561884-EPP-1-2015-1-DK-EPPKA2-CBHE-JP

Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability

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Sustainability strategy

Problem-based learning and teaching at the State University of Moldova

Work Package 5

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"This project has been funded with support from the European Commission. The European Commission funding support for this project does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

Chisinau, 2019

Summary

The current graduates of law faculties face a world where law and its practical application are under an ongoing transformation, which is due to European integration and globalisation. These developments inevitably generate new challenges for the legal education. Globalization and Europeanisation of law and legal practice calls for the education of a new generation of graduate lawyers, which requires the reconsideration of the educational plan and the curriculum of legal disciplines, focusing on a study programme with interdisciplinary approaches. In this context, the educational offer of the Law Faculty must be adapted permanently to the legislative novations, achievements in the field of law science, labour market demands and socio-economic realities of the Republic of Moldova, but also due to its specific character, to existing tendencies in international and European life.

The training of specialists responding to the needs of the labour market is one of the basic tasks of higher education institutions. The PBL strategy is considered one of the learning strategies that reorient the educational process towards solving real and practical problems, thus preparing students for a productive professional activity. Students are seen not only as studying young people, but also as agents of change and promoters of the various effective mechanisms needed by employers.

Today we have various opinions on the implementation of the PBL model in the higher education institutions of the Republic of Moldova, including in the Faculty of Law of the SUM. Obviously there are both supporters of this model and those who oppose it. One thing is certain: the key to success in the teaching-learning process is to find the right balance: where to draw that line/margin limiting the freedom of students, taking into account the institutional framework, the legal framework, the traditions, but in the same time to have the courage to allow students to tailor their own way, take responsibility and learn from their own mistakes.

The need for a new Law programme, which contains as a basic requirement the elaboration of a minimum one semester project in the group, by which they resolve a practical problem in the group, comes to strengthen the practical skills of future graduates, contributing to the increase of their employability. In this respect, the Law study programme should be designed on the basis of a long-term strategy, which will ensure the modernisation of legal education through projects, favouring the training of competences, by systematically analysing professional needs and employment opportunities of the graduates.

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 Trasnfer 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 semetcher.

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 work package - WP4 - is to develop a sustainable strategy for ensuring the learning and teaching process centered on the student at the Faculty of Law, the State University of Moldova. Specifically, this report will propose an innovative Bachelor's degree study programme based on PBL at the Faculty of Law. Also, it contains the action plan and the roadmap 2019-2022 comprising the stages of implementation of the PBL-based study programme in the Faculty of Law, the SUM.

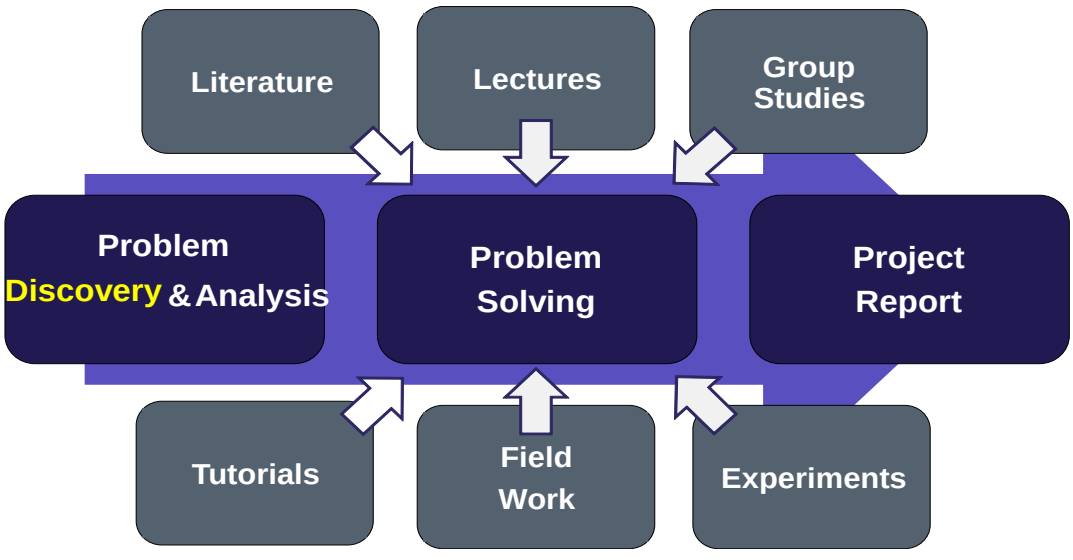
In this report we rely on the experience of applying the PBL method following the implementation of the pilot Bachelor's degree study programme, implemented since 1 September 2017, and on the analysis carried out in the WP2-WP4 that we developed in the period 2015-2017. We also rely on the experience we have accumulated during our study visits and staff mobility at EU partner universities, as well as during the PBL training sessions offered by EU project partners in Chisinau.

1.1 Key assumptions

There is no suitable PBL model for all purposes. However, PBL-based models are mainly based on three key assumptions:

1. The first assumption is that work on the project is at the *centre*, at the base, consisting in the discovery and analysis of problems, problem solving and the report on the project (Figure 1).
2. The second assumption assumes that the other teaching and learning activities (face-to-face), such as literature, lectures, group studies and tutorials, are designed to *support* work on the project.
3. The third assumption refers to the relationship between the work on the project and the face-to-face activities.

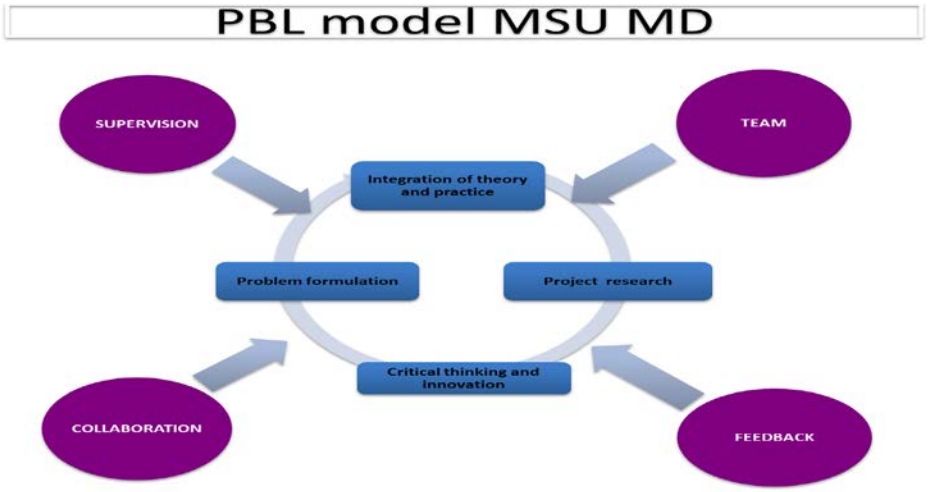
Figure 1: The PBL model at AAU: an example



Source: AAU, 2017 (word 'Discovery' is introduced by Romeo V. Turcan)

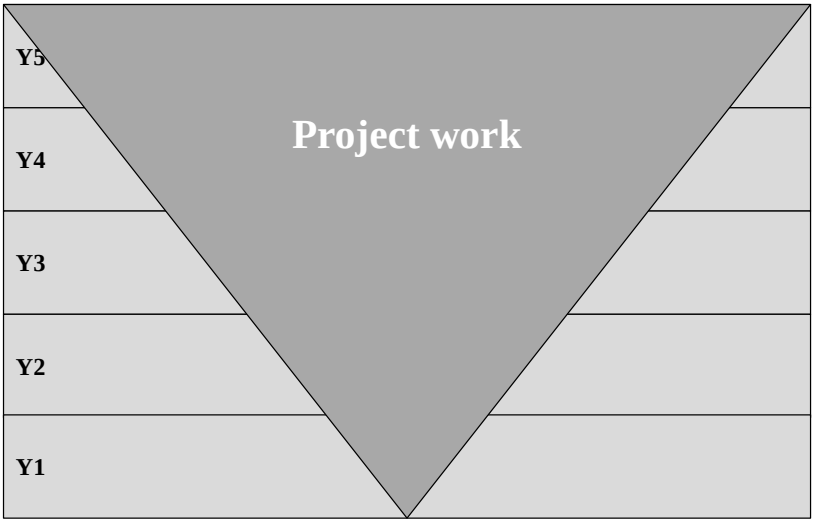
The concept of implementation of the PBL in the proposed educational plan for Law is unique compared to the specializations of other faculties, from two points of view: the introduction in the educational plan of a working model with the projects in the group of students, which will represent the cumulative result of activities from several courses, constituting an interdisciplinary product; on the other hand, this study programme wants to correlate the theory with practice, implements a new co-teaching system, ensures the guidance of the student group to solve the problem by the responsible professor and a practitioner in the field (wha will assist in assessing the group work as an external assessor) for the purpose of modernising law education based on Western academic experiences.

Figure 2: PBL application, the SUM MD model



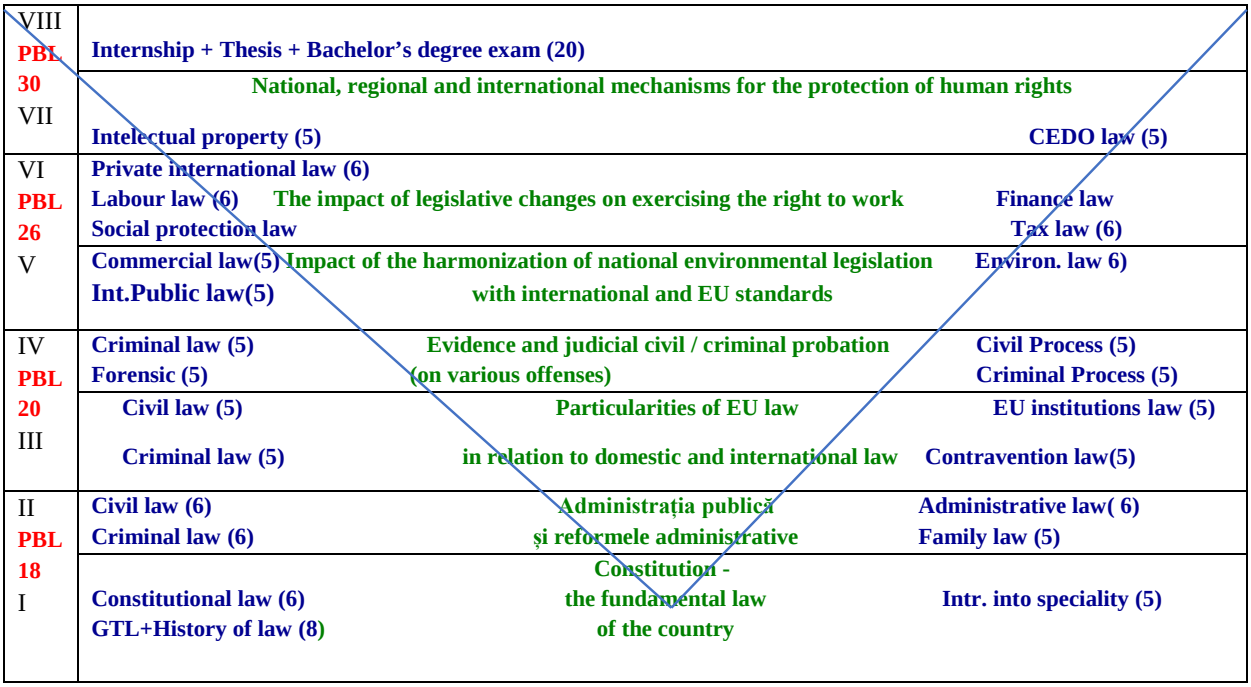
In the context of this report, in full, based on PBL means a study programme in which there is a share of approximately 50:50 between the work of students on the project and the face-to-face activities (such as lectures, seminars, workshops, laboratories and experiments). An example of progression is shown in Figure 3.

Figure 3: An example of 50:50 time sharing between project work and face-to-face activities



Source: Louise Faber, PBLMD 2016

Figure 4: Study programme based on PBL in law, SUM



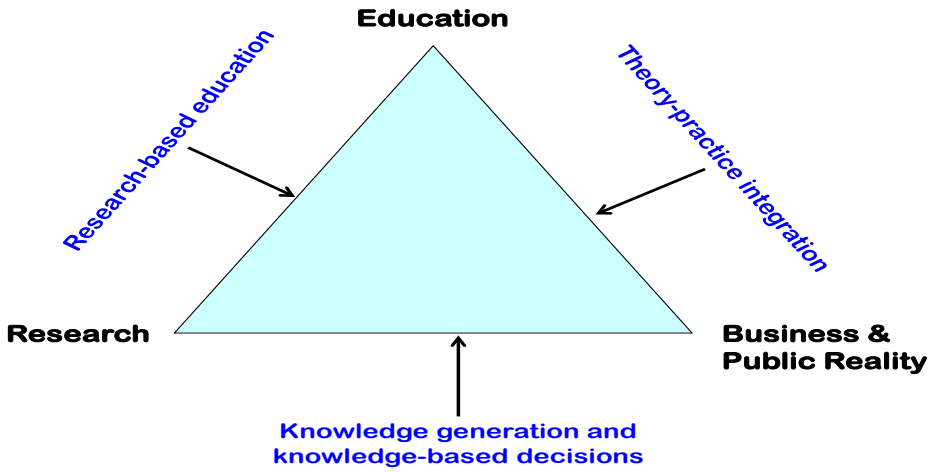
1.2 Expected outcomes

The new concept of the educational plan at the Faculty of Law involves integration into transferable skills identified with the help of employers, as well as developing problems based on experiences in the practice of potential employers, which will help to facilitate the employment process of students, by attracting practitioners to the realisation and evaluation of semester projects. Moreover, this programme will give students the opportunity to apply to mobility projects, being already much better prepared to attend courses in the field of law at other universities. This programme was developed for the Faculty of Law, but this concept is expected to be expanded to other the SUM faculties.

It is expected that by 2022 the innovative Bachelor's degree study programme based on PBL at the Faculty of Law will become internationally recognised and attract European and international students. For this reason, it is anticipated that by 2022 the educational plan at the Faculty of Law will be redesigned on the basis of the PBL, the methodologies and methods of teaching and learning centered on the student and admission to this programme will begin on 1 September 2022.

The successful implementation of the PBL-based Bachelor's degree study programme in the Faculty of Law, as well as its dissemination effects throughout the university, will contribute to the development and consolidation of the integration of education, research and cooperation with representatives of potential employers (Figure 5). The teaching staff will excel in research-based teaching, students will learn and apply theories in practice, in the private or public sector, and our researchers will collaborate with private and public organisations to create and transfer new knowledge.

Figure 5: University with active social involvement



Source: Olav J. Sorensen, 2015

1.3 Key ideas of the report

The deepening of practical knowledge, as well as the development of professional competences, will be ensured in a training programme based on problems in the legal field. Based on the lessons learnt on the application of the PBL method in the implementation of the Bachelor's degree pilot study programme in Law, implemented since 1 September 2017, a new Bachelor's degree programme based on PBL is proposed in the Faculty of Law.

The report will present the vision of the Bachelor's degree programme in Law, in particular, with a general description of the study programme, the objectives and learning outcomes, and then a presentation of each semester, including its learning objectives and learning outcomes, the transition from one semester to another, the description of work on the project and the semester projects, including learning objectives, results and their assessment. Thereafter, the roadmap will be presented which will guide the implementation process of the Bachelor's degree programme based on PBL in Law. It will continue with the action plan that will detail, for example, specific activities, resources and internal policies needed to successfully implement the visionary study programme. It will conclude by providing university management and the University Council with a set of policy recommendations on how to improve teaching and learning by introducing PBL, methodologies and methods of education and active learning centered on student at our university.

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

The aim of ensuring effective application of the PBL model is to reorient the educational process at the Faculty of Law to stimulate the solving of real and practical problems, thus preparing students for a productive professional activity.

Therefore, on the basis of the observations and discussions within the working group on the application of the PBL, we highlight the following issues (lessons learned).

I. Formulation of the problem

Problems identified

The formulation of the problem is done at the first practical lessons, given that the work on the project lasts either a semester (usually) or a year. In this respect, for most students it is difficult to choose the subject of the project or the problem subject simply because they do not have any theoretical knowledge in the field of that discipline.

Example: In practical lessons at the discipline *"Administrative law"* students were asked to formulate the themes for research projects on their own. Most of them chose very current topics: "Consultation of citizens in local problems of particular interest", "The mayor's grounds for revocation", etc. Some students, however, found it difficult to formulate a research theme or to identify a current problem.

Example: In the discipline of *Civil law (special part)*, initially, students were very reluctant to choose the work group, especially being accustomed to a preset kind of activities (report writing, analysis of the decisions).

Este necesar de menţionat că în prezent majoritatea profesorilor sunt cei care formulează probleme sau subiecte de cercetare, uneori chiar prezentând şi careva soluţii din cadrul cărora studenţii trebuie să aleagă varianta corectă, în acest sens studenţilor nu este oferit dreptul de a formula unele probleme autentice, actuale din punctul lor de vedere.

It is necessary to note that at present most teachers are the ones who formulate problems or research topics, sometimes even presenting some solutions from which students must choose the right option, in this respect the students are not offered the right to formulate some genuine, current problems from their point of view.

Lessons learned

An important role in identifying the research theme is the teacher/provider of the course, who, in the first theoretical and practical lessons, must make an overview of the subjects included in the curriculum of the discipline.

We believe that in order for students to be able to identify current problems, it is necessary to work as closely as possible with future employers, through the organisation of round tables, joint conferences, visits by students of the state and non-state institutions, conduct of internship in the

prosecutor's office, courts, ministries, etc. Employers are the ones who can explain to students what are the most important and current problems etc.

The problem can be both theoretical and practical, but it is necessary to be formulated in such a way that it can be analyzed and resolved, sometimes even from an interdisciplinary point of view. We believe that in this respect students need to be offered greater freedom, giving them the right to formulate some complex and real problems, but also interesting for the learning process.

II. Group formation

Problems identified:

- The problem, in the formation of groups, is that there are students who want to elaborate the project only individually;
- Shortcomings in the allocation of students into groups and involvement of the teacher in solving psychological conflicts (in some cases the unwillingness to work with colleagues, or the lack of experience of working in the group).

Lessons learned

The formation of groups is determined by the problem or subject proposed for research. Every student writes on a note the problem that he/she wants to research. The notes are collected by the teacher, who subsequently unites them in groups. Obviously, students can formulate absolutely different problems, but the teacher's task is to choose topics that have some common points and help students to formulate a more complex problem.

The roles within the group – students can be asked to share their roles within the group (the leader, the person organizing the work of the group, the person to present the work of the group, the person collecting the information). These roles can be changed during work on a rotating basis.

The way the facilitator could effectively distribute his time would be inviting students who have already taken this course as co-facilitators. The facilitator can propose to students to draw up the working rules within the group or provide them with a set of rules already prepared.

The formation of groups must begin in the first few class hours to have sufficient time to consolidate as much as possible the teams formed. The consolidation of groups can be done by involving groups in different team-building exercises or by which members of the group would be able to get to know each other better from the perspective of learning and interaction within the group.

III. Monitoring the project development activity

Problems identified:

- The low work yield of some students within the group and the willingness of colleagues to justify the lack of their willingness to actively get involved;
- Ignoring the teacher's requirements to present the results of the project;
- Other problems, such as disorganization of the group, monopolisation of the group and others to be solved by the facilitator in a way that stimulates the interaction of group members and emphasize the contribution of each member of the group to achieve the common result;

- The teacher has devoted long extracurricular time to work with each group;
- Difficulties at the monitoring stage on finding a room equipped with enough computers and Wi-Fi connection.

Lessons learned

The introduction of the clear and detailed methodological aspects of the application of the PBL, specific to the discipline in the curricula, raises the students' responsibility for working in the group. *The implementation of the PBL model requires the need to explain in the first seminars clear rules for students at each stage (formulation of the problem, distribution of team roles, monitoring and evaluation requirements of the project).*

The process of facilitating student learning must encourage thorough learning. This is to be done by the tutor/facilitator through different ways. Motivating students and their interest may be provoked by the teacher's creativity, which can render this process the internationalised and interdisciplinary character.

It would be appropriate for the students of the year I to be taught an initiation module in PBL in the context of the *Introduction to specialty* discipline.

At each stage of monitoring the project, the teacher must supervise not only the degree of project realization but also methodological aspects (roles distributed in the group, identification of communication problems, etc.)

Taking into account the workload and motivation of teachers, we consider it necessary to revise the remuneration of their work by increasing the number of hours devoted to the guiding of the group work and evaluation of the students.

The wide use of the Moodle platform, social networks and Skype, especially in organizing group work, providing group study rooms at student's choice, free WiFi connection within the institution, access to the University library.

IV. Student assessment

Problems identified

1. Deficiency in the assessment of each student in the group due to the fact that those with a low work yield based on the group's arguments;
2. Another very important problem is how the teacher appreciates the learning outcomes;
3. The involvement of practitioners (external assessors) at the stage of the assessment of the work performed in the group, bears a non-systematic, individual character and is based on the teacher's personal relationships, and attracting them on permanent principle requires motivation.

Lessons learned

It is recommended that at the assessment stage the students members of the project teams to be offered the possibility to assess their team mates with marks, depending on the involvement and work done in the project.

Both the success of this experience and the motivation of students to engage in different learning activities depends on the assessment method chosen. It is recommended to diversify the forms of assessment, comprising the evaluation of the process and the product of the learning process. The involvement of the group members may constitute a percentage part of the final mark.

The implementation of the PBL involves the integration into the curriculum of the transferable skills identified with the help of employers, as well as the evaluation of some problems based on the practical experience of potential employers.

3. VISION ON THE BACHELOR'S DEGREE STUDY PROGRAMME IN LAW BASED ON PBL

3.1 Overview

The fundamental mission of the Law programme consists in the formation of highly qualified specialists in the field of public law and private law. Thus, one of the main objectives consists in the training of highly skilled specialists who will be able, both through scientific and practical activity, to contribute to the edification in the Republic of Moldova of a State based on democratic principles recognised by the international community in general and the European one, in particular.

The purpose of the Law programme consists in the formation of competences in the field of law, as well as the formation of a research nucleus, in which students, in collaboration with the specialists in the field will study the disciplines in the educational plan.

The educational plan is adjusted to national legislation and the provisions adopted at EU level, based on the European Credits Transfer System (ECTS) **(Regulation on the Organisation of Higher Education Studies based on the National System of Study credits**, **http://usm.md/wp-content/uploads/2012/08/3.-Regulamentul-de-organizare-a-studiilor-în-învăţământul-superior-în-baza-Sistemului-Naţional-de-Credite-de-Studiu.pdf**) and connected to the educational plans of other Universities in the country (www.uspee.md; www.ulim.md) and abroad.

The educational is elaborated in accordance with the standards set out in the framework plan for higher education **(http://usm.md/wp-content/uploads/2013/02/Plan%20cadru%202011.pdf)** and the Regulation on the organisation of the educational process at the State University of Moldova approved by the SUM Senate through the Minutes No. 9 of 25.04.2006 and reupdated in 2012, minutes No. 2 (www.usm.md). The duration of full-time studies is 4 years, and for part-time studies – 5 years.

The study disciplines in the educational plan are distributed based on the following logic: studying the disciplines forming general competences; acquisition of key concepts in the field of law and presentation of the evolution of law systems in retrospective and comparative aspect; acquiring key knowledge in various branches of law; acquisition of knowledge and training of skills of judicial procedure in various branches of law.

The specialty of Law aims to achieve the objectives by:

1. Forming graduate's professional competences based on theoretical and practical training in the field of law.

2. Training of research skills in the field of jurisprudence on the basis of the scientific composition. In this respect, the preparation of the specialist for the purpose of investigating the conflicting problems of the case-law is sought.

3. Ensuring the conditions for multilateral development of the future specialist, the formation of civic position and the ethical dimension of personality.

4. The training of competences is achieved through direct teacher-student contact and individual work.

Pedagogical strategies are distinguished by: centring on the student – not only in terms of methods, but also the their knowledge interests; the use of dialogue – the dialogue involves a continuous process of critical and creative exploration of the world; promoting knowledge linking; development of critical thinking; the promotion of values and the formation of attitudes; personal contribution to addressing the theme subject to discussion, so that all participants in the activities assess the needs/causes of phenomena, develop proposals, create action plans and share the results of their actions.

Verification of knowledge in the dialogues initiated in courses, solving group problems, presenting reports, testing, presenting individual work. Students will be subject to periodic summative assessments. The final assessment is in the form of a written exam. The final mark will take into account the share of 60% of the student's current success in the course and 40% of the exam mark.

The most effective way of training professional skills is the PBL strategy (problem-based learning), which is carried out through projects. The application of group projects contributes to the creation of favourable conditions for the formation of general competences, which are of a transversal nature. Teamwork shapes the system of attitudes, values and behaviour of the person, prepares him for professional activity in the work team.

Specialists trained in Law speciality, holders of the Bachelor's degree in Law can work in the courts, prosecution, lawyer offices, Ministry of Justice, Ministry of Internal Affairs, legal directions and departments of central and local public administration authorities, institutions, organisations, public and private enterprises, the Constitutional Court, the apparatus of parliamentary lawyers, institutions of judicial expertise; non-governmental organisations for triation and mediation of disputes; non-governmental organisations specialised in defending human rights; Moldovan bodies abroad; international and regional governmental organisations, as well as in any other areas requiring the protection, supervision, observance of the rights, freedoms and interests of persons or values protected by law.

The outcomes of the study programme in the field of professional training of Law are achieved by forming the following general competences:

- Application of group networking and effective teamwork techniques, by assuming various roles;
- Achieving in time, within the conditions of efficiency and effectiveness of professional tasks, by respecting the principles of ethics of scientific activity; rigorous application of citation rules and rejection of plagiarism;
- Identification and use of effective learning methods and techniques; wwareness of the extrinsic and intrinsic motivations of continuous learning;
- efficient use of communication resources and sources of information, assisted professional training sources, both in the Romanian language and in an international language.

In order to ensure effective application of the PBL model, the following specific competences must be developed:

- Awareness of the key problem in the area of interference between legal areas,
- conducting a diagnosis of research problems and formulation of judgments from incomplete or limited information,
- The manifestation of leadership and innovation skills in the context of studies that are unknown, complex and unpredictable, and which require solving problems involving many factors that interconnect,
- Critical assessment of the strategic performance of teams,
- Communication of research results, methods to an audience of specialists, using appropriate techniques,
- The manifestation of an active behaviour towards a number of social, scientific and ethical aspects that arise in collaboration.

3.2 Semesters

3.2.1 Semester 1

The disciplines included in the first semester are aimed at forming general visions of the law system in the Republic of Moldova, constituting a foundation for the formation of thorough knowledge in the field of law.

In the first semester, students are expected to carry out the project in the Constitutional Law discipline.

This discipline has as a task the familiarity and training of skills of the students of the Law faculty as regards the foundations of the State organisation, the constitutional principles of the person's legal status, the electoral system, the way of organisation and functioning of the system of public authorities in the country for the protection and safeguarding of human and citizen rights and freedoms.

Semester theme: Constitution - the fundamental law of the country.

Learning objectives and outcomes for the semester project:

1. **Learning objectives:**
   - Knowledge of concepts, theories, paradigms and methodology in the field of public law, and in particular of the constitutional law;
   - Comparing the constitutions by form, modalities of adoption, revision and repeal;
   - Estimation of the various forms of constitutionality control.
   - Expressing own views on regulations or collisions of law;
   - The use of techniques, methods and processes in order to formulate interpretative solutions of the legal norms.
2. **Learning outcomes:**

- Submitting recommendations and substantiating them to address certain concrete problems affecting the mechanism for implementing constitutional legislation in terms of establishing, maintaining and exercising state power;
- The correct interpretation of the forms of control of constitutionality;
- Application of the rules of law in resolving practical problems in the field of constitutional law;
- Elaboration of action plans that can be reported to concrete situations in the work of the institutions, authorities in the realization of the power of the people;
- Argumentation of the degree of interaction between the public interest and the private interest in achieving and guaranteeing constitutional rights and freedoms.

Project progress:

During the semester – students will be guided on the project by a teacher during a semester. This project will also ensure that during the semester students understand the correlations between certain criteria, principles, notions and categories of constitutional law by expressing their critical or interpretative opinion of certain relevant issues. The project will refer to both the analysis of doctrinal opinions and the trends of judicial practice in this area.

From one semester to another – this project aims to develop students' knowledge and skills on legal writing and argumentation. In this respect, constitutional law is a fundamental course, which, according to the educational plan, is studied in course I, as it contains rules laying down general binding principles on all branches of the national legal system. Knowledge and skills obtained within the disciplines of General Theory of the State and Law and Constitutional Law will help students work on the project, as well as analyse the practice of the Constitutional Court.

Workload and teaching/learning methods in working on the project:

This project will be carried out during a semester.

The lectures allow to present and explain the fundamental and operational concepts of administrative law, included in the curriculum of discipline.

The seminars harness the active-participatory methods in order to increase the intellectual potential of students by engaging in a personal effort during their training and preparation for an active and responsible professional activity.

The main methods used in the Constitutional Law discipline are: problem-based learning, debate, case study.

Assessment methods:

The *final mark* to the discipline summarizes the outcome of the *semester assessment* (activity in theoretical lessons, practical lessons, the result of individual work) and the *mark obtained on the exam*. The result of the semester assessment constitutes 60% of the final mark and the exam mark - 40%.

The *semester assessment* includes 4 marks: mark 1. Testing 1; mark 2. Testing 2.; mark 3. The current assessment (written and oral form); mark 4. Individual work. Each mark will constitute 25%

of the semester mark. To be admitted to the exam, it is necessary that each of the 4 marks referred to be positive.

The assessment of individual work (project) will be carried out by the internal assessor (teacher-holder of the course) and, where appropriate, the external assessor (potential employer).

If the project is to be carried out in the group, each member of the student team will be assessed individually, depending on the effort made when developing the project.

The final mark to the discipline sums up the result of the current assessment and the mark obtained in the exam.

Monitoring and review:

At the discipline of Constitutional Law monitoring will take place during practical lessons. Thus, 1 month after the start of the semester, each group will present the project plan, bibiography, normative acts, the main ideas of the project. The presentation will be made by each group in front of colleagues from other groups. 2 months after the start of the semester each group will already present 80% of the final project, with some concrete conclusions or proposals to solve the problem.

At the end of the semester, in the last seminars, the final presentation of the projects of each group/team will take place in front of their peers. The presentation is done in Power Point by all team members. The team also submit the study done on paper to the teacher.

Semester coordination:

The review of the curriculum in the Constitutional Law discipline takes place periodically according to changes in legislation and compulsorilyy with consultation of practitioners. For example, one of the authors of the current curriculum at the given discipline is the former ex-president of the Constitutional Court of the Republic of Moldova.

3.2.2 Semester 2

Interdisciplinary semester project model:

Although the project is to be developed in the discipline of administrative law, it has an **interdisciplinary character**, containing elements from the disciplines studied in the first and second semester for the following reasons:

Administrative law is a discipline which is in close liaison with constitutional law, both of which are part of public law. Already having knowledge and practical skills accumulated within the Constitutional Law discipline, students can develop synthesis skills, solve practical problems in the field of public law;

Recently, many practical problems faced by public administration authorities are emerging, so students can come up with concrete solutions on how to apply existing administrative rules;

The administrative rules are permanently modified, students are expected to come up with their own ideas to improve the legislation according to the changes that occur in society.

Semester theme: Public administration and administrative reforms.

Learning objectives and outcomes for the semester project:

1. Learning objectives:
   - Identify law problems, specific to administrative law;
   - Classify legal problems according to the institutions of administrative law;
   - Distinguish national, European/international normative acts applicable to the administrative area;
   - Identify the rules of administrative law applicable to the solving of a specific problem of administrative law
2. Learning outcomes:
   - Interpret the applicable administrative law rule correctly;
   - Justify the application of an administrative legal rule to the specific situation;
   - Establish the correlation between the national and European/international administrative Law rule;
   - Decide on various practical situations based on knowledge gained and taking into account the provisions of administrative legislation;
   - Develop action plans that can be reported to concrete situations in the work of public administration authorities.

Project progress:

During the semester – this project will be carried out during a semester.

This discipline has as a task the familiarity and training of skills of the students of the Law faculty with the legal mechanisms of organisation and functioning of the public administration system and the executive power in the state.

From one semester to another – obtaining theoretical knowledge, students at the same time are trained on their practical application through the analysis of legislation in the field and the synthesis of national and international judicial practice. At the same time, the university course "Administrative law" aims to integrate theoretical and practical knowledge into solving problem situations, case studies, in formulating proposals on the improvement of administrative law rules.

Workload and teaching/learning methods in working on the project:

Individual work involves an investigation (in the sense of research) to get students to think and act independently. The project will be appreciated based on the consistency of the plan, the content of the work, the definition of the actuality of research problem, critical and constructive reflections on the structure and degree of comprehension, the logical presentation and the ability to answer the questions of group colleagues and the teacher.

Assessment methods:

As regards the types of assessment, the marking system, these are identical to the information presented for the first semester.

Monitoring and review:

Group dynamics and interaction within the group is observed and monitored by the facilitator throughout the learning process. Monitoring of studies is regulated and supports the achievement of learning outcomes. During the development of the monitoring of studies, the results of feedback surveys and the analysis of learning activities are taken into account. Periodically, questionnaires on students' expectations are distributed.

Semester coordination:

The results of the semester projects will be discussed within the department involved in the project. The department's academic staff participates in the identification of projects, the results of investigations from these projects being extensively integrated into the content of the study programme. The theme of these projects is diverse and is connected to the problems of interest at the current stage, some of which are pioneering and impacting the development of teaching-learning methods in the subject.

3.2.3 Semester 3

Interdisciplinary semester project model:

The third semester project is to be conducted in the discipline of EU Institutional Law and relates to other disciplines studied in the previous semester, namely Public International Law.

The project is to be elaborated for the following reasons:

- In recent years, Moldova has made progress in the process of cooperation with the European Union. The Treaties have been signed with the European Union, such as the Association Agreement, the Common Aviation Area Agreement, the Energy Community Treaty, the Association Agreement with the European Union and its Member States, which has been provisionally implemented on 1 September 2014.
- Successful implementation of current contractual obligations and future activities require deep knowledge in the field of EU law. Moldova continues to undertake obligations, which require harmonisation of the legislation of the Republic of Moldova with the requirements of EU law and its implementation in practice by public institutions, law enforcement bodies and the judiciary system.

Semester theme: Particularities of EU law in relation to domestic and international law

Learning objectives and outcomes for the semester project:

1. Learning objectives:
    - Demonstrate the relationship between EU Institutional Law and Public International Law
    - Identify the particularities of EU Institutional Law in comparison with Public International Law across the institutions involved;
    - Choose the most effective method for accumulating data and information on the interpretation of the clauses of the constituent treaties in accordance with the jurisprudence of the EU Court of Justice;

- Interpret national legislation in terms of compatibility with the commitments made by RM in the context of the implementation of the Association Agreement with the EU.

2. Learning outcomes:
   - Establish the new legal framework of the RM and EU relations (Implementation of the Association Agreement);
   - Develop projects with the relevance of the EU in the context of harmonising national legislation with EU law;
   - Identify the rights and obligations of the Republic of Moldova, resulting from the state's associated status with the EU, as well as consultation and negotiation processes with the EU institutions and the modalities of maximising the benefits of association with the EU.

Project progress:

During the semester – this project will be carried out during a semester.

This discipline has the task of familiarizing and training the skills of students of the Law Faculty to interpret national law in the light of compatibility with the provisions of the Association Agreement.

From one semester to another – the Europeanisation of Law, the Science of law, legal practice and legal culture must inevitably be reflected by a significant impact on legal education.

Workload and teaching/learning methods in working on the project:

The project will take place within one semester, which lasts 15 weeks.

The lectures allow to present and explain the fundamental and operational concepts of administrative law, included in the curriculum of discipline. The seminars harness the active-participatory methods in order to increase the intellectual potential of students by engaging in a personal effort during their training and training for an active and responsible professional activity.

The main methods used in the EU Institutional Law discipline are: problem-based learning, causal-comparative research projects, debate, case study.

Assessment methods:

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

- Two tests, which take place during the semester. The student is admitted to the exam if he/she got the promotion mark (greater than or equal to 5) in both tests;
- By obtaining the promotion mark in the current assessment, that is, the activism that the student demonstrated in the discipline in question during the semester and the degree of preparation for each seminar is appreciated;
- By obtaining the promotion mark in the individual work. The assessment of individual work (project) will be carried out by the internal assessor (teacher-holder of the course)

and, where appropriate, the external assessor (potential employer). If the project is to be carried out in the group, each member of the student team will be assessed individually, depending on the effort made when developing the project.

The student, to be admitted to the exam, must have promotion marks for each component listed above.

The *final mark* to the discipline summarizes the outcome of the *semester assessment* (activity in theoretical lessons, practical lessons, the result of individual work) and the *mark obtained on the exam*. The result of the semester assessment constitutes 60% of the final mark and the exam mark - 40%.

Monitoring and review:

The potential employers have an important role in **monitoring** work on the project. In particular, the Department of International and European Law has close relations with the Ministry of Justice and the Ministry of Foreign Affairs and European Integration. Thus, during the last years, the students of the year II attended national and international conferences, in which they presented the results of the research carried out in the implementation of the projects in the group.

Semester coordination:

The **review** of the curriculum in the discipline of EU Institutional Law takes place periodically on the basis of changes in legislation and compulsorily with consultation of practitioners. For example, one of the authors of the current curriculum in the given discipline is the Department of Harmonisation of National Legislation with EU Standards within the Ministry of Justice.

3.2.4 Semester 4

Interdisciplinary semester project model:

The project in semester 4 is to be elaborated in the disciplines of Civil Law / Civil Procedural Law or Criminal Law / Criminal Procedural Law (part of the specialized component) for the following reasons:

- Litigants form their vision of the work of the courts and the quality of the act of justice in the light of direct contact with the judiciary system, the way justice is carried out and the efficiency of enforcement of the judicial provisions. Civil/criminal process functions coincide with those of justice: defending rights, freedoms and legitimate interests, restoring the violated legal order and guaranteeing democratic processes.
- The topic of evidence and civil/criminal judicial probation is of practical importance. The application implies the ability to interpret properly and systemically the procedural legislation in force, the ability to detect shortcomings and legislative contradictions and the ability to propose solutions to improve the legislation in force.

Semester theme: Evidence and civil/criminal judicial probation (by categories of offenses)

Learning objectives and outcomes for the semester project:

1. Learning objectives:
   - Determine the essence and identify the stages of the judicial probation;

- Clasify the probatory facts;
- Determine the object of the probation in concrete civil matters;
- Compare the essence of the notorious facts and the harmful acts established.
- Assess the role of the court in claiming the evidence necessary to prove the essential facts of the matter;

2. Learning outcomes:
   - Classify the evidence by various criteria;
   - Specify the admissibility and relevance of the evidence;
   - Apply in concrete cases the common rules for assessing the evidence;
   - Formulate the grounds for ensuring evidence;
   - Determine the procedure for the assurance of evidence until the process is started and after it has been initiated;
   - Address the relevant case situations to the content units.

Project progress:

During the semester – These disciplines familiarize and form the skills of the students of the Faculty of Law to report information according to the content units, but in view of these, students are mobilised to apply theoretical knowledge to resolve certain tasks: at first strictly theoretical, subsequently increasingly practical.

From one semester to another – the experience of using this teaching method denotes that in the beginning students do not correctly estimate the difficulty of carrying out a task in the field of civil/criminal procedural law by means of sources, and then the need for the development of professional legal adviser skills becomes the main motivation in perpetuating professional perfection. The main skill that students from as a result of these training strategies is to motivate, argue the identified solution.

Workload and teaching/learning methods in working on the project:

This project will be carried out during a semester, and bears an interdisciplinary character, containing elements of the disciplines studied in the first, second and third semester.

Assessment methods:

Assessment of learning outcomes is done with marks from 10 to 1. Two current assessment sessions, divided proportionately during the semester, are held in the semester, which totals the intermediate situation of each student's success. The individual work and the performance of each student in the auditorium, as well as the results of the current assessments, shall be entered in the academic group register and shall be taken into consideration in the semester final assessments, having a share of 60 percent of the final mark. The Civil/Criminal Procedural Law exam, the general part is oral examination, and is based on 3-level tests: knowledge, application, integration.

Monitoring and review: Semester coordination:

The elaboration of the project will require from students a profound knowledge of the legislation of the Republic of Moldova in the field of civil/criminal law and civil/criminal process, stages of the judicial probation process and the notion of judicial evidence, relevance of evidence and admissibility of evidence means, proof of evidence, the grounds for ensuring evidence, ensuring

the evidence until the process starts and after the process is filed. The project can be developed in cooperation with a judge from the court, prosecutor or lawyer that allows the implementation of theoretical knowledge in practice.

3.2.5 Semester 5

Interdisciplinary semester project model:

International environmental law is today more present than ever, given the challenges facing mankind or, under the conditions of globalisation which are carried out with fast steps, the permanent growth of the need for production and the use of natural resources, damage to the environment is not left long awaited.

Although the project is to be elaborated in the context of International Environmental Law, it has an **interdisciplinary character**, containing elements of the disciplines studied in previous semesters. The objectives of conservation, protection and improvement of the state of the environment are pursued by different layers of regulations (national, community, international), more or less correlated and compatible, in an attempt to achieve an integrated approach from all angles, including legal.

Semester theme: The impact of harmonising national environmental legislation with international and EU standards on environmental issues.

Learning objectives and outcomes for the semester project:

Learning objectives:

- Generally characterize environmental policies in international law and European environmental law.
- Delimit legal relations in various areas of international and European environmental law such as in the field of water protection, forestry fund, soil protection, etc;
- Apply the legal norms governing the relations between persons concerning the protection of nature and the rational use of natural resources;
- Interpret the legal norms of international and European environmental law: logical, expansive, restrictive, etc.;

Learning outcomes:

- Identify the current problems in the application of ecological legal norms,
- Determine the situations in which ecological legislation is imperfect;
- Make proposals on the compatibility of national legislation with the provisions of international rules and the legislation of the European Union;
- Develop scientific research projects in the field of international and European environmental law;
- Draw up *Ferenda Bills*.

Project progress:

During the semester – knowledge and skills obtained under Public law, Environmental Law and Public International Law, EU Institutional Law will help students to get practical skills in the strategic approach at the national level in the field of environment, European and international

sectors, four priority areas of action: climate change prevention; protection of nature and biodiversity; addressing environmental and health problems; management of natural resources and waste.

Students will be guided by two teachers during work on the project (a professor from the Department of Public Law and a professor from the Department of International and European Law).

From one semester to another – this project aims to develop students' knowledge and skills in discussing and debating from a legal perspective different points of view and articulation in order to propose reasonable solutions. In this respect, it is a continuation of the projects of previous semesters. In this project students will learn the skills of communication and teamwork that are so necessary for the profession of legal adviser, constantly communicating and working with other professions/colleagues.

Workload and teaching/learning methods in working on the project:

This project will be carried out during a semester. The forms of organizing the training are: *face-to-face activities* (course, seminar), *group activities* (consultations, independent exercises, visit in small groups, circle of interests, meetings with specialists, competitions and debates, sessions of communications and reports), *individual activity* (individual study, doing homework, study in libraries, further reading and addition, drafting of projects, references, schemes, other written works, scientific communications, other practical projects).

The main teaching-learning methods applied are: didactic presentation; didactic conversation (heuristic, catechetic, topical); demonstration (combined, with technical means); problem formulation and solving, case study; simulation methods; learning by discovery.

Assessment methods:

The current assessment contributes to the determination of the final mark per semester by cumulation of marks in seminars, tests and individual works. Two attestation sessions, divided proportionately, are organized during the semester. The student's semester mark in a discipline is the weighted arithmetic mean of the mark from the current assessment, the mark from the individual work and the mark in the attestations, and takes into account the semester final evaluations, accounting for 60% of the final mark to the course unit. The final assessment shall be carried out at the end of each semester through the written examination.

Monitoring and review:

The monitoring process is ensured by the head of department, the representatives of the Dean's Office, the Faculty Quality Assurance Commission. The results of the monitoring are analyzed periodically at department and faculty level in order to improve the teaching-learning-assessment process. As a result of qualitative and quantitative analysis of the final results, improvement measures are proposed.

Semester coordination:

The project concept will be consulted, as well as the evaluation of the project will be coordinated with the Secretary of State of the Ministry of Environment and the contributor of the Department of International and European Law, director of the Centre for Harmonisation of Legislation in the Ministry of Justice.

3.2.6 Semester 6

Interdisciplinary semester project model:

In order to implement the project, the knowledge gained by students in the course of the courses is used: General Theory of Law, Constitutional Law of the Republic of Moldova, Labour Law, Financial and Tax Law, Administrative Law, Contravention Law, Family Law and Civil Law.

Students will do interdisciplinary analysis of the subject in the light of the provisions of the legislation in force, judicial practice, doctrinal opinions, international practices and provisions. The interdisciplinary project has as its main objective the preparation of the future legal adviser in obtaining the practical skills of critical analysis, writing of motions, notes, calls for judgment, the drafting of contractual clauses, legal opinions etc.

Semester theme: The impact of legislative changes on exercising the right to work

Learning objectives and outcomes for the semester project:

Learning objectives:

- Application of the techniques and tools specific to the public administration area;
- Correct qualification of situations under national law;
- Knowledge of the organisation and functioning of social security bodies;
- Interpretation, correlation and comparison of institutions under national social protection law, European social law and the right of social protection (security) of other states.

Learning outcomes:

- Analysing policies in the field of social protection and drafting proposals to improve them;
- addressing various cases in the field of social protection, by applying the case study method and the argumentation of the response;
- Conducting comparative analysis of national policies in the field of social protection with other countries' social policies.

Project progress:

During the semester – the knowledge and skills obtained in the course of the project will help students to get practical skills in the procedures for defending rights in legal social protection relationships. The project will refer to both the analysis of doctrinal opinions and the trends of judicial practice in this area. Students will be guided by two teachers during work on the project (a professor of the Private Law Department and a professor of the Public Law Department).

From one semester to another – this project aims to develop students' knowledge and skills on legal writing and argumentation. In this respect, it is a continuation of the projects of previous semesters. In this project students will learn the skills of communication and teamwork that are so necessary for the profession of legal adviser, constantly communicating and working with other professions/colleagues.

Workload and teaching/learning methods in working on the project:

The project will be conducted during a semester. Taking into account the fact that students and teachers have been trained in the PBL field, will apply the methods of achieving individual work in previous semesters, we will focus on guiding and consulting groups (consisting of 3-4 students) and permanent cooperation during the semester (including by e-mail) on the implementation of the project and the needs of the group. Teachers will supervise the integrdisciplinary working groups to achieve the project and facilitate the achievement of the objectives proposed to students. Student groups will work on a well-determined action plan supervised by facilitators. The students will present the work done in the final presentation that can be accomplished through a simulated process, or the presentation of power-point, or negotiation.

Assessment methods:

The assessment of the project will take place by: (1) assessing the presentation of the groups in a simulated process and (2) assessing the presentation of the report by each group. Each student will be individually appreciated on the basis of these two forms of assessment.

Monitoring and review:

At the end of the semester, teachers and students will discuss the results of research projects, the advantages and disadvantages of developing a group project, as well as how to promote and show the results of each project research in student legal events. These discussions will be facilitated by the teachers of the Private Law and Public Law departments.

Semester coordination:

The results of the semester projects will be discussed within each department involved in the project. Following these discussions will be decided whether the project theme for the next year of study is retained or changed, if group projects are effective in developing legal writing skills and whether the project model can be transposed to the writing of the Bachelor/Master's degree thesis.

3.2.7 Semester 7

Interdisciplinary semester project model:

The project proposes to students a large study not only of the doctrinal provisions, but the emphasis largely will be on the analysis of the practice of States, international bodies and international judicial courts in the field of human rights.

The following courses are included: the material and procedural law of the ECHR; The European Union and Human rights; International law and human rights; International humanitarian law; Alternative dispute resolution methods; Protection of consumers' interests.

The project will provide students with the opportunity to gain experience in the promotion and protection of human rights, within the national, as well as international institutions interested in providing internships.

Semester theme: National, regional and international mechanisms for the protection of human rights

Learning objectives and outcomes for the semester project:

Learning objectives:

- The ability to apply scientific research criteria in the course of drafting and assessing the legislation compatible with the European Convention on Human Rights;
- The ability to effectively apply human rights knowledge and decisions of the European Court of Human Rights in the internal legal order;
- The ability to discuss and debate from the perspective of human rights different points of view and their articulation in order to propose reasonable solutions.

Learning outcomes:

- The ability to face new situations and contribute to the creation of legal solutions in problem cases;
- The ability to develop professional activity projects in the field of human rights and the rights of the child;
- The ability to make decisions aimed at perfecting the system of national law capable of facilitating the maintenance of international public order by drafting regulations to prevent violations of human rights.

Project progress:

During the semester – the project will comprise a wide spectrum of topics, including theoretical aspects regarding the evolution of human rights as a concept and their role in a democratic society, practical aspects related to the implementation of a string of specific rights, as well as current topics related to the promotion and protection of human rights.

From one semester to another – the project will provide students with the opportunity to gain experience in the promotion and protection of human rights, within the national, as well as international institutions providing internships.

Workload and teaching/learning methods in working on the project:

The forms of organizing the training are: *face-to-face activities* (course, seminar), *group activities* (consultations, independent exercises, visit in small groups, circle of interests, meetings with specialists, competitions and debates, communications sessions and reports), *individual activities* (individual study, homework, study in libraries, supplementary and additional reading, elaboration of practical projects).

The main teaching-learning methods applied are: didactic presentation; didactic conversation (heuristic, catechetic, topical); demonstration (combined, with technical means); problem formulation and solving, case study; simulation methods; learning by discovery.

Assessment methods:

During the assessment, the results of feedback surveys and the analysis of learning activities are taken into account. Periodically, questionnaires on students' expectations are distributed. Depending on the answers, there will be identified expectations, the share of individual work, the amount of tasks, etc.

The educational plan provides the *types and methods of assessment of the learning outcomes*, including: *current assessment*: testing, project (in group); *final assessment*: combined oral and written examination, essay, presentation of the research project.

Students' *learning outcomes* are assessed: during the semester; at the end of the semester.

The *final assessment* will be done through exams with marks. Obtaining the promotion mark in the course implies allocating the credits envisaged for it.

Projects are the cumulative result of activities from several courses, it is an interdisciplinary product and cannot be attributed to a course unit, assessed with a marks and estimated with a determined number of credits, depending on the achievement effort necessary, by the decision of the Department.

Monitoring and review:

Group dynamics and interaction within the group is observed and monitored by the facilitator throughout the learning process. At each stage of monitoring the project, the teacher supervises not only the degree of project realization but also methodological aspects (roles distributed in the group, identification of communication problems, etc.)

The results of the consultation of partners are used for the purpose of: improving the training process; the improvement of the academic curriculum; teacher selection; improvement of teaching methods; updating of the curricular support.

Semester coordination:

In the context of the study and analysis of the rights and obligations of the Republic of Moldova carried out within the project, resulting from the state's associated status with the EU, as well as collaboration and negotiation processes with international institutions and ways of maximising the benefits of association with the EU, students will formulate the name and concept of the project. Taking into account the knowledge accumulated during the study of the disciplines, the students will analyse the problem entirely, not only through the obligations under the Association Agreement, but also of the obligations resulting from International conventions to which the RM is a party.

4 ROADMAP 2019-2022

4.1 Introduction

In order to ensure the sustainability of the implementation of the PBL model, there is a need to undertake certain measures for the future with regard to the effective implementation of the PBL.

This roadmap is developed based on how the pilot project is conducted at the Faculty of Law. At the same time, we also need to take into account the fact that the PBL method at law faculties cannot be reduced to the elaboration of a group project due to the specificity of the speciity. The most common PBL methods used in different faculties are the simulation of trial processes, solving problems (cases) illustrating specific instances (situations) or analyzing a practical case. For this reason, the group project can be framed in the university curriculum as a form of individual work. In this respect, it is expected to assess the individual workload that a student has per semester in order to be able to balance the work on the project with the individual work in other disciplines.

4.2 Period 1

In order to ensure and maintain the quality of the study process, a well-set system with the appropriate methodology is required. The principles of the PBL are part of the quality assurance system in the university in this respect. In order to refine the methodology, it is appropriate to create a mechanism for assessing the quality and efficiency of study programmes (including through the collection of feedback from students).

We consider it appropriate to continuously improve the learning and teaching strategy of the PBL model following the evaluation of the results of the pilot project implemented at the Faculty of Law to develop a new educational plan taking into account the reduction in the number of disciplines and how to integrate individual work (including projects) into each discipline.

It is also strictly necessary to develop a continuous inter-professional dialogue between the Faculty of Law and potential employers, including by engaging them in the elaboration and evaluation of study programmes. The implementation of the PBL involves the integration into the curriculum of transferable skills identified with the help of employers, as well as the development of problems based on experiences in the practice of potential employers.

4.3 Period 2

In drafting the study programmes it is important to emphasize the skills, the practical skills that the student will need in his /her subsequent work. Thus, the courses are not oriented to familiarize students with only the existing theory, but contain elements that are focused on learning skills needed for professional activity. Thus, we consider it necessary to enter into the new educational plan a special course in the field of *legal writing and research*, which is currently missing from the university curriculum. This course would help students develop their writing and argumentation skills, research and critical analysis, and facilitate work on group projects. Training a group of teachers on the elaboration and teaching of the discipline of *Legal writing and research*.

Changing the attitude of teachers to the educational process with the application of the PBL will encourage teacher training on how to achieve and assess the individual's work (including through PBL), and its importance for the study process.

In order to refine the learning and teaching strategy of the PBL, we consider it necessary to create a working group in the faculty to analyse how to integrate the PBL model into the disciplines taught at the Faculty of Law.

4.4 Period 3

Informing and training teachers on how to conduct research on teaching and learning (within the Faculty of Law). In the long term, these researches can help improve the quality of the study process.

An important role is to raise the share of ECTS credits awarded for the conduct of projects per year at the specialty (from 10-15 credits per semester). We believe that in the new educational plan the structure of the study semester is oriented towards the theme of the project. The number of theoretical disciplines to be reduced, to be planned in the form of modules and largely oriented towards the theme of the project. Theoretical hours should not overlap with the hours planned for the implementation of the project, which will be interdisciplinary.

5 ACTION PLAN

5.1 Introduction

The action plan was developed based on the experience gained in the pilot project at the Faculty of Law. The project was partially implemented at the faculty in order to identify gaps as well as to establish strategies for the coming years. The activities, subactivities, responsible persons, implementation terms and target group have been developed in the framework of the action plan that was drawn up on the basis of the roadmap. Proposals and recommendations have been given to be taken into account in the subsequent implementation of the project. Barriers that will restrict successful implementation have not been left in the shadows. Resources per activity have been analyzed.

5.2 Activities and resources

The actions needed to implement the 2019-2022 long-term strategy were listed in the action plan. During the last period, a transition from the teacher-centered to the student-based education is needed. We must develop the professional spirit in the student who is independent, competent to solve the problem on his/her own. Implementation of new courses that will contribute to the development of analytical skills for critical analysis and development of critical skills to facilitate work on group projects.

At the same time, emphasis has been placed on the resources needed to implement activities such as those with reference to the technical-material basis, the elaboration of the materials needed to organise the trainings, the financial resources for each stage.

5.2.1 Period 1

Introducing the PBL model at the Faculty of Law by incorporating the PBL method in the new educational plan taking into account the objectives of professional training, reducing the number of disciplines and eliminating those of general education, for students at the Faculty of Law to study exactly what they need in their practical work, based on the specifics of national jurisprudence will be carried out in stages. To streamline this process as follows:

In the short-term:

- Elaboration of a very detailed methodical guide on the implementation of the PBL,
- In the curricula of the disciplines with the application of the PBL it is necessary to include the methodology with a clear and detailed description of the stages of solving the problem in the group (2-5): planning, which is carried out in the following phases: selection of group members and distribution of tasks: monitoring the activity in the group, carried out in the following phases: coordinating individual contributions; discussions, debates and negotiations; preparation of the report: assessment, carried out in two phases: peer assessment and performance of tasks,

- Elaboration of the curriculum and course support in the discipline of *Legal writing and research*,
- Ensuring the widespread use of information technologies for the effectiveness of the traditional learning combined with a high degree of application of the PBL method,
- The wide use of the Moodle platform, social networks and Skype, especially in organizing group work, providing group study rooms at student choice, free WiFi connection within the institution, 24/24 access to the University library.

5.2.2 Period 2

In the medium term:

- Introducing the PBL strategy at other faculties in the university, as well as in Master's degree programmes.
- All departments are expected to develop and promote the policies of collecting feedback from students in the evaluation process. The Department's policies for the evaluation feedback must be based on the pedagogical reasoning relevant to the given discipline and must be approved by the Quality Committee,
- The signing of the cooperation agreements between the Faculty of Law and professional associations with clear provisions on the approval of the study programme and participation in the external evaluation of group work and the formulation of the problems referred to research projects,
- Elaboration of evaluation standards and performance indicators in the application of the PBL, evaluation criteria.

5.2.3 Period 3

In the long-term:

- Elaboration and accreditation of the study programme in Law with the application of the PBL method.
- Development of informative materials (informational flyers, periodical publications, audio, video spots) of the new educational plan,
- Facilitating collaboration with foreign universities in order to share the experience of developing the course and its implementation,
- Creating a national and institutional scholarship competition for teachers applying PBL,
- Initiating the modification of some normative acts (e.g. framework plan for study programmes),
- Implementing a computer solution to evaluate student feedback based on a score ranking.

6 STRATEGY RECOMMENDATIONS AT UNIVERSITY LEVEL

6.1 Introduction

The PBL model contributes to enhancing the interactivity of the subjects' content, as well as to raising students' accountability towards professional training. Also, the inclusion of the PBL model in the curriculum of disciplines contributes to students' training of critical analysis and information synthesis skills, abstract thinking, assessment of competing arguments and reasoned decision-making in solving the problems. All these skills are essential to the field of law.

6.2 Recommendations: at the study programme level

When developing the study programme it is important to focus on skills, the practical skills that the student will need in their subsequent work. In order to implement the abovementioned proposals, it is necessary to amend some normative acts (e.g. framework plan for study programmes).

The important points for the implementation of the program in the "Law" speciality are:

- orientation towards interdisciplinary deepening;
- reflecting the current needs of professionalisation;
- putting emphasis on training skills to solve practical problems;
- introduction of the discipline of *Legal writing and research*.

6.3 Recommendations: at the department and faculty level

We propose that a subdivision with responsibilities for research, development and promotion of the PBL model be established within the Faculty of Law.

We propose that within each department of the Faculty of Law the research group for development and improvement of PBL-based teaching be created to investigate the specifics of the PBL application process, taking into account the particularities of the disciplines.

The assurance at the department level of the annual monitoring process and periodic analysis of the PBL application in the education process.

All departments are expected to develop and promote the policies of collecting feedback from students in the evaluation process. The Department's policies on the evaluation feedback must be based on the pedagogical reasoning relevant to the given discipline and must be approved by the Quality Committee.

6.4 Recommendations: at the teaching staff level

We propose at the faculty level to be organized meetings where examples of good practice and performance obtained in the teaching and learning focused on PBL will be disseminated. This information will be distributed through Moodle for internal users and made public on the university's website at faculty level.

Ensuring the regular training of teachers on the application of the PBL method.

6.5 Recommendations: at the student level

We propose to ensure the active involvement of students in the process of accumulation of knowledge and the development of new communication skills, group work, etc. as a response to new knowledge and modern techniques seeking to resolve problems;

Gathering feedback from students and graduates on the quality of the study programme;

Creating a methodological support center for students.

6.6 Recommendations: at the level of pedagogical training in PBL:

In the curriculum of disciplines with the application of the PBL it is necessary to include the methodology with a clear and detailed description of the stages of solving the problem in the group.

Reviewing the policy of teachers and their remuneration.

Creating a national and institutional scholarship competition for teachers applying PBL.

6.7 Recommendations: at the society level

The implementation of the PBL involves the integration into the curriculum of transferable skills identified with the help of employers, as well as the development of problems based on experiences in the practice of potential employers. We propose the creation of professional university associations with the aim to involve practitioners, prospective employers and even students or graduates in consultations on the formulation of complex and real problems, but also interesting for the student learning process.

We propose for the Faculty of Law, the involvement of practitioners in assessing group work as an external assessor.

6.8 Recommendations: at the administration and management level

Amendment of internal normative acts to ensure effective implementation of the PBL strategy (e.g. the institutional regulation on academic yield assessment, 2014)

Training of staff in the field of IT and equipping of study spaces with equipment.

We propose to ensure the monitoring of graduates' employment. Former graduates should be invited to collaborate with the university and accept projects in the company they are employed in. They can be invited as external examiners, as part-time teachers or as a guest teacher to provide consultancy. This experience will ensure the incorporation of innovations in the learning process and internationalisation.

The application of the PBL implies the increase of the share of teaching tasks, it is necessary to pay the work by increasing the number of hours devoted to working in the group and assessing the students, so that the teacher pays sufficient attention to the guidance of the group work, the meetings with the respective group and the appropriate assessment.

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Appendix 1: Study programme based on PBL in Law

Appendix 2: Roadmap (2019-2022)

Nr.	Activity	Responsible
1.	Evaluation of the results of the pilot project implemented at the Faculty of Law	The project team together with the administration of the Faculty of Law
2.	Creation of a working group in the faculty to analyse how to integrate the PBL model into the disciplines taught at the Faculty of Law	Departments of the Faculty of Law
3.	Assessing the quality, efficiency and impact of individual work for each discipline	The Quality Assessment Commission of the Faculty of Law
4.	Training a group of teachers on the elaboration and teaching of the discipline of *Legal writing and research*	Administration of the Faculty of Law together with the SUM administration
5.	Introducing the discipline of *Legal writing and research* at the Bachelor's and Master's degree levels	Administration of the Faculty of Law
6.	Teacher training on how to achieve and evaluate individual work (including through PBL), and its importance for the study process	Department of Continuous Training (SUM) Administration of the Faculty of Law The Quality Assessment Commission of the Faculty of Law Project team
7.	Elaboration of a new educational plan taking into account the reduction in the number of disciplines and how to integrate individual work (including projects) in each discipline	Administration of the Faculty of Law
8.	Creating a mechanism for assessing the quality and efficiency of study programmes (including through the collection of feedback from students)	Administration of the Faculty of Law
9.	Developing an inter-professional dialogue between the Faculty of Law and potential employers, including by engaging them in the elaboration and evaluation of study programmes	Administration of the Faculty of Law
10.	Informing and training teachers on how to conduct research on teaching and learning (within the Faculty of Law). In the long term, these researches can help improve the quality of the study process.	Department of Continuous Training (SUM) Administration of the Faculty of Law
11.	Introducing the PBL strategy at other faculties in the university, as well as in Master's degree study programmes.	SUM administration

Appendix 3: Action plan

#	Activity	Responsible	Deadline/ Timeline	Resources	Target groups
1.	Evaluation of the results of the pilot project implemented at the Faculty of Law	The project team together with the administration of the Faculty of Law	June 2019		Members of the PBL working team, representatives of the Faculty of Law
2.	Creation of a working group in the faculty to analyse how to integrate the PBL model into the disciplines taught at the Faculty of Law	Departments of the Faculty of Law	September 2019	Material-technical base	Teachers involved in the process of implementation of the PBL project, in particular those involved in the teaching process in English (no. 20)
3.	Assessing the quality, efficiency and impact of individual work for each discipline	The Quality Assessment Commission of the Faculty of Law	December 2019	Elaboration of evaluation standards and performance indicators, evaluation criteria.	Members of the Quality Assessment Commission of the Faculty of Law (No. 20)
4.	Training a group of teachers on the elaboration and teaching of the discipline of *Legal writing and research*	Administration of the Faculty of Law together with the SUM administration	January – June 2020	Collaboration with foreign universities in order to share the experience of developing the course and its implementation. E.g. Arkansas University, Faculty of Law, Professor Christopher Kelley can provide the course remotely / online. Resources: technical-material endowment of staff. Wi-Fi in the building of the Faculty of Law	Responsible persons for the disciplines taught in English (no. 20)

				(block of studies II).	
5.	Introducing the discipline of *Legal writing and research* at the Bachelor's and Master's degree levels	Administration of the Faculty of Law	September – December 2019 Elaboration January – June 2020 Approval September 2020 – Implementation	Production of informative materials (informational flyers, periodicals, audio spots, video). Dissemination of informational materials through social media, placement of announcements.	Responsible persons for the disciplines taught in English (no. 20)
6.	Teacher training on how to achieve and evaluate individual work (including through PBL), and its importance for the study process	Department of Continuous Training (SUM) Administration of the Faculty of Law The Quality Assessment Commission of the Faculty of Law Project team	2019 -2020	Technical-material base (hall, computers, Wi-Fi, flyers). Creating course support, revised and adjusted curricula. Attracting potential employers to these trainings and in developing the course support and the curricula.	Teachers involved in the training process at the Faculty of Law (no. 50)
7.	Elaboration of a new educational plan taking into account the reduction in the number of disciplines and how to integrate individual work (including projects) in each discipline	Administration of the Faculty of Law	2019 – Elaboration 2020 – 2022 Implementation	Creating course support, revised and adjusted curricula	Representatives of the administration of the Faculty of Law
8.	Creating a mechanism for assessing the quality and efficiency of study programmes (including through the collection of feedback from students)	Administration of the Faculty of Law	2019-2022	Implementing a computer solution to evaluate student feedback based on a score ranking.	Students of the Faculty of Law, cycle I and II

				Distribution of the quality assessment of the effectiveness of the curricula.	
9.	Developing an inter-professional dialogue between the Faculty of Law and potential employers, including by engaging them in the elaboration and evaluation of study programmes	Administration of the Faculty of Law	2019 – Search for prospective employers 2020 – Approval at administrative level 2021-2022 Implementation	Identification of potential employers, writing letters of intent to conclude partnerships contracts. Concluding contracts, inviting employers' representatives to develop and evaluate study programmes. Resources: The existence of internal policies of the employer including the privacy regime specifically for individual labour contracts, other cases are not foreseen. Respectively, there is a reluctance of employers in attracting trainees.	Potential employers
10.	Informing and training teachers on how to conduct research on teaching and learning (within the Faculty of Law). In the long term, these researches can help improve the quality of the study process.	Department of Continuous Training (SUM) Administration of the Faculty of Law	2019-2022	Training of teachers in a training of 2-3 days, and then monitoring the implementation. Resources: financial resources for the organization of the trainings outside	Teachers involved in the training process at the Faculty of Law (no. 50)

				the city. Production of informative materials (informational flyers, periodical publications). Dissemination of informational materials through social media, placement of announcements. Barriers (Challenges) due to lack of funding from the university, we will need to involve/look for sponsors	
11.	Introducing the PBL strategy at other faculties in the university, as well as at Master's degree programmes.	SUM Administration	2020-2021	The SUM administration will identify the budget resources for this action	SUM Faculties

Appendix 4: The study programme in Law implemented since 1 September 2017

MINISTRY OF EDUCATION , CULTURE AND RESEARCH

OF THE REPUBLIC OF MOLDOVA

STATE UNIVERSITY OF MOLDOVA

Coordinated: _____

„____" _____ 2017

registration number_____

Approved: _____

SENATE OF THE STATE UNIVERSITY OF MOLDOVA

„____"_____ 2017

Protocol nr.___

FACULTY OF LAW

STUDY PROGRAMME

Level of qualification according to ISCED-6

General field of study – 042 Law

Professional field– 0421 Law

Speciality – 0421.1 Law

Total number of credits – 240

Obtained title - Bachelor in Law

Base of admission: baccalaureate or equivalent degree

university degree

Study language: Romanian, English, French, Russian

Study form – full-time studies

CHISINAU 2017

Head of Private Law Department, PhD, associate prof. **Nicolae Roşca**

Head of Public Law Department, Dr. Sc., PhD., associate prof. **Andrei Negru**

Head of Criminal Law Department, Dr. Sc., PhD., univ. prof. **Sergiu Brînză**

Head of Procedural Law Department, PhD., associate prof. **Elena Belei**

Head of European and International Law Department,
Dr.Sc., PhD., univ. prof. **Violeta Cojocaru**

Approved by Faculty Council

_____2017

Protocol nr._____

Dean, Faculty of Law, State University of Moldova

PhD, univ. prof. **Sergiu Băieş**

ACADEMIC CALENDAR

Nr.	Year of study	Didactic activities		Examination sessions		Internship	Vacation		
		Sem. I	Sem. II	Winter	Spring/ summer		Winter	Spring	Summer
1	**First year** **2017-2018**	01.09-16.12 (15 weeks)	29.01-19.05 (15 weeks)	18.12-23.12 15.01-28.01 (4 weeks)	21.05-15.06 (3 weeks)	-	24.12-08.01 (2 weeks)	Easter 08.04-16.04 (1 week)	28.06-31.08 (10 weeks)
2	**Second year** **2018-2019**	01.09-9.12 (15 weeks)	01.02-06.05 (15 weeks)	13.12-21.12 09.01-28.01 (4 weeks)	22.05-10.06 (3 weeks)	Specialty Starting internship 07.05-21.05 (2 weeks)	24.12-08.01 (2 weeks)	Easter 30.04-07.05 (1 week)	28.06-31.08 (10 weeks)
3	**Third Year** **2019-2020**	01.09-13.12 (15 weeks)	29.01-19.05 (15 weeks)	16.12-24.12 09.01-28.01 (4 weeks)	22.05-10.06 (3 weeks)	Specialty Starting internship 07.05-21.05 (2 weeks)	25.12-08.01 (2 weeks)	Easter 20.04-27.04 (1 week)	28.06-31.08 (10 weeks)
4	**Fourth Year** **2020-2021**	01.09-16.12 (15 weeks)	10.01-02.06 (15 weeks)	15.12-30.12 (2 weeks)	08.06-30.06 (3 weeks)	Specialty internship 03.02-05.04 (10 weeks) Research internship 06.04-04.05 (4 weeks)	31.12-14.01 (2 weeks)	Easter 02.05-09.04 (1 week)	

In case of PBL strategy application

<table>
<tr><th></th><th colspan="3">Didactic activities carried out through the PBL strategy, including internship</th><th colspan="3">Vacation</th></tr>
<tr><td rowspan="4">Semesters I-VII
15 week</td><td>5 weeks</td><td>8 weeks</td><td>2 weeks</td><td>Winter</td><td>spring</td><td>summer</td></tr>
<tr><td>• Theoretical basis (course and seminar) 4 hours per week
• Monitoring work group activity
• Current evaluation</td><td>• Monitoring work group activity
• Current evaluation</td><td>• Presentation of projects
• Final evaluation</td><td>24.12-08.01
(2 weeks)</td><td>Easter
08.04-16.04
(1 week)</td><td>28.06-31.08 (10 weeks)</td></tr>
<tr><td>24.12-08.01
(2 weeks)</td><td>Easter
30.04-07.05
(1 week)</td><td>28.06-31.08
(10 weeks)</td></tr>
<tr><td>24.12-08.01 (2 weeks)</td><td>Easter
20.04-27.04
(1 week)</td><td>28.06-31.08
(10 weeks)</td></tr>
<tr><td></td><td colspan="2">14 weeks</td><td>1 week</td><td></td><td></td><td></td></tr>
<tr><td>Semester VIII
15 week</td><td colspan="2">• Monitoring of individual projects
• Current evaluation</td><td>• Preliminary evaluation of individual projects</td><td>31.12-14.01
(2 weeks)</td><td>Easter
02.05-09.05
(1 week)</td><td></td></tr>
</table>

Program Content

Code	Module Discipline	Total hours	Including		week			Type of final assessment	Nr. of credits
			Direct contact	Individual work	lecture	Seminar	laboratory		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Year I									
Semester I									
F.01.O.01	General Theory of Law	180	90	90	3	3		E	6
F.01.O.02	**Constitutional Law (project)**	**180**	**According to the academic calendar**					**E**	**6**
F.01.O.03	Roman Private Law	150	75	75	3	2		E	5
S.01.O.04	State-Judicial institutions	150	60	90	2	2		E	5
G.01.O.05	IT Communication	120	60	60			4	E	4
U.01. A.06	Philosophy	120	45	75	2	1		E	4
U.01. A.07	Psychology								
U.01. A.08	Political Science								
U.01. A.09	Social science								
G.01.O.10	Physical Training	30	30			2		C	
	Total sem. I	**930**	**450**	**480**	**13**	**13**	**4**	**6 E**	**30**
Semester II									
F.02.O.11	Civil Law (introduction and persons)	180	90	90	3	3		E	6
S.02.O.12	**Administrative Law (project)**	**180**	**According to the academic calendar**					**E**	**6**
F.02.O.13	Criminal Law. General Part I	180	90	90	3	3		E	6
U.02.A.15	History of Romanian Law	120	60	60	2	2		E	4

U.02.A.16	Philosophy of Law								
G.02.O.17	Foreign Language	120	60	60			4	E	4
U.02.A.18	Economy	120	45	75	2	1		E	4
U.02.A.19	European culture and civilization history								
U.02.A.20	European Integration								
U.02.A.21	Interpersonal and organizational communication culture								
G.02.O.22	Physical Training	30	30			2		C	
	Total sem. II	**930**	**450**	**450**	**12**	**14**	**4**	**6 E**	**30**
	Total year I	**1860**	**930**	**900**	**25**	**27**	**8**	**12 E**	**60**
Year II									
Semester III									
F.03.O.23	Criminal Law. General Part II	180	75	105	2	3		E	**6**
F.03.O.24	International Public Law	180	90	90	3	3		E	6
S.03.O.25	Contravention Law	**150**	75	75	2	3		E	**5**
F.03.O.26	**Civil Law (real rights) (project)**	150	**According to the academic calendar**					E	5
S.03.O.27	Financial Law	120	60	60	2	2		E	4
S.03.A.28	Diplomatic good practices and techniques	120	45	75	2	1		E	4
S.03.A.29	Juvenile delinquency								
S.03.A.30	Medical Law								
S.03.A.31	Comparative Legal Systems								

	Total semester III	**900**	**450**	**450**	**13**	**15**		**6 E**	**30**
Semester IV									
F.04.O.32	Civil Law. General Theory of obligations	180	90	90	3	3		E	6
F.04.O.33	**Criminal Law. Special Part (I) (project)**	**150**	**According to the academic calendar**					**E**	**5**
S.04.O.34	Tax Law	120	60	60	2	2		E	4
S.04.O.35	**EU institutions Law**	150	**According to the academic calendar**					E	5
S.04.O.36	Family Law	120	60	60	2	2		E	4
S.04.A.37	Armed conflicts Law	120	60	60	2	2		E	4
S.04.A.38	Comparative criminal Law								
S.04.A.39	Informational Law								
S.04.A.40	The organization of legal professions								
S.04.A.41	Legal status of real estate								
S.04.A.42	Social protection Law								
	Specialty Starting internship	**60**	**According to the academic calendar**					**E**	**2**
	Total semester IV	**900**	**420**	**480**	**15**	**13**		**7 E**	**30**
	Total Year II	**1800**	**870**	**930**	**28**	**28**		**13 E**	**60**
Year III									
Semester V									
F.05.O.43	Civil Law. Property transmitting contracts	150	75	75	3	2		E	5
F.05.O.44	Criminal Law. Special Part II	150	75	75	2	3		E	5
F.05.O.45	Criminal Process Law. General Part	180	75	105	2	3		E	6
F.05.O.46	**Civil Process Law. General Part (project)**	**180**	**According to the academic calendar**					**E**	**6**
S.05.O.47	Environmental Law	120	60	60	2	2		E	4
S.05.O.48	Criminology	120	60	60	2	2		E	4
	Total semester V	**900**	**420**	**480**	**13**	**15**		**6 E**	**30**
Semester VI									

S.06.O.49	Civil Law. Service Contracts. Succession.	150	60	90	2	2		E	5
F.06.O.50	Criminal Process Law. Special Part	150	90	60	3	3		E	5
F.06.O.51	Civil Process Law. Special Part	150	90	60	3	3		E	5
S.06.O.52	Private international Law	150	75	75	2	3		E	5
G.06.O. 53	Professional ethics	120	60	60	2	2		E	4
S.06.A.54	Crimes qualification	120	45	75	2	1		E	4
S.06.A.55	Transport and insurance Law								
S.06.A.56	Consumer protection law								
S.06.A.57	**Civil procedure documents (project)**		**According to the academic calendar**						
S.06.A.58	Criminal procedure documents								
S.06.A.59	Notary law								
S.06.A.60	Legislative techniques								
S.06.A.61	**Human Rights legal protection (project)**		**According to the academic calendar**						
S.06.A.62	International banking law								
	Specialty Starting internship	**60**	**According to the academic calendar**					**E**	**2**
	Total Semester VI	**900**	**420**	**480**	**14**	**14**		**7E**	**30**
	Total Year III	**1800**	**900**	**900**	**27**	**29**		**13E**	**60**
Year IV									
Semester VII									
S.07.O.63	Business Law	150	75	75	3	2		E	5
S.07.O.64	Forensic	180	90	90	3	3		E	6
S.07.O.65	Labor Law	180	90	90	3	3		E	6
S.07.O.66	International Trade Law	150	60	90	2	2		E	5
S.07.A.67	Labor conflicts	120	45	75	2	1		E	4
S.07.A.68	Competition Law								

S.07.A.69	Criminal execution Law								
S.07.A.70	Civil execution Law								
S.07.A.71	Constitutional comparative Law								
S.07.A.72	Actual problems of General Theory of Law								
S.07.A.73	European Convention for Human Rights Law								
S.07.A.74	Methods of specific crimes investigation								
S.07.A.75	Customs Law	120	60	60	2	2		E	4
S.07.A.76	Intellectual property Law								
	Total semester VII	**900**	**420**	**480**	**15**	**13**		**6E**	**30**
Semester VIII									
	Specialty internship	**450**	**According to the academic calendar**					**E**	**15**
	Research internship	**180**	**According to the academic calendar**					**E**	**6**
	Graduation exams	270		270				E	9
	Total semester VIII	900		900				3 E	30
	Total Year IV	1800	420	1380	15	13		9 E	60
	Total Program	7260	3120	4110	96	96	8	47 E	240

Romanian language for non-native speakers

Code	Module/discipline	Total hours	Including		week			Evaluation Form	Credits
			Direct contact	Individuyal work	lecture	seminars	Laboratory		
G.02.O.14	Romanian language	120	60	60		4		E	4

Facultative courses

Nr.	Facultative courses	Total hours	year	sem	Hours/week			Evaluat	cre
						S	L		
1.	Latin	180	I	II	0	0	6	Exam	6
2.	Legal logic	180	II	I	3	3	0	Exam	6
3.	Initiation in German Law	180	III	II	3	3	0	Exam	6
4.	Rhetoric	180	IV	VII	3	3	0	Exam	6

Internships

Nr. d/o	Internships	Sem.	weeks	hours	Period	credits
1	Specialty Starting internship	IV, VI	4	120		4
2	**Specialty internship**	VIII	10	450	May	15
3	**Research internship**	VIII	4	180		6
Weeks				750		25

Graduation Exam

Nr. d/o	Graduation Exam	Period	Credits
1.	Integrated exam. law sciences	June	6
2.	**Graduation (Licence) Thesis**	**June**	**3**

Master studies preconditions

Code	Module/discipline	Total hours	Including		Hours/week			Evaluation form	Number of credits
			Direct contact	Individual work	course	Seminars	Laboratory		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
F.01.O.02	Constitutional Law	180	45	135	2	1		E	6
F.01.O.01	General Theory of Law	180	60	120	2	2		E	6
F.02.O.11	Civil Law. Introduction and persons	180	45	135	2	1		E	6
F.02.O.13	Criminal Law. General Part	180	45	135	2	1		E	6
F.03.O.24	International Public Law	180	45	135	2	1		E	6
		900	240	660	10	6		5E	30

EXPLANATORY NOTE

Specialty Law is an important one in a contemporary society. A qualified and competent specialist in jurisprudence can be placed in any sphere of harmonious social life both nationally and internationally.

As a specialty aim is to achieve an effective field training, creating prerequisites for socio-secure successful professional people specialized in law in the legal system of the Republic of Moldova and the possibility of professional advancement abroad.

In this context, Law specialty aims to achieve its goals through:

1. Formation of the graduate professional skills based on theoretical and practical training in law.
2. Formation of research abilities in the field of jurisprudence based on scientific composition. In this sense specialist training aims to investigate contradictions in jurisprudence.
3. Ensure the future of multilateral developed specialist, training civic position and the ethical dimension of personality.

Applying for Bachelor specialty Law (Cycle I) can be based on High School/Lyceum (BAC) diploma or university diploma.

The specialist in jurisprudence (law degree) can carry on his professional activity in different fields - civil, criminal, financial, banking, criminology, psychology, legislation, human rights protection, etc., taking into account specialty nominated.

An efficient achievement of all mentioned objectives assures the graduate successful socio-professional integration. Lawyers can operate as judges, prosecutors, advocates, employee in different government structures, especially the Ministry of Justice, Ministry of Interior, legal departments and sections of the central and local public administration authorities, institutions, organizations, public and private enterprises, as judge in the Constitutional Court, Ombudsman, institutions with judicial expertise; NGOs sorting and dispute mediation; organizations defending human rights; embassies abroad; international government and regional organizations, as well as any other areas that require protection, surveillance of rights, freedoms and interests or values protected by law.

Upon completion of university studies (cycle) student shall have the following general skills:

1. The ability to learn independently;
2. Ability to meet and develop values and professional ethics;
3. Ability to exercise his profession as a member of a team;
4. Ability to solve problem situations;
5. The ability to make decisions independently;
6. Possess sufficient knowledge of the foreign language to be able to work effectively in the legal field;
7. The ability to use information technologies in research and legal practice.

Professional skills:

1. Knowledge of Moldovan legislation, European legislation and other international legal instruments;
2. Knowledge of the concepts, theories, paradigms and methodologies in the legal field;
3. Use knowledge needed in data collection and information relating to a specific practical issue in law;
4. Using specific methods applied in law;
5. Application of techniques and specific legal instruments in solving practical problems;
6. Using a variety of techniques, methods and solutions to interpretative enunciation of acts;
7. Initiate and detection as proposed for solving problems in the legal activity.

The most effective way to train professional skills is the PBL (problem-based learning) strategy, which is done through projects. The application of group projects contributes to the creation of favorable conditions for the formation of general skills, which are transversal. The work in a small group shapes the system of attitudes, values and behavior of the person, prepares him for professional activity in a real work team.

Vocational training through projects is a good strategy under the conditions of the 21st century as it favors the formation of professional skills and is not just about the accumulation of knowledge.

The PBL strategy teaches the future specialist to identify a problem, to study the work of the professional environment, to propose solutions and to implement them in practice.

Through the PBL strategy, the student becomes an active subject of his own training process. The PBL strategy is an effective way of training in the current context of higher education, with an emphasis on work outside the classroom oriented towards the needs of the labor market and the employer.

Appendix 5: The flyer of the PBL-based study programme in Law in 2017

- sporirea flexibilității în procesarea informației și îndeplinirea obligațiilor;
- exersarea abilităților necesare pentru activitatea profesională.

Cum este organizat procesul de studiu?

- Studenții lucrează în echipe;
- Echipa are un tutore sau supervisor;
- Întruniri periodice ale echipei;
- Fiecare echipă are un lider.

Mobilități academice în universitățile din UE:

În cadrul programului de studii *Drept cu aplicarea metodei ÎBP* 15 studenți vor avea oportunitatea să realizeze, în semestrul 3 sau în semestrul 4, mobilități academice la Universitatea din Aalborg (Danemarca) sau Universitatea din Glostershire (Marea Britanie). Participanții la mobilități vor fi selectati în bază de concurs din numărul studenților înmatriculați în acest program de studii. Mobilitățile vor fi finanțate în cadrul proiectului Erasmus + «*Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability - PBLMD*». www.pblmd.aau.dk

ADMITEREA: în baza diplomei de bacalaureat sau un act echivalent de studii, diploma de studii superioare.

Universitatea de Stat din Moldova
Facultatea de Drept

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Drept
cu aplicarea metodei
Învățarea Bazată pe Probleme

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Chișinău 2017

PROGRAMUL DE STUDII DE LICENȚĂ "DREPT" își propune formarea specialiștilor pentru toate domeniile dreptului, abili să investigheze/ soluționeze probleme complexe și contradictorii din jurisprudență.

DURATA STUDIILOR: 4 ANI / 8 SEMESTRE.

LIMBA DE INSTRUIRE: Română/Engleză.

NUMĂRUL DE CREDITE: 240

TITLUL OBȚINUT: Licențiat în DREPT

OPORTUNITĂȚI DE ANGAJARE:
Jurist, ofițer de urmărire penală, procuror, judecător, executor judecătoresc, mediator, avocat, notar, inspector vamal, lichidator, administrator de insolvabilitate, asistent: judecătorie, Curtea de Apel, Curtea Supremă de Justiție, Curtea Constituțională.

CONȚINUTUL PROGRAMULUI

- Drept constituțional și drept administrativ
- Drept civil și drept procesual civil
- Drept penal, drept procesual penal și criminalistică
- Drept contravențional
- Drept vamal
- Drept internațional
- Dreptul muncii
- Dreptul familiei
- Drept fiscal
- Dreptul afacerilor

Pentru mai multe detalii despre program vizitați site-ul www.usm.md

Co-funded by the Erasmus+ Programme of the European Union

Programul de studii de licență "Drept" oferit de Universitatea de Stat din Moldova a fost reproiectat în cadrul proiectului Erasmus + «Introducing Problem Based Learning (PBL) in Moldova: Toward Enhancing Students' Competitiveness and Employability - PBLMD» prin implementarea metodei învățare bazată pe probleme (ÎBP).

Ce este învățarea bazată pe probleme?

- studenții soluționează probleme complexe, provocatoare, care sunt bazate pe cazuri reale;
- studenții lucrează în echipe sau grupuri mici (3-5 persoane) pentru elaborarea proiectului;
- studenții colectează și analizează informația necesară în mod individual, dar cu ghidare din partea profesorului;
- echipele/grupurile de studenți beneficiază de îndrumarea continuă a profesorului;
- studenții sunt evaluați în baza proiectelor elaborate în grup.

Care sunt avantajele învățării bazate pe probleme?

- explorarea și aplicarea cunoștințelor obținute;
- dezvoltarea abilităților de lucru în echipe;
- îmbunătățirea competențelor de comunicare;
- cultivarea abilităților de perfectare a documentelor juridice;
- formarea abilităților de formulare și apărare a pozițiilor sale cu dovezi și argumente raționale;

Appendix 6: Lessons learned following the implementation of the pilot study programme based on PBL

	Identified problems	Lessons learned	Examples
1	***Problem formulation*** *For most students it is difficult to choose the subject of the project or the subject to research because they do not have any theoretical knowledge in the field of that discipline*	Working as closely as possible with future employers, through organizing round tables, joint conferences, students visiting State and non-governmental institutions, conducting internships in the prosecution offices, judiciary courts, ministries, etc.	In the discipline of *Institutional law of the European Union*. The project concept was consulted in the round table with the Director of the Centre for Harmonisation of Law of the Ministry of Justice in the context of the study and analysis of the rights and obligations of the Republic of Moldova, resulting from the Associated statute with the EU, as well as consultation and negotiation processes with EU institutions and ways of maximising the benefits of association with the EU. In *Ecological Law* discipline, the concept of the project was consulted with the Secretary of State of the Ministry of Environment (PhD student of the Department) in the workshop, with the generic "Implementation of sustainable development goals in the environmental policy of Republic of Moldova".
2	***Problem formulation*** *Most teachers are the ones who formulate problems or research topics, sometimes even presenting some solutions from which students must choose the right option*	We believe that students have to be offered more freedom, giving them the right to formulate some complex and real problems, but also interesting for the learning process. The problem can be both theoretical and practical, but it is necessary to be formulated in such a way that it can be analyzed and resolved, sometimes even from an interdisciplinary point of view.	In the discipline of *Institutional law of the European Union*. The students were asked to formulate the name and concept of the project taking into account the knowledge accumulated during the study of the discipline of Public International Law in the previous semester, in the elaboration of the project students had to analyse the problem in its complexity, not only through the obligations of the Association Agreement, but also of the obligations resulting from the international conventions to which the RM is a party. *Examples of project names:* Analysis of international and EU rules on practical measures aimed at preventing cross-border damage caused to the environment; The International and EU strategy on solar energy – ecological and renewable, its effects on the development of the RM

			In *Criminal Law* discipline In drafting the concept of the project, which carries an interdisciplinary character, students were to demonstrate cumulative knowledge in the field of criminal law and criminal procedure. The task for each group was to study: on average 100 conviction sentences to determine how to motivate the application of the penalty of the court by categories of offences.
3	***Group formation*** *One problem, in the formation of the groups, is that there are students who want to elaborate the project only individually*	The formation of groups must be determined by the problem or subject under research.	In *Ecological Law* discipline Every student writes on a note the problem that he/she wants to investigate. The notes are collected by the teacher, who subsequently unites them in groups. Obviously, students can formulate absolutely different problems, but the teacher's task is to choose topics that have some common points and help students to formulate a more complex problem.
4	***Distribution of roles*** *Shortcomings in the distribution of students into groups and involvement of the teacher in solving psychological conflicts (in some cases the unwillingness to work with peers, or the lack of experience of working in the group)*	A way for the facilitator is to invite students who have already taken this course as co-facilitator. The facilitator can propose to students to draw up the working rules within the group or provide them with a set of rules already prepared.	In *Civil Law* discipline (special part) students of the Year III semester I (2017-2018, 2018-2019) in hte Civil Law discipline (special part – translational property contracts) together with students from the University of Arkansas, the USA, participated in a case study (negotiation of a contract). Both teams were guided by a mentor (teachers) and an arbitrator.
5	***Distribution of roles***	The consolidation of groups can be done by involving groups in different team-building exercises or by which members of the group would be able to get to know better from the perspective of learning and interaction within the group.	In the discipline of *Criminal Law*, to ensure the consolidation of working in the group was chosen the option of introducing problematic learning elements to each topic discussed with students (case study), debates (because it requires more training duration - 2 times per semester) and the essay as a task in individual work. This approach was chosen due to the specificity of the discipline, combining individual and group tasks. This approach has proved to be a success because students identify and solve practical problems at each lesson (both seminars and lectures), and

			writing the essay includes studying literature and judicial practice (each student has the task of illustrating his/her arguments by, at least, a case of judicial practice), as well as learning the wording and presentation of the arguments – an indispensable ability for a future legal adviser. The group work used in almost every seminar proved to be a useful means of involving students and diversifying their way of learning. Organizing group work in seminars encouraged students to develop communication skills and teamwork, as well as learn to collaborate efficiently in solving certain more complex problems.
6	***Monitoring the project elaboration activity*** *Low work yield of some students within the group and the willingness of colleagues to justify the lack of their willingness to actively engage*	The introduction of the clear and detailed methodological aspects of the application of the PBL, specific to the discipline in the curricula, raises the students' responsibility for working in the group. *The implementation of the PBL model requires the need to explain in the first seminars clear rules for students at each stage (formulation of the problem, distribution of team roles, monitoring and evaluation requirements of the project).*	In the disciplines of *Administrative Law* and *Contravention Law* the monitoring occurred during practical lessons. Thus, 1 month after the beginning of the semester, each group had to present the project plan, bibiography, normative acts, the main ideas of the project. The presentation was made by each group in front of colleagues from other groups, who had the possibility to ask them questions. 2 months after the start of the semester each group had already to present 80% of the final project, with some concrete conclusions or proposals to address the problem. At the end of the semester, as a rule, the last seminars, the final presentation of the projects of each group/team in front of their peers takes place. The presentation is done in Power Point by all team members. At the same time, the team presents to the teacher the study performed on paper (as an annual or Bachelor's degree thesis, only developed in group).
7	***Monitoring the project elaboration activity*** *Ignoring the teacher's requirements*	The process of facilitating student learning must encourage thorough learning. This is to be done by the tutor/facilitator through different ways. Motivating students and their interest may be provoked by the teacher's	*Example*: In *Civil Law discipline (special part)*. Students of the Year III semester I (2017-2018, 2018-2019) in Civil Law discipline (special part – translational property contracts) together with students from the University of Arkansas, the US, participated in a case study (negotiation of a contract). The students were divided into teams, and each team knew theier counterpartners in the team of the opponent University. Each team had

		creativity, which can render this process an internationalised and interdisciplinary character.	the task to negotiate most clauses in favor of the company it represented. Thus the students developed their negotiating skills, the skills of persuasion as well as the skills of knowing a problem in detail (the complex contract). – students were divided into groups of 3-5 people and had to identify the main problems in the contract as well as develop communication techniques, and a task was to apply the relevant legislation (lex fori, lex contracts). – the negotiations between the students took place online live, in English, the teams being limited both in time and in the arguments presented (being put in a situation to develop a strategy).
8	***Monitoring the project elaboration activity*** *Disorganization of the group, monopolisation of the group and others to be solved by the facilitator in a way that stimulates the interaction of group members and emphasize the contribution of each member of the group to achieve a common result*	At each stage of monitoring the project, the teacher must supervise not only the degree of project realization but also methodological aspects (roles distributed in the group, identification of communication problems, etc.)	*Example*: In the discipline of *Ecological Law*, at the III stage of monitoring (when students accumulated sufficient experience in the group) the students completed a questionnaire on the role of each person in the group in order to complete the project successfully.
9	***Student assessment*** *Deficiency in the assessment of each student in the group because the ones with a low yield based on the group's arguments*	It is recommended, in the assessment, to be offered the possibility for student members of the project teams to assess their team mates, depending on the contribution to the work process on the project, It is recommended to diversify the forms of assessment, comprising the assessment of the process and the product of	*Example*: In the discipline of *Civil Law (special part)* at the end of the negotiations on the contract each student had to write an essay describing the role or contribution of the colleagues in the team, the positive and negative aspects, the arguments presented in the debates and solving the identified problem. In *Ecological Law* discipline the final mark to the discipline sums up the result of the current assessment: activity in the course and seminars, including the work on the implementation of the project in the group (30%); the result of working

		the learning process. The involvement of the group members may constitute a percentage part of the final mark.	in the group and the mark obtained at the exam (40%).
	Student assessment *The involvement of practitioners (external assessors) at the stage of the assessment of the work performed in the group, bears a non-systematic character,*	The implementation of the PBL involves the integration into the curriculum of the transferable skills identified with the help of employers, as well as the evaluation of problems based on experience in practice of the potential employers.	In the discipline of *Criminal Law*, during the presentation of the results of the mini-projects doctoral students were involved (who are judges, prosecutors, employees of penitentiary institutions, judicial assistants). All groups developed PowerPoint presentations, and each member of the group had the task of presenting a certain segment of the results obtained. During the evaluation of the , the Master students mentioned: (1) the mini-project helped them communicate more efficiently with colleagues and the teacher; (2) the involvement of doctoral students was a successful exercise to facilitate discussions on the more complex practical aspects identified in the research; (3) mini-projects helped them to understand the judicial practice much better and to analyse how the criminal law is applied. In the discipline of *Civil Law (special part)* students of the year III together with students from the University of Arkansas, the US, participated in a case study (negotiation of a contract). Both teams were guided by a mentor (teacher) and an arbitrator. When evaluating the results, an arbitrator (being a US teacher) analyzed the negotiations and the work of the students in the group.