, so that the requirements of the labour market are met.

Due to the fact that several subjects of the study programmes within the Faculty are taught in the group series, PBL methodology has been implemented in two programmes: Business and Administration and Accounting. Respectively, in order to develop the teaching abilities of teachers through the PBL method, several teaching and research staff who teach both programmes have benefited from academic mobility. 12 persons have benefited from academic mobility in the EU. In addition to academic mobility, study visits to the EU were organized, as well as training courses and workshops, both in the country (by the EU partners) and in the EU countries (Table 1).

Table 1. Mobility in which the teachers involved in the pilot programme were trained, but also other related programmes

Period	Name, surname	Place of training	Type of visit
Feb 7-13, 2016	Popa Andrei Rosca - Sadurschi Liudmila	AAU	Study / training visit
Feb 25-Mar5, 2016	Rosca - Sadurschi Liudmila Gîrneţ Slavic	UoG	Study / training visit
Apr 10-16, 2016	Todos Irina Noni Liudmila	Siegen	Study / training visit
Sep 25- Oct 1, 2016	Popa Andrei Vulpe Olesea	KTH	Study / training visit
Oct 2-8, 2016	Popa Andrei Todos Irina	AAU	Study / training visit
Nov 6-19, 2016	Şchiopu Irina Rosca - Sadurschi Liudmila Gîrneţ Slavic Noni Liudmila Nedelcu Ana Bîrlea Svetlana Vulpe Olesea	AAU	Academic mobility, training
Feb 13-24, 2017	Rosca - Sadurschi Liudmila Popa Andrei Todos Irina	UoG	Academic mobility, training

	Miron Oxana Donea Sofia Podbeglii Anatol		
Oct 8-21, 2017	Rosca - Sadurschi Liudmila Popa Andrei	KTH	Pedagogical training
Jan 12-19, 2019	Popa Andrei Rosca - Sadurschi Liudmila	AAU	Study / training visit Study / training visit

In order to achieve the project's provisions, to extend this methodology to other study programmes, as well as institutional provisions (to increase the number of disciplines, from various programmes taught in the torrent), the scientific and didactic staff from all the programmes at the Faculty of Economics, Engineering and Applied Sciences benefited from trainings (Table 2).

Table 2. Trainings in the Republic of Moldova

Period	Name, surname	Place of training	Type of training
January 2016	Rosca-Sadurschi Liudmila, Girnet Slavic, Todos Irina, Noni Liudmila, Mihailuc Olesea, Popa Andrei	TUM	Pedagogical training (KTH)
25.05.2017	24 persons	SUC	SMART Notebook
6.06.2017	20 persons	SUC	Adobe Connect
13-14 iunie 2017	4 persons	TUM	Pedagogical training (KTH)
26.02. - 1.03. 2018	Rosca-Sadurschi Liudmila, Girnet Slavic, Schiopu Irina Todos Irina, Podbeglii Anatol	TUM	Workshop
3-5 May 2018	Rosca-Sadurschi Liudmila, Noni Ludmila	SUC	Pedagogical training, Curricula/Ghide
14-17 May 2018	20 persons	SUC	Pedagogical training (KTH; Siegen)

According to the modernized educational plans, students in the first semester have mini-interdisciplinary projects. In each semester the number of credits for mini-projects and semester projects increases (Table 3).

Table 3. Modernizations made, starting with September 2017, in the pilot study programme, but also other programmes in the faculty

Semester	Introduced components		
	Semester I	Mini interdisciplinary project (6 + 6 credits)	Principles of study by the PBL – Problem Based Learning method
Semester II	Mini interdisciplinary project (6 + 6 credits)	Mini interdisciplinary project (6 + 6 credits)	
Semester III	interdisciplinary project (24 credits)		
Semester IV	interdisciplinary project (18 credits) + speciality internship (3 credits)		
Semester V	Mini interdisciplinary project (6 + 6 credits)	Mini interdisciplinary project (4 + 6 credits)	Economic project (3 credits)
Semester VI	Semester project (21 credits)		

Among the modernization at the programme level and at the institutional level we can enumerate: the introduction in the first semester of the first year of studies in all programmes approved in 2017 (4 programmes) of the discipline "Principles of study through the method of problem-based learning"; for each study programme at the beginning of the year, the *programme director* is approved at the Department meeting; for each semester the subject of the semester is established, based on which the themes for the interdisciplinary mini projects (Appendix 1) are established.

These upgrades were carried out under the coordination of the EU partners during the University visits. Again, consultations with entrepreneurs and students from the "Business and Administration" study programme were conducted.

STUDY VISITS TO MOLDOVA

October 30-31, 2017	State University “BPP.Hasdeu” of Cahul Olav Jull Sorensen
November 22, 2017	State University “B.P.Hasdeu” of Cahul (formation of groups and formulation of themes) Romeo Turcan
November 30, 2017	Student Assessment through ADOBE Connect Romeo Turcan, (student group results assessment)
February 27, 2018	University of Medicine and Pharmacy “N. Testimiteanu” interdisciplinary and inter-university activities
May 3, 2018	Press conference with the participation of 2 students
May 10, 2018	BSc in Entrepreneurship and Business Administration (shadowing, on-job pedagogical training, reflections) Romeo V. Turcan

The lessons learned during the first two years of implementation of the modernized programmes, with the implementation of the PBL methodology, were analyzed according to six criteria (Appendix 7). Teachers who taught in the Business and Administration and Accounting programmes were exposed to the issues identified in the co-ordination of student groups and gave some recommendations. Defence of the projects at the end of each semester is done in the presence of the teachers who coordinated the projects, but also 1-2 teachers who were not involved in the guidance. After the presentation of the projects, at the Department meeting, both the positive and the negative moments encountered in coordinating the students' activity in the development of the interdisciplinary mini projects are discussed. The recommendations received by faculty teachers, as well as students are taken into account when working with students for the next semester. At the end of each semester, the USC's Quality Management, Guidance and Career Counseling Service conducts a student survey, ie students' objections and recommendations are taken into account in improving the teaching and assessment methods of students.

3 OUR VISIONARY PBL-BASED BSc IN BUSINESS AND ADMINISTRATION

3.1 AN OVERVIEW

The **Business and Administration** programme is designed to prepare specialists for business management activities, as well as the management of various subdivisions of organizations. At the enterprise level, the Business and Administration graduate is the one who must ensure the smooth running of all activities: purchase of economic resources, production / provision of services; sales; training and improving the organizational structure of the company, planning the economic activity; developing the information system; management of human resources. At the same time, the graduates of Business and Administration programme are potential entrepreneurs who will create jobs and new perspectives for socio-economic progress.

During the first cycle of higher education (Bachelor's degree – BSc – ISCED 6), specialists trained in the Business and Administration study programme obtain skills and competencies to organize and manage the activity at the level of economic agents, with different forms of ownership, (state, private or mixed) as well as at branch or national level. Graduates of the programme are able to think strategically and creatively, adopt quality decisions, leaders oriented to improve organization performance, quality and continuous improvement.

The study programme has been linked to the objectives of the ERASMUS + project "Introduction of Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability", elaborated in accordance with the provisions of:

1. The Education Code of the Republic of Moldova, no. 152 of July 17, 2014;
2. The Law on the approval of the Registry of Professional Training Areas and Specializations for the Training of Staff in Higher Education Institutions;
3. The framework plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by Order of the Ministry of Education;
4. Regulation for the organization of studies in higher education based on the National System of Study Credit, approved by Order of the Ministry of Education no. 1046 of October 29, 2015;
5. The National Qualifications Framework of the Republic of Moldova and the National Qualifications Framework for Higher Education on Professional Training, approved by the Order of the Ministry of Education.

The purpose of the pilot programme is to move from traditional education (where the teacher is an information provider and the student - the information receiver) to PBL-based education (problem-based learning), which would allow the training of competitive and skilled labour market specialists in the field of training 363. Business and administration, Specialty: 363.1. Business and administration.

All disciplines are distributed by modules (cycles) as follows (Appendix 2):

- Module of fundamental disciplines (code F) - 63 credits;

- Module of disciplines for development of general skills and competences (code G) - 16 credits;
- Module of the disciplines of socio-humanistic orientation (U code) - 14 credits;
- Module of orientation to specialization (code S) - 60 credits.

The graduate obtains the Bachelor's degree in Economic Sciences upon full completion of the educational plan, the promotion of the assessment tests, including the bachelor's examination, according to the marking system in the Republic of Moldova, ranging from “1” to “10” points, the promotion marks being “5” to “10”, and the accumulation of 180 transferable credits under the European System of Transferable Credits (ESTC).

The set of methods and teaching procedures used in the training process will be both the traditional methods (lectures and seminars), modified and completed according to the proposed objectives, as well as the modern, interactive methods aimed at cultivating the interest, motivation, activism, social collaboration, organization spirit, initiative, inventiveness and creativity.

The study process will focus on active-participative (interactive) methods, which increase the intellectual potential of beneficiaries by engaging in a personal effort in the process of learning and preparing students for an active and creative professional life. Flexible and diversified forms of organization will be used, specific to the nature of the content and the planned activities.

They will specifically combine methods and procedures such as: case study, role play, heuristic conversation, debates, brainstorming, problem related questioning, investigation, disciplinary project, semester project or interdisciplinary mini-projects, etc. Also, interactive teaching and assessment methods such as: Moodle, Kahoot, Mooc and other platforms and interactive tools will be also used.

The personal support of each student will be provided by the tutoring system, made by introducing the function of - *programme director*.

The assessment will focus on the effectiveness of educational activities in terms of the relationship between the projected objectives and the learning outcomes of the students. It will be done by the teachers and will focus not only on knowledge, but also on competences, capacities and attitudes. The evaluation can be done through written/computer-aided tests on the distance learning platform, by supporting group projects and individual assessment through classical exams.

The assessment will have a complex pedagogical function:

- a) from the perspective of the assessed one - to stimulate, to strengthen the results, to develop some skills, to raise awareness of their own possibilities, to get positive professional orientation;
- b) from the perspective of the assessor - of assessing the efficiency of the actions carried out by them and of the changes necessary for the full implementation of the objectives.

3.2 SEMESTERS

3.2.1 Semester 1

Taking into consideration the experience of two years of implementation of the PBL methodology in the “Business and Administration” study programme, we proposed to exclude the mini project from the first semester. Instead, we propose to increase the number of hours and credits for the "*Problem Based Learning*" (PBL) discipline.

As a discipline of study, "Principles of study through the problem-based learning" course aims at the appropriation by those who will work in different fields of the principles within a group, of being more flexible to changes, to change the perception of decision-making (starting from cause / problem). This discipline aims to develop students' abilities of free communication and flexibility, of formulating and argumentating ideas and concepts, of elaborating a proper research plan, of elaborating well-structured and reasoned communications and paper-works. Within the discipline, the students will form public communication skills - presenting the results of the research, conducting a correct scientific research: formulating the problems, formulating the hypothesis, scientific argumentation of the proposals, analyzing the official data, analyzing the sources of information; developing joint projects in a group, etc. During the course many practical papers, case studies, exercises are developed to help the student develop good planning, organization and communication skills.

Also, during this semester, the students will have study visits to industrial enterprises, to organizations which provide information for research: city halls, councils, State Chamber of Registration, Fiscal Inspectorate, Chamber of Commerce and Industry, Bureau of Statistics, Labour Office.

In this semester there will be taught the disciplines for creating the general skills and competences, the disciplines of orientation towards specialization and the fundamental disciplines, which will lay the foundations for the next semester in which the students will work on the projects.

Bachelor's degree studies correspond to 180 (for programmes with a duration of 3 years, full-time education) and 240 (for programmes with a duration of 4 years, part-time education) of compulsory transferable credits, 30 credits for each semester. In the first cycle of higher education (bachelor), the academic year consists of two relatively equal semesters, including two sessions of exams, practical internships and two holidays. The duration of a semester is 15 weeks of direct contact with the students.

The student's learning activity, including individual activity, as well as the learning outcomes and competences acquired by the student are verified and appreciated during the semesters through current assessments, as well as during examination sessions through final / summative assessments in accordance with the educational plans.

In the semester, there are organised one or two current assessment sessions, allocated proportionally during the semester, which totalizes the intermediate status of the student's success. The results of the success of the current assessment sessions are recorded in the academic group register and taken into account in the final semester assessments.

3.2.2 Semester 2

The theme of the semester: Development of the X sector in the Republic of Moldova: Macro - Mezo - Micro analysis

Based on this theme, during the semester, a mini project will be developed at the Economic Theory II (Macroeconomics) discipline. Due to the fact that, in the first semester students studied Economic Theory I (Microeconomics), the knowledge gained will allow them to carry out a broad analysis of a macro-level sector and real-level examples.

For the project, the specific working method will be chosen, depending on the fields of research and course content.

	YEAR I		SEMESTER II
	Module	ECTS	Assessment form
1.	Economic Theory II (macroeconomics)	6	<i>P</i>
2.	The Basics of Entrepreneurship	6	<i>E</i>
3.	Economic statistics	6	<i>E</i>
4.	Basis of Accounting	6	<i>E</i>
5.	Foreign Language II	2	V
6.	Ethics and professional culture	4	E
	TOTAL	30	

Research objectives and outcomes:

- To know and to distinguish the micro and macroeconomic concepts and phenomena;
- to know the particularities of the functioning of the markets of the national economy;
- to know the legislation on entrepreneurship and business, small business, consumer protection, advertising in the Republic of Moldova
- to analyze and address an entrepreneurial business at the enterprise level and in terms of market positioning (macroeconomic).
- To analyze and propose ways to improve the economic performance of the economic sector, based on the example of an economic unit;
- To be able to carry out the primary processing of statistical information;
- To analyze the primary accounting documents and extract the necessary data;
- To address entrepreneurial concepts and carry out a broad analysis of the enterprise based on the indicators that characterize its activity.

In this semester, a mini project will be developed at the Economic Theory discipline. Students are proposed a general research theme and several areas where research can be done. Students choose the field of research and, with the help of teachers, formulate themes for mini-projects, based on the general theme.

These projects are delivered orally in the presence of a committee composed of teachers and assessed by the teacher - the subject of the discipline in which the project is being drafted. These projects are designed as the individual student programme study is guided by the teacher.

Semester final assessments can be oral, written, assisted by computer or combined. Admission to the exam is only for students who have an average mark of admission, consisting of the average of the marks accumulated in seminars, current assessment and individual work.

The form of examination is determined by the faculty council, at the proposal of the profile chair and announced to the students at the beginning of the semester, it may be in writing or orally.

Assessment of learning outcomes is done with marks from "10" to "1". The marks from "5" to "10", obtained as a result of the course / module assessment, allow obtaining the credits allocated to them according to the educational plan. The mark of the student's current assessment on the semester, as well as the mark on the exam, is expressed in integer figures. The final mark for the course unit / module is calculated based on the semester mark and exam mark and is expressed in two decimal figures. The student who gets a mark lower than "5" in the current assessment is not allowed to the final assessment.

MARK - ECTS equivalent:

9,01-10,0 A	6,01-7,00 D
8,01-9,00 B	5,00-6,00 E
7,01-8,00 C	3,01-4,99 FX
1,00-3,00 F	

Promotion of the study year and enrollment in the following year is done in accordance with the USC Regulation on the Promotion of the Year of Study. The student who has accumulated during the academic year the full number of credits required in the educational plan for the respective year is promoted in the following year of study. Student enrollment in the next year of study is conditional upon the accumulation of minimum 40 (30 for a reduced frequency) of study credits at the course units / compulsory modules provided in the Annual Study Contract for the current academic year and the accumulation of the total number of credits, provided by the educational plan for the previous years of study, as well as for the year of graduation of the university studies.

3.2.3 Semester 3

The theme of the semester: Enterprise development X: environmental analysis, factors of influence, conditions

Based on this theme during the semester an interdisciplinary project will be developed based on the following subjects: Production Management; Methods and Management Techniques.

Project - Group work of 3-5 students of the research problem related to all units (Fundamental and / or Specialty) coursework in the semester. Passing the exam and awarding study credits is conditional upon the MANDATORY defence of the Project.

	Year II		SEMESTER III
	Module	ECTS	Assessment form
1.	<i>Production Management</i>	6	<i>E+P</i>
2.	<i>Methods and management techniques</i>	6	<i>E+P</i>
3.	<i>Enterprise Finance</i>	6	<i>E</i>
4.	<i>Business law</i>	6	<i>E</i>
5.	Foreign language	2	V
6.	Economic doctrines	4	E
	TOTAL	30	

Objectives and learning outcomes:

At the end of the semester students should:

- Know the content of the main processes and managerial functions
- Be familiar with financial management, accounting and other financial systems
- Know ways to identify business ideas and evaluate opportunities
- Have management methods and techniques;
- Evaluate and improve the efficiency and effectiveness of the organization's activities
- Develop an application work/paper that addresses the solution of a business administration issue
- To know and apply methods of financial resources management and to analyze the alternatives regarding the mobilization and placement of the financial resources in order to choose the optimal variant;
- To know the legislation on entrepreneurship and business, small business, consumer protection, advertising in the Republic of Moldova
- Know the main processes within industrial enterprises

This semester continues to increase the workload of students in project-based teams. We believe that based on the experience gained in the previous projects and the disciplines studied in this semester, students will be able to carry out a larger amount of work. Within this project, students will demonstrate their spirit of observation and analysis on several aspects of the operation of the enterprise.

3.2.4 Semester 4

The theme of the semester: Enterprise Development Strategies X: market analysis, trade and development policies (life cycle)

An interdisciplinary semester project will be developed within the disciplines: Entrepreneurship Management, Human Resource Management and Marketing.

By conducting a market study and analyzing the potential of human resources, students will propose business ideas and develop projects for these businesses.

Objectives and learning outcomes.

At the end of the semester the student must:

- Develop and implement enterprise marketing policies
- Know the content of the main processes and managerial functions
- Know ways to identify business ideas and evaluate opportunities
- Adjust the organization's work to the requirements of the environment
- To know and monitor the factors of the marketing environment, to examine the real and potential market characteristics, to be able to identify the possible ways of market growth;
- Know the particularities of the marketing policies functioning
- Strengthen management theoretical competences in the real economic environment of a company / institution, finding the appropriate methods for improving the performance of the company activity;
- To know the particularities of the human resources management;
- Identify personnel needs, analyze human resource demand and supply;
- Identify and understand entrepreneurial actions, identify sources of funding.
- Forming teams and developing collaboration
- To motivate and create productive labor relations
- Develop and coordinate project implementation

	YEAR II of STUDIES		SEMESTER IV
	Module	ECTS	Assessment form
1.	<i>Entrepreneurial project management</i>	7	P
2.	<i>Marketing</i>	7	P
3.	<i>Human resources management</i>	7	P
4.	Foreign language	2	E
5.	Leadership	4	E
6.	Specialty internship	3	E
	TOTAL	30	

In the fourth semester, the project will be a more complex one, which will also be based on student internships within a company. Students will have to demonstrate good knowledge of all processes in the enterprise, the interdependence of the enterprise's functions, and a broad analysis of its work.

3.2.5 Semester 5

The theme of the semester: Entrepreneurship and competitive development of business in the X sector

In this semester it will be elaborated an interdisciplinary semester project: at the disciplines Economic and Financial Analysis; Risk management; Supply management; Quality Management and Discipline Business Development Project, where students will be able to choose a research enterprise in a group, will analyze all the functions of the enterprise, identify existing problems, and for one of these problems will develop solutions to overcome it, and even increasing the performance of the enterprise.

The project must go through all these disciplines, include the analysis of these compartments within the enterprise and will be based on the performance of the enterprise, either by identifying and minimizing risks or by increasing the quality (raw material, processes, production).

Here, the group of students will identify the company's pressing problems only after they have a broad analysis of its business. So practice and teaching of given courses is done through examples and case studies from the selected enterprises for analysis.

	Year III		SEMESTER V
	Module	ECTS	Assessment form
1.	Economic and Financial Analysis *	6	P
2.	Risk Management *	6	P
3.	Supply Management *	6	P
4.	Quality management *	3	P
5.	Entrepreneurial development project*	3	P
6.	Intellectual property law	6	E
	TOTAL	30	

Learning Objectives and Outcomes:

- Have methods to assess and minimize business risks
- Ensure that activities are carried out in accordance with established laws and regulations
- Adjust the organization's work to the requirements of the environment
- To make optimal decisions in conditions of certainty, uncertainty, risk
- Evaluate and improve the efficiency and effectiveness of the organization's activities
- Organize the business and administration research process
- Know the competence and involvement of managers at different hierarchical levels
- Develop appropriate strategies and policies in a changing environment;
- Develop skills to assess and minimize entrepreneurial risks
- Define the concepts of economic activity under conditions of risk and uncertainty;

- Establish the functional correlation between risk level and economic outcome
- To acquire the main concepts, principles and functions of quality management;
- Develop skills for applying quality management methods and standards for the quality management system.
- Use the quality management system documents

3.2.6 Semester 6

Semester Theme: X / X Developer Forecasts /// Bachelor's degree thesis

Learning Objectives and Outcomes:

- Ensure that activities are carried out in accordance with established laws and regulations
- Adjust the organization's work to the requirements of the environment
- Be able to identify comparative advantages of the national management system and other states;
- Identify business innovation activities, the need for innovation and the company's innovation policy.
- Ensure and manage the efficient use of material, financial and informational resources
- Apply quality management systems
- Ensure and manage the efficient use of material, financial and informational resources
- Organize the business and administration research process

	YEAR III		SEMESTER VI
	Module	ECTS	Assessment form
1.	<i>Comparative management</i>	3	E
2.	<i>Innovative management</i>	3	E
3.	<i>Specialty (production) internship</i>	6	E
4.	Research internship (Bachelor)	9	E
5.	Bachelor's degree exam	9	E
	TOTAL	30	

The semester VI project will be drafted as a bachelor's degree thesis. According to the REGULATION on the organization of the examination for the completion of the Bachelor's degree studies, and of ORDER no. _07-008_ of _December 23, 2015_, the bachelor's exam of the Business and Administration programme consists of: integrated examination: Economics and Business Management and defence of the bachelor's degree thesis (project).

The Bachelor's degree is awarded to the graduate who:

- demonstrates advanced knowledge and skills in a field of study;
- can professionally apply the knowledge gained in a field of study;

- has the ability to collect, analyze and interpret relevant data (typically from the own studies) as well as to formulate reasoning on relevant issues of order social, scientific or ethical;
- demonstrates the ability to argue and solve the problems in the field
- can communicate information, ideas, problems and solutions to both the audience of specialists and non-specialists and
- has developed the skills they need to continue their studies with an Increased self-training.

The bachelor's degree project assesses the competencies of the graduates to carry out research, to apply the theoretical knowledge in the process of developing practical solutions specific to the field of professional training or the realization of the case studies.

Defending the bachelor's degree projects/thesis is public and is done in the presence of the commission, consisting of teachers who have taught the core courses / project coordinators, at least one person - representing the research environment outside the institution, at least one person who will represent business environment. In total the commission is made of up to 6 persons.

The tests in the bachelor's degree exam and the bachelor's degree project / thesis are assessed separately with marks based on the marking scale of 10 to 1, the minimum promotion mark being 5. Converting marks into the ECTS marking scale will be done according to the recommendations of the Guideline on the implementation of the National Study Credits System.

4 ROADMAP

4.1 INTRODUCTION

The Roadmap is a consolidated list of measures, commitments and timelines for implementing actions to overcome the challenges identified in the Pilot Programme for the Implementation of Problem Based Learning.

The Roadmap is presented in Appendix 3. It identifies the key activities foreseen for the next years, project implementation activities, development of project continuity activities within the institution. These activities are grouped into 3 important periods:

- Period 1: The preparation period for the modernization;
- Period 2: The implementation period of the modernizations
- Period 3: The period of evaluation and improvement of activities

4.2 PERIOD 1. THE PREPARATION PERIOD FOR THE MODERNIZATION

The preparation period is expected by September 2019 (inclusive). This is the time when the main preparations will be made to ensure good conditions for broad implementation of the project. During this period, it is expected to authorize the teacher training programme from the institution and of the young specialists on the application of the PBL methodology. **Continuous training programme: "Problem Based Learning"** will be approved by the University Senate in April 2019, after which it will be authorized by ANACEC (National Agency for Quality Assurance in Education and Research) and coordinated with the Ministry of Education, Culture and Research of the Republic of Moldova.

By the end of the 2018-2019 study year, the Senate approves the PBL Implementation Strategy at university level (faculty) for the period 2019-2021.

At the first meeting of the Department of Economic Sciences, the Methodological Guidelines on Project Development are expected to be approved.

All of these are the bases of a unique concept regarding the application of the PBL methodology at the Department / Faculty / University level.

4.3 PERIOD 2. THE IMPLEMENTATION PERIOD OF THE MODERNIZATIONS

The second stage is characterized by actions directly related to the implementation of the approved modernizations.

As soon as the continuous training programme "**Problem-based learning**" is authorized, the teacher training courses of SUC can start. Responsible for conduct and deployment of the "**Problem-based learning**" course is the Continuous Training Center (hereinafter referred to as CFC), which is an organizational and administrative structure without legal personality and functionally is assimilated by the faculty. The CFC executive management is conducted by the Director of the Continuous Training Center. The mission of the Continuous Training Center is aimed at integrating

the institution into the European education area, setting the major objective of being a regional center for the provision of educational and academic services that meet the demand for specialists and innovative products. It also has the mission to co-ordinate, in cooperation with SUC departments, all continuous education activities.

At the same time, CFC specializes in adult education services. In particular, the CFC is focused on the training / improvement of pre-university education teachers (schools, lyceums, colleges). These people are required by the Education Code to go through professional training courses every five years. Thus, according to the programmes offered by the CFC for the improvement of pre-university teachers, a unique concept will be elaborated on the content and the way of elaboration of the curricula for the subjects included in the school programme that will be taught according to the PBL methodology.

Likewise, because within SUC there are also Master's degree programmes for pedagogical specialties, the training programme "***Problem-based learning***" will be organized for both university teachers and master's degree students.

At the same time, the following additional responsibilities, related to the PBL, will be added to the competence of the programme director (Bachelor, Master):

- establishing the term of the semester,
- monitoring project work (e)
- follow up the process of carrying out and conclusion of assessment of project activities for students and teachers (assessment of students, teachers).

Periodical assessments on how to implement the PBL methodology will be made through questionnaires, attendance at the teaching hours, student assessment, and mutual assessment of teachers. Those responsible for assessing the quality of teaching will be the programme Directors (a function which appeared in the University in September 2017) and the persons responsible for Semester, who will provide semestrial information to the Management of the Education Quality Management Service (Division), Career Guidance and Career Consultation of SUC.

The Education Quality Management Service (Division), Career Guidance and Career Consultation is a coordination and execution structure that supports the Commission for the Quality of Education Process and Professional Training Partnerships in Quality Management in SUC by planning actions, organizing working teams for document preparation, staff training on quality assurance and management of Quality Assurance System's documents.

The main directions of action of the Education Quality Management Service (Division), Career Guidance and Career Consultation are:

- Designing and implementing a quality management system that will lead to the continuous improvement of the university teaching process;
- Provides expert advice and career guidance;
- Organizes training programmes and other dissemination actions for quality management in order to develop a quality culture in the university;
- Development of assessment procedures for teachers;

- Development of assessment procedures by students of the activities (in particular teaching activities) of the university.

4.4 PERIOD 3. THE PERIOD OF EVALUATION AND IMPROVEMENT OF ACTIVITIES

In the third stage we propose to modify the educational plans for all Bachelor's degree programmes at the Faculty of Economics, Engineering and Applied Sciences, by implementing the PBL methodology:

- Accounting
- Finance and Banks
- Informatics
- Engineering and Management in Food Industry
- Engineering and Management in Machine Building

New curricula will be developed for these plans, with several elements of interactive teaching, distance learning.

Also, several methods of involving students and business representatives in assessing the functioning of programmes, teaching methods, research topics, practical application of student research results will be established.

5 ACTION PLAN

5.1 INTRODUCTION

The Action Plan presented in Appendix 4 details the activities to be carried out over the next four years.

Its immediate purpose is to establish an institutional foundation in order to overcome certain barriers or certain threats to the implementation of this very project.

As far as the implementation period is concerned, it will be taken into account that some new elements that will be implemented can fit into the existing regulatory framework, while others require some changes in the existing regulatory acts.

5.2 ACTIVITIES AND RESOURCES

The activities provided in this plan are in line with the provisions of the previous chapter (Chapter 4). Also, the planned activities can be grouped in 3 phases:

- Training
- Implementation / achievement
- Periodic evaluation.

The activities outlined in the table will contribute to the preparation of the "ground" for the implementation of the modernizations, namely: approval of the institutional strategy, approval of the staff training programme, approval of the methodical materials (curricula, guides, collections).

In the implementation phase, teacher training / consolidation courses will be carried out, the implementation of the teaching knowledge and materials.

To evaluate how to implement the PBL methodology at SUC, several methods will be established. A set of methods will be developed for student project work: group assessment, individual assessment, mutual evaluation of students, identification of each student's contribution to the project. Methods for assessing the degree of satisfaction of students will be established, which will contribute to the improvement of the courses by the teachers. There will also be evaluations at departmental and institutional level to identify the training needs of teachers and the materials needed for teachers to work with.

6 UNIVERSITY LEVEL STRATEGIC RECOMMENDATIONS

6.1 INTRODUCTION

Changes must start with ourselves if we want to achieve some performance. In this chapter we propose some modernizations in order to increase the labour productivity, to increase the degree of satisfaction of the students and last but not least of the scientific and teaching staff. Due to the fact that PBL methodology requires increasing student performance, the conditions must be met.

6.2 RECOMMENDATIONS: STUDY PROGRAMME LEVEL

Establish the responsible position for the semester, which will deal with the establishment of the semester, the monitoring of project work(s), the follow-up of the process of carrying out and assessment of project activities for students and teachers (assessment of students, teachers). Once again, it will also deal with the organization of separate schedules for work in student teams.

6.3 RECOMMENDATIONS: DEPARTMENT AND FACULTY LEVELS

Due to the fact that within the Faculty there are 4 research centers:

1. Center of Economic Research and Entrepreneurship Development
2. Center of Information Technology Development
3. Center of Research and technological development, analysis and quality management in the food industry
4. Center of Technology Development in Advanced Materials

it is proposed to establish two committees of specialists at the faculty level: the *Research Development Committee* and the *Committee for Student Activities and the Relationship with the Business Environment*. Within these committees, the project themes should be discussed with the semester responsible and the partner companies.

6.4 RECOMMENDATIONS: STAFF LEVEL

Developing a schedule (for each year of study) on the training courses for the teaching - research staff (in accordance with the individual needs). Regular organization of coaching with different themes for the teaching – research staff from different faculties. Organizing, at least once a year, *team building* activities by *departments / faculties* outside the institution as they have proven to be the most effective forms of training.

6.5 RECOMMENDATIONS: STUDENT LEVEL

Creating a Student Support Center that helps first year students integrate more easily, which will organize different mutual learning activities of students, which would facilitate the formation of the groups. Here students will be helped to plan their careers, to choose optional subjects (at their

choice). The main purpose of these centers will be to provide students with information and facilities to fit in and adapt to student life easier.

6.6 RECOMMENDATIONS: PEDAGOGICAL PBL TRAINING LEVEL

Establishment of a collaboration between the universities in the consortium, on the organization of regular exchanges of experience. Thus, experience in implementing the PBL methodology will be shared, shortcomings will be identified and solutions will be found. It is reasonable to invite EU partners for training courses, or public lessons.

6.7 RECOMMENDATIONS: SOCIETY LEVEL

Concluding collaboration agreements with institutions / businesses open to provide information to students. Creating bi / tripartite partnerships with reciprocal effects. Students will have real case studies, real problem solving, veritable data. Businesses will get new ideas from students, calculations and solutions to existing problems. And if LPA is involved, they will eventually have job cuts, young labour force, developed locality.

6.8 RECOMMENDATIONS: ADMINISTRATION AND MANAGEMENT LEVELS

Within our University there are management systems and administrative structures necessary to implement the PBL methodology.

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Appendix 1. Experience of PBL implementation in Business and Administration and Accounting

The disciplines involved in the project	The theme of the semester, the themes of the project	Suggestions from disciplines, changes in curricula	Methods of group evaluation, methods of mutual evaluation of group students	Problems encountered during work with students at the project	Suggestions for solving identified problems
Academic year 2017-2018, semester I					
"Business and administration", "Accounting", groups BA 1701, C1701					
Economic Theory I (microeconomics Suggestions for solving identified problems The basics of management	The theme of the semester: Competitiveness of the national product: problems and solutions	Fields of research: - vegetables and fruits; - Dairy products and homogeneous products; <i>-winemaking and grape products.</i> The topics proposed and chosen by the students: Branch analysis: history, current situation, problems, trends The activity environment and its impact on the business activity The economic and social utility of the activity and the product Supply market analysis (offer) Analysis of the sales market (demand) Cost of production and ways of management, optimization Product price and economic efficiency	Interim and final project presentations	✓ Group formation ✓ Identification of research themes	

The disciplines involved in the project	The theme of the semester, the themes of the project	Suggestions from disciplines, changes in curricula	Methods of group evaluation, methods of mutual evaluation of group students	Problems encountered during work with students at the project	Suggestions for solving identified problems
Academic year 2017-2018, semester II					
"Business and Administration", "Accounting", groups BA 1701, C1701					
Economic statistic Basis of Accounting	<p>Assess the evolution and determine the enterprise's potential to strengthen its position in the branch.</p> <p>As a research object, two representative companies in the area were selected, but significantly diverted their positions on the regional market. Students were assigned to 7 teams after an initial evaluation (enterprises were presented, students were asked about the biggest problem of one of the two enterprises and what solution they propose, after the sticker answers the coordinators formed the groups with the students which have common visions;).</p>	<p>The PBL evaluation methodology has been added to the seminars; The structure of the statistical course has been revised in order to facilitate the application of statistical research tools to solve the problems of real enterprises;</p>	<p>Monitoring of group and individual tasks, mid-term evaluation (presentation of the project concept - PPT supported by the team) and final (before the PPT exam, supported by all team members).</p>	<ul style="list-style-type: none"> ✓ Conflicts within the group; ✓ Lack of information; ✓ Underdeveloped team skills (leaders could not delegate tasks, others too much parasite); ✓ Problems with time management in teams (studying at two faculties reduces the time available for group meetings); 	<ul style="list-style-type: none"> ✓ Increased collaboration between University and Enterprise; ✓ Facilitating teamwork by applying more teambuilding techniques; ✓ Segmenting the tasks of the group into individual tasks in order to increase the responsibility of each member of the team; ✓ Guiding students through digital means (video conferencing, chat on Viber and Facebook, e-mail), so students communicated not only the online coordinator, but also their team members in the common chart.

The disciplines involved in the project	The theme of the semester, the themes of the project	Suggestions from disciplines, changes in curricula	Methods of group evaluation, methods of mutual evaluation of group students	Problems encountered during work with students at the project	Suggestions for solving identified problems
Academic year 2017-2018, semester II					
"Business and Administration", group BA 1701					
The Basics of Entrepreneurship	The theme of the semester: Economic Fluctuations and Risks in Contemporary Agriculture:	Themes proposed to the students: - Production capacity of SMEs - Financial management of the enterprise	Interim and final project presentations	<ul style="list-style-type: none"> ✓ Lack of interest in research ✓ Lack of data ✓ Non-cooperation with the real sector 	Enhance partnership relations with businesses; Identify ways to enhance students' intuitive motivation.
Academic year 2017-2018, semester II					
„Contabilitate”, grupa C 1701					
Economic Theory II (macroeconomics) Public finances	Economic and social impact of the budget process: ✓ Analysis of the local public administration budget. Satisfaction and the socio-economic impact of the budget process ✓ Analyzing the public budget and the socio-economic impact of budgetary policies on Crihana Veche locality	The projects focused on some of the themes of the taught subjects, namely those related to budgetary-fiscal policy, the budgetary process.	Interim and final project presentations	<ul style="list-style-type: none"> ✓ Group formation ✓ Group disinterest ✓ Little access to data ✓ Non-cooperation with Local Public Administration 	Enhancing partnerships with LPA; Identifying ways to remove psychological barriers in teamwork on the interdisciplinary project (students were not able to get out of the comfort zone, did not accept the changes to their learning style, ie individual work for several disciplines and achieved jointly).
Academic year 2018-2019, semester I					
Business and Administration ", " Accounting ", groups BA 1801, C1801					
Economic Theory I (microeconomics) The basics of management	Competitiveness of the product of the national industry: problems and solutions	Areas: 1. Food industry-dairy branch 2. Branch of food industry-bakery products	Interim and final project presentations		

The disciplines involved in the project	The theme of the semester, the themes of the project	Suggestions from disciplines, changes in curricula	Methods of group evaluation, methods of mutual evaluation of group students	Problems encountered during work with students at the project	Suggestions for solving identified problems
		3. Branch of food industry - winemaking 4. Light industry - textile industry Branch of food-beer industry			
Business and Administration ", group BA 1701 (semester III)					
Production Management Methods and management techniques Enterprise Finance Business Law	Theme of the Semester: INDUSTRIAL DEVELOPMENT AS NATIONAL BOTTOM FACTOR	Group themes: Rebranding of Cahul Cheese Factory Rebranding of SA "CahulPan" 1. Elaboration of the new product: sweet cheese, for SA "Cahul Cheese Factory" 2. Elaboration of the new product: dry bread, for "CahulPan"	Separate meetings with student groups	Student's limited access to business information. Misunderstandings between students in sharing tasks. Ambiguous setting of objectives in front of students	Establishing business relationships with business. Frequent teacher meetings with student groups. Reducing the rigidity of teachers.
"Accounting", group C 1701 (semester III)					
Financial Accounting Managerial Accounting Enterprise Finance Fiscality	Implications of Finance and Taxation in Business Accounting ✓ Cost and cost optimization at S.A. "Cheese Factory" ✓ Financial flows management at S.A. "Cahul Pan" ✓ Effects of staff salaries on the enterprise's financial result	The PBL evaluation methodology has been added to the seminars;	Monitoring and evaluation of group and individual tasks, mid-term evaluation (presentation of the project concept - PPT supported by the team) and final (before the PPT exam, supported by all team members).	✓ Reticence of the business environment in presenting students' information. ✓ Students encountered difficulties in the interdisciplinary aspect of the project; ✓ The rigidity of the students made it difficult for the team to work (the problems of the past year continue: parasitism, excessive leadership,	✓ Strengthening the partnership relations with the business environment and the involvement of the entrepreneurs in the process of elaborating and supporting projects ✓ There was a need for more consultations with teachers from different disciplines; ✓ Intensive mediation of communication and conflicts among group

The disciplines involved in the project	The theme of the semester, the themes of the project	Suggestions from disciplines, changes in curricula	Methods of group evaluation, methods of mutual evaluation of group students	Problems encountered during work with students at the project	Suggestions for solving identified problems
				<p>inability to delegate tasks to weaker colleagues, which led to their exclusion from the working process). ✓ Problems with time management in teams (studying at two faculties reduces the time available for group meetings);</p>	<p>members by project coordinators, setting individual tasks and checking them during the semester; ✓ Guiding students through digital means (video conferencing, chat on Viber and Facebook, e-mail), so students communicated not only the online coordinator, but also their team members in the common case.</p>

Appendix 2: Our vision regarding the “Business and Administration” study programme

Semester 1 (30 credits)	Disciplines to create general skills and competences 6 ECTS	Specialization orientation disciplines 3 ECTS	Fundamental disciplines 21 ECTS		
Semester 2 (30 credits)	Disciplines to create general skills and competences 6 ECTS	Fundamental Disciplines 24 ECTS			Mini project 6 ECTS
Semester 3 (30 credits)	Disciplines to create general skills and competences 2 ECTS	Socio-humanistic orientation 4 ECTS	Specialization orientation disciplines 18 ECTS	Fundamental Disciplines 6 ECTS	Semestrial Project 12 ECTS
Semester 4 (30 credits)	Disciplines to create general skills and competences 2 ECTS	Socio-humanistic orientation disciplines 4 ECTS	Specialization orientation disciplines 9 ECTS	Fundamental Disciplines 12 ECTS	Practice of initiation
Semester 5 (30 credits)	Socio-humanistic orientation disciplines 6 ECTS	Specialization orientation disciplines 24 ECTS	Semestrial Project 24 ECTS		
Semester 6 (30 credits)	Specialization orientation disciplines 6 ECTS	Specialty practice and research practice 15 ECTS			
Semestrial Project (graduating thesis) 30 ECTS					

Appendix 3: Roadmap

Actions		Period of realization																
		Year 2019				Year 2020				Year 2021				Year 2022				
		1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	
I	Reconceptualizing programmes																	
1	Developing a unique concept of curriculum with PBL elements																	
2	Elaboration of new educational plans: <ul style="list-style-type: none"> • with the increase of the number of hours for the fundamental disciplines and orientation towards specialization, fundamental and orientation to specialization, • Including these disciplines in mini-projects or half-year projects, • Increase the number of hours for drafting projects 																	
3	Elaboration of the methodological guide on the elaboration of the projects																	
4	Develop curricula for new plans																	
5	Elaboration of project monitoring and evaluation models (tests, questionnaires)																	
II	Teacher training																	
6	Authorization of the Continuous Learning Programme: "Problem Solving Learning"																	
7	Conducting teacher training courses																	
8	Periodic evaluation of teachers' assessment of working arrangements in PBL, lessons learned																	
III	Expanding the PBL concept																	
9	Approval of PBL implementation strategy																	

Actions		Period of realization															
		Year 2019				Year 2020				Year 2021				Year 2022			
		1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
	at university / faculty level for the period 2019-2021																
10	Developing a unique concept of curriculum with PBL elements (at faculty level)																
11	Establishment of the semester responsible for specialties																
12	Extension of the PBL methodology for all educational plans at the Faculty of Economics, Engineering and Applied Sciences																

Appendix 4: Action Plan

	Implementation actions	Implementation deadline	Resources
1	Approval of PBL implementation strategy at university / faculty level for the period 2019-2021	April - June 2019	Senate of the university
2	Authorization of the Continuous Learning Programme: "Problem Solving Learning"	July - October 2019	Prorector of didactic activity, quality and training partnerships, PBL team members
3	Training the team of trainers / teachers who will attend the training courses	July - September 2019	PBL team members
4	Conducting teacher training courses	The formation of the academic group	Group of at least 20 people, Financial resources, Papers required for the course
5	Developing a unique concept of curriculum with PBL elements	July - December 2019	Academic staff, programme directors, quality department
		July-December 2021	Academic staff, programme directors, quality department
6	Setting up the Working Group to work on the elaboration of methodological papers	May 2019	Academic staffs
7	Elaboration of the methodological guide on the elaboration of the projects.	July-September 2019	Academic staffs PBL team members
		July - September 2022	Academic staffs PBL team members
8	Develop a case study collection	Year of Studies 2019-2020	Academic staffs PBL team members
9	Setting up the Working Group and designating the person responsible for drafting / modifying the study programme	April 2021	Academic staffs
10	Analysis of similar national and international programmes (including visiting universities / EU partners in the project)	May - June 2021	PBL team members
11	Elaboration of new PBL educational plans	April-June 2021	Programme Director, Head of Department Real sector partners
12	Consultation of the new plans with the business environment on the correlation of the objectives with the skills required on the labor market	July - September 2021	Real sector partners
13	Adaptation and approval of modified plans for all faculty programmes in the Departments, the faculty council and the SUC Senate Elaboration of project monitoring and evaluation models	September-December 2021	Members of the department, faculty council, senate members

	Implementation actions	Implementation deadline	Resources
14	Regularly assessing the implementation of the PBL methodology	September 2020	Programme Director, responsible for the semester, Quality Section
		September 2021	Programme Director, responsible for the semester, Quality Section
15	Regularly assessing the implementation of the PBL methodology	During implementation	Programme Director, responsible for the semester, Quality Section

Appendix 5: The study programme implemented since September 1, 2017

Semestrul 1 (30 credite)	Disciplines to create general skills and competences 6 ECTS	Specialization orientation disciplines 3 ECTS	Fundamental Disciplines 21 ECTS	Mini project 12 ECTS	
Semestrul 2 (30 credite)	Disciplines to create general skills and competences 6 ECTS	Fundamental Disciplines 24 ECTS	Mini project 12 ECTS	Mini project 12 ECTS	
Semestrul 3 (30 credite)	Disciplines to create general skills and competences 2 ECTS	Socio-humanistic orientation disciplines 6 ECTS	Specialty orientation disciplines 18 ECTS	Fundamental Disciplines 6 ECTS	
Semestrial Project 24 ECTS					
Semestrul 4 (30 credite)	Disciplines to create general skills and competences 2 ECTS	Socio-humanistic orientation disciplines 7 ECTS	Specialization orientation disciplines	Fundamental Disciplines 12 ECTS	Practice of initiation 3 ECTS
Semestrial Project 21 ECTS					
Semestrul 5 (30 credite)	Socio-humanistic orientation disciplines 6 ECTS	Specialization orientation disciplines 24 ECTS	Mini project 12 ECTS	Mini project 9 ECTS	Mini project 3 ECTS
Semestrul 6 (30 credite)	Specialization orientation disciplines 6 ECTS	Specialty practice and research practice 15 ECTS			
Semestrial Project 21 ECTS					

MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA
ISTITUȚIA PUBLICĂ UNIVERSITATEA DE STAT „BOGDAN PETRICEICU HASDEU” DIN CAHUL

PLANUL DE ÎNVĂȚĂMÂNT

APROBAT

Ciclul I, Licență

**Senatul Universității de Stat
„Bogdan Petriceicu Hasdeu”
din Cahul,**

Contextul: ISCED - 6
Domeniul general de studiu: **041. Științe Economice**
Domeniul de formare profesională: **0413. Business și administrare**
Denumirea programului de studii: **0413.1 Business și administrare**
Numărul total de credite de studiu: **180**
Titlul obținut: **Licențiat în științe economice**
Baza admiterii: **BAC, Colegiu, Studii superioare**
Limba de instruire: **română**
Forma de organizare a învățământului: **Cu frecvență**

**Proces-verbal nr. 08
din 27 aprilie 2017**

**Președintele Senatului
Dr.hab., Prof.univ.**

Popa Andrei



CALENDARUL UNIVERSITAR / GRAFICUL PROCESULUI DE STUDIU

Anul de studii	Activități didactice		Sesiuni de examene		Stagii de practică	Vacanțe		
	Sem. I	Sem. II	Sem. I	Sem. II		Iarnă	Primăvară	Vară
I	01.09-15.12 (15 săptămâni)	01.02-20.05 (15 săptămâni)	16.12 -29.01 (4 săptămâni)	23.05-23.06 (4 săptămâni)	-	31.12-10.01 21.01 -31.01 (2 săptămâni)	Paște (1 săptămână)	25.06-31.08 (9 săptămâni)
II	01.09-15.12 (15 săptămâni)	01.02-11.05 (13,5 săptămâni)	16.12 -29.01 (4 săptămâni)	23.05-23.06 (4 săptămâni)	12.05-22.05 <i>Practica de specialitate (inițiere)</i> (1,5 săptămâni)	31.12-10.01 21.01 -31.01 (2 săptămâni)	Paște (1 săptămână)	25.06-31.08 (9 săptămâni)
III	01.09-15.12 (15 săptămâni)	01.02-21.02 (3 săptămâni)	16.12 -29.01 (4 săptămâni)	14.03-20.03 (2 săptămâni)	22.02 -13.03 <i>Practica de specialitate (de producție)</i> (3 săptămâni) 21.03-20.04 <i>Practica de cercetare de licență</i> (4,5 săptămâni)	31.12-10.01 21.01 -31.01 (2 săptămâni)	Paște (1 săptămână)	-

ANUL I de STUDIU

SEMESTRUL I

Cod	Denumirea unității de curs/modulului	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	C	S	L/P		
G.01.O.001	Limba străină I	60	30	30	-	10	20	E	2
G.01.O.002	Tehnologii de comunicare informațională	60	30	30	10	-	20	E	2
G.01.O.049	Principii de studiu prin metoda „Învățarea prin Cercetarea Problemei” (PBL – Problem Based Learning)	60	30	30	10	-	20	E	2
F.01.O.003	Teoria economică I (microeconomia)*	180	90	90	45	45	-	E	6
F.01.O.004	Matematică economică	180	60	120	30	30	-	E	6
F.01.O.050	Modul: Informatică economică și comunicare în afaceri: Informatică economică	180	60	120	30	15	15	E	6
S.01.O.005	Correspondența și comunicarea în afaceri	90	30	60	15	15	-	E	6
F.01.O.006	Bazele managementului*	180	60	120	30	30	-	E	6
	Total ore cu acordare creditelor de studii	900	360	540	155	130	75	6E	30
G.01.O.007	Educația fizică	30	30	-	-	-	30	adm	-
	TOTAL ORE PE SEMESTRUL I	930	390	540	155	130	105	6 E	30

ANUL I de STUDIU

SEMESTRUL II

Cod	Denumirea unității de curs/modulului	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	C	S	L/P		
				Total					
G.02.O.008	Limba străină II	60	30	30	-	10	20	E	2
G.02.O.009	Etica și cultura profesională	120	60	60	30	30	-	E	4
F.02.O.010	Teoria economică II (macroeconomia)*	180	90	90	45	45	-	E	6
F.02.O.011	Bazele antreprenoriatului*	180	90	90	45	45	-	E	6
F.02.O.012	Statistica economică**	180	60	120	30	30	-	E	6
F.02.O.013	Bazele contabilității**	180	60	120	30	30	-	E	6
	TOTAL ORE PE SEMESTRUL II	900	390	510	180	190	20	6E	30

* Se va elabora un mini - proiect comun pentru ambele discipline (pentru fiecare semestru în parte). Mini - proiect – lucrare în grup (3-5 studenți) a problemei de cercetare referitoare la un grup de unități conexe de curs. Susținerea examenului și atribuirea creditelor de studii este condiționată de susținerea OBLIGATORIE a Mini - Proiectului de cercetare.

** Se va elabora un mini - proiect comun pentru ambele discipline. Mini - proiect – lucrare în grup (3-5 studenți) a problemei de cercetare referitoare la un grup de unități conexe de curs. Susținerea examenului și atribuirea creditelor de studii este condiționată de susținerea OBLIGATORIE a Mini - Proiectului de cercetare.

ANUL II de STUDIU

SEMESTRUL III

Cod	Denumirea unității de curs/modulului	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	C	S	L/P		
G.03.O.014	Limba străină III	60	30	30	-	10	20	E	2
U.03.A.015	Doctrină economică	120	60	60	30	30	-	E	4
U.03.A.016	Filosofia și logica activității economico-ingenerești								
S.03.A.017	Managementul producției *	180	90	90	45	45	-	E	6
S.03.A.018	Tehnologia și merceologia								
F.03.O.019	Metode și Tehnici de Management*	180	90	90	45	45	-	E	6
S.03.A.020	Finanțele întreprinderii *	180	60	120	30	30	-	E	6
S.03.A.021	Finanțe								
S.03.A.022	Dreptul afacerilor *	180	60	120	30	30	-	E	6
S.03.A.023	Drept comercial internațional								
TOTAL ORE PE SEMESTRUL III		900	390	510	180	190	20	6E	30

ANUL II de STUDIU

SEMESTRUL IV

Cod	Denumirea unității de curs/modulului	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	C	S	L/P		
G.04.O.024	Limba străină IV	60	30	30	-	10	20	E	2
U.04.A.025	Leadership	120	60	60	30	30	-	E	4
U.04.A.026	Inițiere în economia capitalului uman								
*G.04.O.027	Tehnici de comunicare (pentru grupele alolingve)	90	45	45	15	-	30	E	3
*U.04.A.028	Arta oratorică (cu excepția grupelor alolingve)								
*U.04.A.029	Tehnici de comunicare (cu excepția grupelor alolingve)								
S.04.A.051	Managementul proiectelor antreprenoriale*	180	90	90	45	45	-	E	6
S.04.A.030	Sisteme de planificare								
S.04.A.031	Planificarea afacerii								
F.04.O.032	Marketing*	180	60	120	30	30	-	E	6
F.04.O.033	Managementul resurselor umane *	180	60	120	30	30	-	E	6
	Practica de specialitate (inițiere)*	90	-	45	1,5 săptămâni		-	E	3
TOTAL ORE PE SEMESTRUL IV		900	345	510	150	145	50	7E	30

* Se va elabora un proiect semestrial interdisciplinar (pentru fiecare semestru aparte). Proiect - Lucrare în grup de 3-5 studenți a problemei de cercetare referitoare la toate unitățile (Fundamentale și/sau de Specialitate) de curs din semestru. Susținerea examenului și atribuirea creditelor de studii este condiționată de susținerea OBLIGATORIE a Proiectului.

Modulul de formare psihopedagogică

Codul	Denumirea activității didactice	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator/ practice		
Modulul pedagogic									
F.01.O.001	Pedagogie generală și etică pedagogică	180	90	90	45	45	-	Examen	6
F.02.O.002	Teoria și metodologia instruirii	120	60	60	30	30	-	Examen	4
F.03.O.003	Educație incluzivă	60	30	30	15	15	-	Examen	2
Modulul psihologic									
F.04.O.004	Fundamentele psihologiei: generală și vârștelor	180	90	90	45	45	-	Examen	6
F.05.O.005	Psihologie educațională și conflictologie	180	90	90	45	45	-	Examen	6
Didactica disciplinei									
S.06.O.006	Didactica disciplinei (monospecialitate)	180	90	90	45	45	-	Examen	6
S.06.O.007	Didactica disciplinei A								
S.07.O.008	Didactica disciplinei B								
Total:		900	450	450	225	225	-	5 E	30
Stagii de practică									
	Practica de inițiere (psihopedagogică)	60	-	60	-	-	-	Examen	2
	Practica de specialitate 1	420	-	420	-	-	-	Examen	14
	Practica de specialitate 2	420	-	420	-	-	-	Examen	14
Total:		900	-	900	-	-	-	3E	30

ANUL III de STUDIU

SEMESTRUL V

Cod	Denumirea unității de curs/modulului	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	C	S	L/P		
U.05.A.034	Integrare economică europeană	90	45	45	20	25	-	E	3
U.05.A.035	Politici comunitare de dezvoltare regională								
U.05.A.036	Dreptul proprietății intelectuale	90	45	45	20	25	-	E	3
U.05.A.037	Inițiere juridică în dreptul de autor și drepturile conexe								
S.05.O.038	Analiza economico-financiară *	180	90	90	45	45	-	E	6
S.05.O.039	Managementul riscurilor *	180	90	90	45	45	-	E	6
S.05.A.040	Managementul aprovizionării**	180	60	120	30	30	-	E	6
S.05.A.041	Tehnici de vânzări								
S.05.A.042	Managementul calității **	90	30	60	15	15	-	E	3
S.05.A.043	Sisteme de management al calității								
S.05.O.044	Proiect antreprenorial de dezvoltare***	90	30	60			30	E	3
TOTAL ORE PE SEMESTRUL V		900	390	510	175	185	30	7, E	30

* Se va elabora un mini - proiect comun pentru ambele discipline.

** Se va elabora un mini - proiect comun pentru ambele discipline.

*** Se va elabora un mini - proiect. Mini - proiect - lucrare în grup (3-5 studenți) a problemei de cercetare referitoare la un grup de unități conexe de curs. Susținerea examenului și atribuirea creditelor de studii este condiționată de susținerea OBLIGATORIE a Mini - Proiectului de cercetare.

ANUL III de STUDIU

SEMESTRUL VI

Cod	Denumirea unității de curs/modulului	Total ore			Număr de ore pe tipuri de activități			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	C	S	L/P		
S.06.A.045	Managementul comparat *	90	45	45	22,5	22,5	-	E	3
S.06.A.046	Managementul comerțului internațional								
S.06.A.047	Managementul inovațional*	90	45	45	22,5	22,5	-	E	3
S.06.A.048	Mercendaising								
	Practica de specialitate (producție) *	180	-	180	3 săptămâni			E	6
	Practica de cercetare (licență)	270	-	270	4,5 săptămâni			E	9
	Examenul de licență	270	-	270	-	-	-	E	9
TOTAL ORE PE SEMESTRUL VI		900	90	810	45	45	0	5 E	30

* Se va elabora un proiect. Proiect - lucrare în grup de 3-5 studenți a problemei de cercetare referitoare la toate unitățile (Fundamentale și/sau de Specialitate) de curs din semestru. Susținerea examenului și atribuirea creditelor de studii este condiționată de susținerea OBLIGATORIE a Proiectului de cercetare.

Notă: Orele prevăzute (în toate semestrelor) pentru Seminarul, Lucrări de laborator și Studiu individual se vor realiza cu utilizarea Metodei bazate pe Cercetarea Problemelor ("Problem Based Learning - PBL"). Studenții vor realiza Proiecte de cercetare elaborate de grup (3-5 persoane) sub ghidarea cadrelor științifico-didactice ce țin cursurile din modulul Proiectului.

Minimum curricular inițial pentru admiterea la ciclul II, studii superioare de Master

Nr.	Denumirea disciplinei	Total ore			Numărul de ore pe săptămână			Forma de evaluare	Nr. credite
		Total	Contact direct	Studiu individual	Curs	Seminar	Laborator		
1	Teorie economică I (Microeconomie)	180	30	150	8	7	-	E	6
2	Teoria economică II (Macroeconomie)	180	30	150	8	7	-	E	6
3	Bazele managementului	180	30	150	8	7	-	E	6
4	Bazele contabilității	120	20	100	4	4	2	E	4
5	Finanțele întreprinderii	120	20	100	5	5	-	E	4
6	Matematica superioară	120	20	100	8	7	-	E	4
TOTAL:		900	150	750	41	37	2	6E	30

Stagiile de practică

Stagiile de practică		Sem.	Nr. săpt./ ore	perioada	Nr. de credite
1.	Practica de specialitate: • - inițiere • - producție	4	1,5/90	Mai Martie	3
		6	3/180		6
2.	Practica de cercetare de licență (de cercetare, documentare, redactare finală a tezei de licență)	6	4,5/270	Mai	9

Discipline facultative (la libera alegere)

Nr. d/o	Denumirea disciplinei	Anul	Semestrul	Număr de ore pe tipuri de activități			Evaluări	Nr. de credite
				C	S	L/P		
1.	Protecția civilă	I	II	15	15	-	E	2
2.	Principiile generale de orientare în carieră	I	II	15	15	-	E	2
3.	Limba străină pentru începători	I	II	-	45	-	E	3
4.	Limba străină pentru începători	II	III	-	45	-	E	3
5.	Securitatea muncii	II	III	15	15	-	E	2
6.	Bazele voluntariatului	II	III	15	15	-	E	2
7.	Protecția și planificarea familiei	III	V	15	15	-	E	2
8.	Dezvoltarea inovativă a carierei	III	V	15	15	-	E	2

Examenul de licență

Nr. d/o	Denumirea activității	Perioada	Credite
1.	Examen integrator: Economia și Managementul afacerilor	23.05 -31.05	4
3.	Susținerea tezei de licență	23.05 -31.05	5

Total

Cr. crt.	Componentele	Număr de credite
1.	I. Disciplinele fundamentale	63
	II. Discipline de creare a abilităților și competențelor generale	16
	III. Discipline de orientare socio-umanistică	17
	IV. Discipline de orientare spre specializare	57
2.	Stagii de practică	18
3.	Examenul de licență	9
	TOTAL	180
4.	Modulul de formare psihopedagogică	60

Matricea corelării finalităților de studiu a programului cu cele ale unităților de curs

Competențe generice	Unitățile de curs	Numărul de credite ECTS	Codul unității de curs	Competențe specifice																			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Cunoștințe de bază în domeniu	Teoria economică (micro –și macroeconomia)	12	F.01.O.004 F.02.O.010	+																			
	Limba străină (I, II, III, IV)	8	G.01.O.001 G.02.O.008 G.03.O.014 G.04.O.024	+																			
2. Capacitatea de analiză și sinteză	Tehnologii de comunicare informațională	4	G.01.O.002	+																			
	Principii de studiu prin metoda „Învățarea prin Cercetarea Problemei” (PBL – Problem Based Learning)	4	G.01.O.049	+																			
3. Capacitatea de a învăța	Matematică economică	6	F.02.O.004	+																			
4. Capacitatea de comunicare (inclusiv utilizând o limbă străină)	Modul: Informatică economică și comunicare în afaceri:	6																					
	Informatică economică Correspondența și comunicarea în afaceri	6	F.01.O.050 S.01.O.005	+																			
5. Spirit de inițiativă și antreprenariat	Bazele managementului	6	F.01.O.006	+																			
	Etica și cultura profesională	4	G.02.O.009																				
6. Capacitatea de lucru în echipă	Bazele antreprenariatului	6	F.02.O.011	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
	Statistica economică	6	F.02.O.012	+																			
	Bazele contabilității	6	F.02.O.013	+																			
	Doctrină economică	4	U.03.A.015	+																			
7. Creativitate	Filosofia și logica activității economico-ingenieresti	4	U.03.A.016	+																			
	Managementul producției	6	S.03.A.017	+																			
8. Capacitatea de operare cu tehnologii informaționale	Tehnologia și merceologia	6	S.03.A.018																				
	Metode și Tehnici de Management	6	F.03.O.019	+																			
	Finanțele întreprinderii	6	S.03.A.020	+																			
9. Capacitatea de adaptare la culturile și obiceiurile	Finanțe	6	S.03.A.021	+																			
	Dreptul afacerilor	6	S.03.A.022	+																			
	Drept comercial internațional	6	S.03.A.023	+																			
	Managementul proiectelor	6	S.04.A.051	+																			

altor popoare	antreprenoriale																				
	Sisteme de planificare	6	S.04.A.030	+																	
	Planificarea afacerii	6	S.04.A.031	+	+	+	+	+	+												+
	Marketing	6	F.04.O.032	+																	
	Managementul resurselor umane	6	F.04.O.033	+																	
	Analiza economico-financiară	6	S.05.O.038	+		+	+														
	Managementul riscurilor	6	S.05.O.039	+	+	+	+														+
	Managementul aprovizionării	6	S.05.A.040	+																	
	Tehnici de vânzări	6	S.05.A.041	+																	
	Managementul calității	3	S.05.A.042	+																	
	Sisteme de management al calității	3	S.05.A.043	+																	
	Proiect antreprenorial de dezvoltare	3	S.05.O.044	+																	
	Managementul comparat	3	S.06.A.045	+																	
	Managementul comerțului internațional	3	S.06.A.046	+																	
	Managementul inovațional	3	S.06.A.047																		
	Mercendaising	3	S.06.A.048																		
	Practica de producție	9		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	Practica de licență	9		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	Examenul de licență, Teza de licență	9		+																	+

Legenda:

1. Să demonstreze cunoștințe funcționale în următoarele domenii:
 - 1.1. Teorie economică – geneză, esență, metodologia și metoda, legități economice
 - 1.2. Management – evoluția științei management, conținutul principalelor, procese și funcții manageriale
 - 1.3. Marketing – elaborarea și realizarea, politici de marketing a întreprinderii
 - 1.4. Piețe – studierea, funcționarea și dezvoltarea piețelor de resurse, bunuri și servicii
 - 1.5. Clienți – factori de influență, procese de cumpărare și consum, modele de consum
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 - 1.7. Finanțe – managementul finanțelor, utilizarea contabilității și altor sisteme financiare
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7. Să adopte decizii optime în condiții de certitudine, incertitudine, risc
8. Să elaboreze structura organizatorică a organizației
9. Să evalueze și să îmbunătățească eficiența și eficacitatea activităților din organizație
10. Să se auto-motiveze și să sporească eficiența propriei activități
11. Să formeze echipe și să dezvolte colaborarea
12. Să motiveze și să creeze relații de muncă productive
13. Să aplice sisteme de management al calității
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19. Să cunoască aria de competență și implicare a managerilor de la diferite niveluri ierarhice
20. Să elaboreze judecăți bazate pe cunoașterea problematicii sociale și etice care apar în muncă sau studiu.

Nota explicativă

Domeniul general de studiu: **041. Științe Economice**
Domeniul de formare profesională: **0413. Business și administrare**
Denumirea programului de studii: **0413.1 Business și administrare**
Numărul total de credite de studiu: **180**
Titlul obținut: **Licențiat în științe economice**

Domeniul *Business și Administrare* are ca scop de a pregăti specialiști pentru activități de administrare a afacerilor, precum și conducerea diferitor subdiviziuni ale organizațiilor. La nivel de întreprindere specialistul din domeniul *Business și Administrare* este cel care trebuie să asigure buna desfășurare a tuturor activităților: achiziționarea resurselor economice, producerea / prestarea serviciilor; vânzările; formarea și perfecționarea structurii organizatorice a firmei, planificarea activității economice; dezvoltarea sistemului informațional; gestionarea resurselor umane. Totodată, absolvenții domeniului de formare Business și Administrare sînt potențialii antreprenori care vor crea locuri de muncă și noi perspective pentru progresul socio-economic.

La ciclul I (Licență) se vor instrui specialiști în domeniul *Business și administrare* fiind pregătiți pentru organizarea și gestionarea activității afiș la nivel de agenți economici, cu diferite forme de proprietate (de stat, privată sau mixtă), cit și la nivel național: specialiști capabili să gîndească strategic și creativ, să adopte decizii calitative, lideri orientați spre îmbunătățirea performanțelor organizației, spre calitate și perfecționare continuă.

Pregătirea la această specialitate îi asigură titlul de Licențiat în științe economice. Ocupațiile tipice pentru absolvenții în domeniul Business și Administrare sunt:

- antreprenor
- manager/administrator
- economist
- agent de achiziții
- funcționar ocupat cu dispecerizarea producției
- agent comercial
- specialist în activități comerciale
- funcționar ocupat cu evidența,
- recepția și livrarea mărfurilor.

Planul de învățămînt a fost racordat la obiectivele proiectului ERASMUS+ „Introducerea învățării bazate pe probleme în Moldova: Spre consolidarea competitivității și șanselor de angajare ale studenților / Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability”, fiind elaborat în conformitate cu prevederile:

1. Codului educației al Republicii Moldova, nr. 152 din 17 iulie 2014;
2. Legii privind aprobarea Nomenclatorului domeniilor de formare profesională și al specialităților pentru pregătirea cadrelor în instituțiile de învățămînt superior, ciclul I, nr. 142-XVI din 07 iulie 2005;
3. Hotărîrea Guvernului Nr. 482 din 28.06.2017 cu privire la aprobarea Nomenclatorului domeniilor de formare profesională și al specialităților în învățămîntul superior.
4. Planului-cadru pentru studii superioare (ciclul I - Licență, ciclul II - Master, studii integrate, ciclul III - Doctorat), aprobat prin ordinul Ministerului Educației nr. 1045 din 29 octombrie 2015;
5. Regulamentului de organizare a studiilor în învățămîntul superior în baza Sistemului Național de Credite de Studiu, aprobat prin ordinul Ministerului Educației nr. 1046 din 29 octombrie 2015;
6. Cadrelui Național al Calificărilor al Republicii Moldova și Cadrelui Național al Calificărilor pentru învățămîntul superior pe domenii de formare profesională.

Scopul programului-pilot este trecerea de la învățămîntul clasic (unde profesorul este furnizor de informații, iar studentul receptorul informației) la învățămînt bazat pe PBL (studierea axată pe probleme), ceea ce ar permite formarea specialiștilor competitivi pe piața muncii și calificăți în domeniul de formare profesională 363. Business și administrare, Specialitatea: 363.1. Business și administrare.

Toate disciplinele sunt repartizate pe module (cicluri), după cum urmează:

- Modulul disciplinelor fundamentale (cod F) – 63 credite;
- Modulul disciplinelor de creare a abilităților și competențelor generale (cod G) - 16 credite;
- Modulul disciplinelor de orientare socio-umanistică (cod U) – 17 credite;
- Modulul de orientare spre specializare (cod S) – 57 credite.

Absolventul obține titlul de Licențiat în științe economice la îndeplinirea integrală a planului de învățămînt, promovării probelor de evaluare, inclusiv examenului de licență, conform sistemului de notare în Republica Moldova cuprins între 1 și 10 puncte, notele de promovare fiind 5 – 10, și acumulării a 180 credite transferabile conform Sistemului European de Credite Transferabile (ESTC).

Programul de studii s-a bazat pe obiectivele și cerințele Cadrelui Național al Calificărilor conform Domeniului general de studii: 36. Științe Economice, Domeniului de formare profesională: 363. Business și administrare, Specialitatea: 363.1. Business și administrare.

Cadrul Național al Calificărilor presupune următoarele finalități:

1. Să demonstreze cunoștințe funcționale în următoarele domenii:
 - 1.1. Teorie economică – geneză, esență, metodologia și metoda, legități economice
 - 1.2. Management – evoluția științei management, conținutul principalelor procese și funcții manageriale
 - 1.3. Marketing – elaborarea și realizarea, politicii de marketing a întreprinderii
 - 1.4. Piețe – studierea, funcționarea și dezvoltarea piețelor de resurse, bunuri și servicii
 - 1.5. Clienți – factori de influență, procese de cumpărare și consum, modele de consum
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8. Să elaboreze structura organizatorică a organizației

9. Să evalueze și să îmbunătățească eficiența și eficacitatea activităților din organizație
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20. Să elaboreze judecăți bazate pe cunoașterea problematicii sociale și etice care apar în muncă sau studiu.

Ansamblul metodelor și procedeele didactice utilizate în procesul formării vor fi alături de metodele tradiționale (prelegeri și seminare), modificate și completate în funcție de obiectivele propuse, cât și metodele moderne, interactive orientate spre cultivarea interesului, motivației, activismului, colaborării sociale, spiritului de organizare, inițiativei, inventivității și creativității.

În procesul de studii se va pune accent pe metodele activ-participative (interactive), care sporesc potențialul intelectual al beneficiarilor prin angajarea unui efort personal în actul învățării și pregătirii studenților pentru o viață profesională activă și creativă. Se vor utiliza forme de organizare flexibile și diversificate, specifice naturii conținuturilor și desfășurării activității cu adulții, care asigură o învățare formativă, operațională, de dezvoltare, axate pe formarea de capacități operaționale, procese psihice, deprinderi, atitudini, convingeri, valori, idealuri și aspirații, schimbări de mentalități (prelegerii, seminare, instruirea asistată de calculator, laboratoare și ateliere etc.). Se vor îmbina în mod specific, pentru diferitele situații, metode și procedee precum: studiul de caz, jocul de rol, conversația euristică, dezbateri, brainstorming, problematizarea, investigația, proiectul, explorarea din unghiuri de vedere multiple, discuția panel, argumentarea și contra argumentarea, învățare academică independentă etc.

Susținerea personală a fiecărui student va fi asigurată de sistemul de tutorat.

Evaluarea va viza eficacitatea activităților educaționale prin prisma raportului dintre obiectivele proiectate și rezultatele obținute de către studenți în activitatea de învățare. Ea se va realiza de către profesori și va viza nu numai cunoștințele, ci și competențele, capacitățile și atitudinile.

Evaluarea va avea o funcție pedagogică complexă:

- a) din perspectiva celui evaluat – de stimulare, de întărire a rezultatelor, de formare a unor abilități, de conștientizare a propriilor posibilități, de orientare profesională pozitivă;
- b) din perspectiva celui care evaluează – de apreciere a eficienței celor întreprinse de el și a modificărilor necesare pentru realizarea plenară a obiectivelor.

Planul de învățământ a fost aprobat la ședința Catedrei de Economie și Management în Afaceri și Servicii.

Appendix 6: 2017 Programme Flyer

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

⇒ Ciclu II, Masterat
⇒ Programe de colaborare cu universități din alte țări



BUSINESS ȘI ADMINISTRARE

Program de studii re-proiectat în cadrul proiectului Erasmus plus „Introducing Problem Based Learning in Moldova: Toward Enhancing Students Competitiveness and Employability -PBLMD”

<http://www.pblmd.aau.dk>



Erasmus+



Universitatea de Stat „Bogdan Petriceicu Hasdeu” din Cahul

or. Cahul
Piața Independenței, nr.1
+373 299 22481
www.usch.md

BUSINESS și ADMINISTRARE

BUSINESS ADMINISTRATION

Facultatea de Economie, Inginerie și Științe Aplicate

New!



Universitatea de Stat „Bogdan Petriceicu Hasdeu” din Cahul



DESPRE PROGRAM

Programul de studii Business și Administrare 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 asociații necomerciale și în administrația publică

DURATA STUDIILOR:

3ani / 6 semestre

LIMBA DE INSTRUIRE:

Română/ Engleză

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



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 stagiul de practică în anul II (practica de specialitate), proiectul economic (proiect interdisciplinar și inter-universitar, elaborat în grup de către studenți de la 6 universități) și stagiul de practică de specialitate și de cercetare (elaborarea tezei de licență) prevăzută în anul III de studii.

OPORTUNITĂȚI DE STUDII PESTE HOTARE

30 de studenți, cu rezultatele 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+ al Uniunii Europene

CONȚINUTUL PROGRAMULUI

Teoria economică I - II (microeconomia; macroeconomia) / Bazele managementului / Metode și Tehnici de Management / Bazele antreprenoriatului / Bazele contabilității / Finanțele întreprinderii / Dreptul afacerilor / Marketing / Managementul producției / Managementul resurselor umane / Managementul riscurilor / Managementul aprovizionării / Managementul calității / Managementul inovațional

COMPETENȚE DOBÂNDITE

La finalizarea de studii absolventul va fi competent:

- Să demonstreze cunoștințe funcționale în domeniu;
- Să rezolve problem din domeniul administrării afacerilor;
- Să comunice convingător și eficient, inclusive 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 incertitudine;
- 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, rugăm să vizitați site-ul nostru:
<http://feisa.usch.md/wp-content/uploads/2016/11/plan-BA-zi.pdf>

Appendix 7: Lessons learned from implementing pilot PBL-based study programme (BA și C)

Lessons learned from the PBL implementation and development of pilot programmes (BA and C)

		Problems identified	Recommendations
1	Group formation	<p>1. Students do not know enough, they do not know the concerns and areas of interest of their colleagues.</p> <p>2. Lack of communication prevents them from grouping in accordance with informal values and visions.</p> <p>3. It is noticeable for the first year, afterwards it behaves more collegially</p> <p>3. It is difficult to form uniform groups according to personal capacities and level of knowledge. Always predominant friendship and personal preferences to team up with certain people.</p> <p>4. It is difficult to form uniform groups according to personal capacities and level of knowledge. Always predominant friendship and personal preferences to team up with certain people.</p>	<p>1. It is necessary to devote more time to team building. These activities should be carried out even during the first hours of the course.</p> <p>2. Establish more tasks in teams to develop skills for students</p> <p>3. It is recommended to train the teams by a group of teachers guiding the disciplines involved in the elaboration of joint projects to facilitate the creation of homogeneous and effective groups, as well as the possibility to change the composition of the groups created in case of strict necessity (conflicts, quarrels, in a group of students)</p>
2	Choice and formulation of problems for study	<p>1. Researching interdisciplinary issues risks excluding the accumulation of specialist skills.</p> <p>2. Problems are picked from known practices-you must</p> <p>The formulation of problems for studies greatly depends on the willingness of economic agents to provide the necessary information.</p>	<p>1. Choice of problems by students must, however, have certain limits. These limits are conditioned by the subject of the courses to which the research project is conducted.</p> <p>2. Challenge from the very first hour through important issues, practices related to the discipline taught to the students.</p> <p>3. It is recommended to advise a group of student teachers to identify issues to be studied in PBL mini-projects</p>
3	Elaborating the timetable (allocation of time for lectures,	1. The traditional start of the course teaching the theoretical part does not facilitate the	1. Start the 2-4 introductory hours on the course (with the presentation of the

		Problems identified	Recommendations
	seminars, laboratories, project work)	<p>creation of the research teams of the problem.</p> <p>2. Students are placed on "waiting" until seminars without working on team training or identifying the problem.</p>	<p>goals, tasks and finalities), after which the establishment of teams starts.</p> <p>2. It is advisable the student to make visits to model organizations / enterprises in the first 2-3 weeks of the course, reflecting the areas / objectives of the semester course.</p> <p>3. The Project work is welcome to be individual</p>
4	Monitoring the project development activity	<p>1. It is missing the communication of teachers included in mini projects or the interdisciplinary project.</p> <p>2. It is hard to monitor the activity of each member of the team</p>	<p>1. It is reasonable to organize 2-3 mid-term evaluations of the projects with the participation of all the teachers who hold the courses in the semester module.</p> <p>2. Dismantling the integral project on stages seen by the team, so that the team will share each member a task according to the vocation of each.</p>
5	Student assessment module	<p>1. In evaluating the project as a whole it is difficult to appreciate the individual knowledge and contribution of each student.</p> <p>2. The evaluation is done based on the team participation and not on the degree of participation of each person.</p> <p>3. Evaluating mini-projects developed by students is done only by a group of teachers who guided the activity.</p>	<p>1. Organize mid-term evaluations of the project with student analysis and individual assessment.</p> <p>2. Theoretical knowledge should be evaluated not only in relation to the project but also the theoretical aspects of the semester courses.</p> <p>3. The practical competences of the courses must be evaluated by assessing the student's individual activity within the project.</p> <p>4. In order to evaluate the project and the student, it is necessary to determine the tasks / topics or mandatory aspects and the mandatory conditions that must be fulfilled and found in the project.</p> <p>5. Periodic evaluation of the teams to see the degree of fulfillment of the task, thus observing the degree of involvement of each.</p> <p>6. It is recommended the participation of economic agents who provided the necessary information to the students and on the basis of which the projects were developed to support them in order to find solutions to the problems identified by the students and to</p>

		Problems identified	Recommendations
			express the opinion on the activities of the group and the results obtained.
6	The link between the subjects included in the project / educational plan	These links are warranted in USC's educational plan.	