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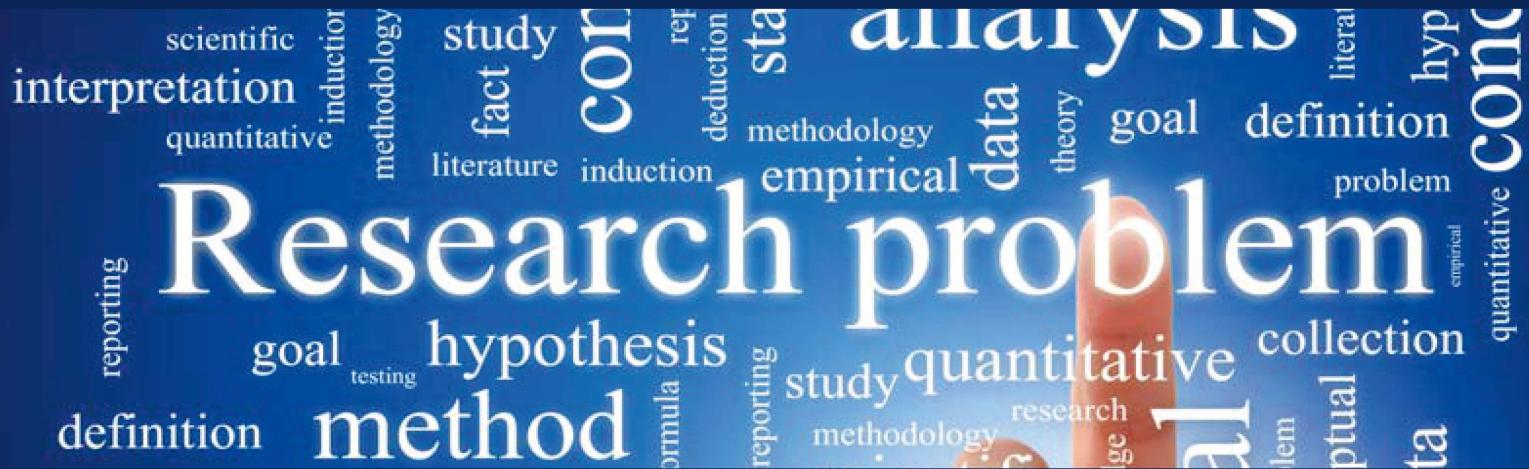
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Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability

Benchmarking on institutional study programme

Consolidated report

Work package 2

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Chisinau, 2016

Table of contents

List of Tables

List of Figures

List of Appendixes

1 INTRODUCTION

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

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

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

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

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

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

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

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

Table 2. Composition of the team working on the report

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

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

2. METHODOLOGY

2.1 METHODOLOGICAL BACKGROUND

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

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

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

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

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

Later, members of the working teams from Moldovan universities conducted a desk research, analyzing the works on the application of the PBL method in higher education institutions and the effectiveness of this method compared to traditional teaching methods (the list of literature was also recommended before organizing the workshop).

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

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

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

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

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

2.2 DATA COLLECTION

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

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

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

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

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

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

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

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

Table 3. Study visits to EU partners

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

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

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

Table 4. Data reporting template

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

2.3 DATA ANALYSIS

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

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

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

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

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

Table 6. Data reduction templat)

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

3. AALBORG UNIVERSITY

3.1. INTRODUCTION

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

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

3.2. SYSTEM LEVEL

3.2.1. Study programmes accreditation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2.2. Quality Assurance System

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

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

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

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

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

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

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

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

3.3. UNIVERSITY LEVEL

i. *Governing bodies of the university*

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

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

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

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

The board has the following basic responsibilities:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ii. *University management bodies / executive management*

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

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

The main tasks of the rector are:

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

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

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

iii.   *The organizational structure of the university*

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

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

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

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

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

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

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

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

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

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

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

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

Doctoral school. The dean is responsible for setting up and dissolution of doctoral schools / centers for doctoral studies at the faculty. Each doctoral school is led by the director of the doctoral school, who is appointed and dismissed by the dean. The director of the doctoral school must be a recognized researcher, with experience in doctoral studies.

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

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

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

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

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

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

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

The head of the school is generally responsible for:

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

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

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

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

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

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

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

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

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

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

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

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

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

vi.   University System of Quality Assurance (QA)

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

The quality assurance system is defined by eight quality areas:

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

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

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

- At the university level by the "Study Administration" subdivision of the rector's Secretariat - 4 collaborators.
- At the faculty level, by *Education* group within the *Faculty bureau* (e.g. Faculty of Humanities www.en.hum.aau.dk/about-the-faculty/deanery-and-the-faculty-office/) with 2-4 collaborators.

vii.   The introduction of Bachelor's degree programmes

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

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

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

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

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

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

viii.   The structure responsible for the third cycle

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

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

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

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

The doctoral school. The rector, or, in case this responsibility is delegated, the dean of the faculty, is responsible for setting up and dissolution of doctoral schools / centers for doctoral studies at the faculty. Each doctoral school is led by a director of the doctoral school, who is appointed and dismissed by the dean. The director of the doctoral school must be a recognized researcher, with experience in doctoral studies.

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

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

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

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

ix. *Student involvement in university governance and management*

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

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

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

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

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

Promotion within the university

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

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

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

3.4. FACULTY/DEPARTMENT LEVEL

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

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

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

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

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

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

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

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

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

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

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

The following evaluation methods can be applied:

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

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

3.4.1. Involvement of students in the development of study programmes

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

3.4.2. Management of study programmes

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

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

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

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

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

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

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

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

3.4.3. Revision of a study programme

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

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

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

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

Semester evaluations represent an important tool for the study board and the work of academic councils to ensure both the quality of teaching and the quality of educational programmes, because the recommendations presented in the evaluation reports are used for adjustments of study programmes and standardization of teaching activities in the following semesters.

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

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

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

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

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

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

3.5. INTEGRATION OF DISADVANTAGED GROUPS OF STUDENTS

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

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

3.6. INFRASTRUCTURE

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

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

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

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

3.7. THE STUDY PROGRAMME BUSINESS AND ADMINISTRATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The procedure is described in internal documents[2].

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

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

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

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[1] Guidelines on Rules regarding disciplinary measures for students at Aalborg University (Translation), p.2. Document disponibil pe intranetul Proiectului
[2] Complaints procedure for examination complaints at the Faculty of Social Sciences, Aalborg University. Disponibil pe Intranetul Proiectului

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

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

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

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

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

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

3.8.   STUDY PROGRAMME INFORMATION TECHNOLOGIES

3.8.1.   Introduction

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

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

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

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

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

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

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

3.8.2. University management level

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

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

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

Figure 1. The structure of the university administration
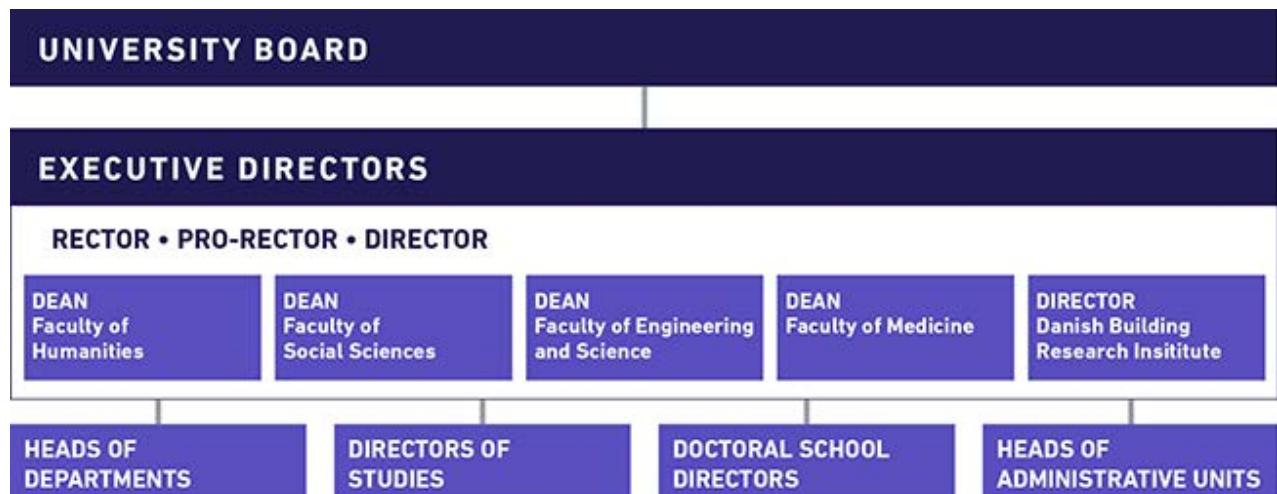
Aalborg University has four faculties: Humanities; Social Sciences; Engineering and Science; Medicine. The academic environment at faculties is organized into departments, schools and centers. As a result of interdisciplinarity, many of them belong to two or more faculties. Thus AAU is made up of 19 departments and 11 schools.

Figure 2. Organization chart of Aalborg University
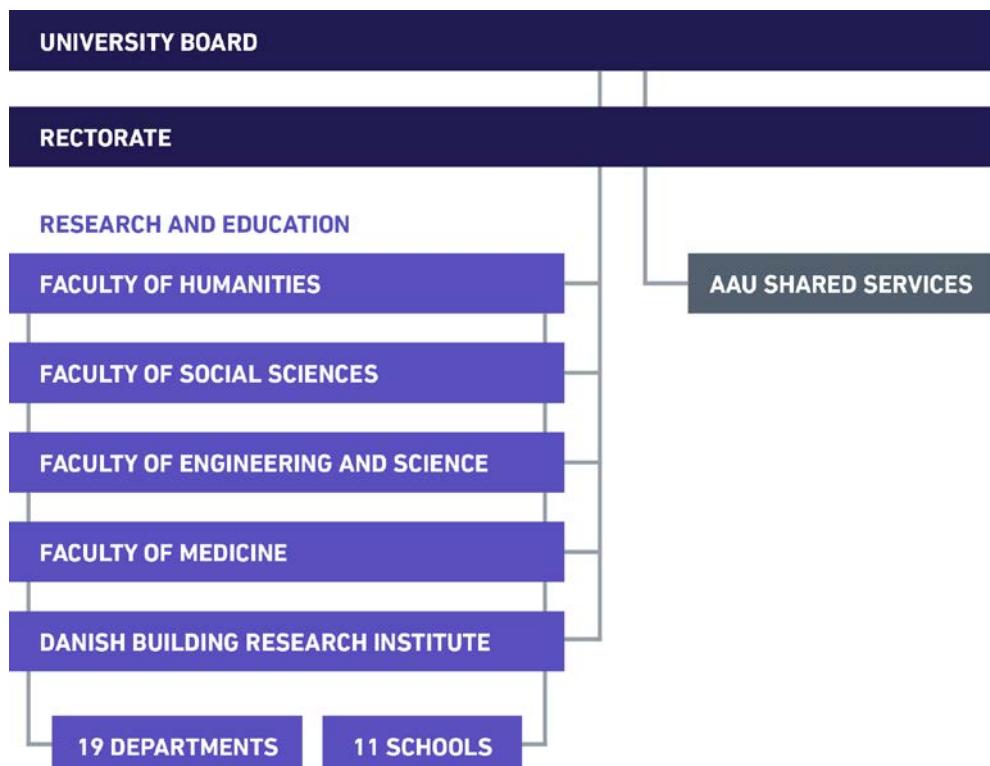
Each faculty has an advisory group called academic council. Councils are made up of a number of up to 15 people and discusses the most important issues of the faculty (including the approval of scientific degrees), as well as those submitted to the council by the rector.

3.8.3. Faculty/Department level

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

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

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

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

Figure 3. Organization chart of the Faculty of Engineering and Sciences
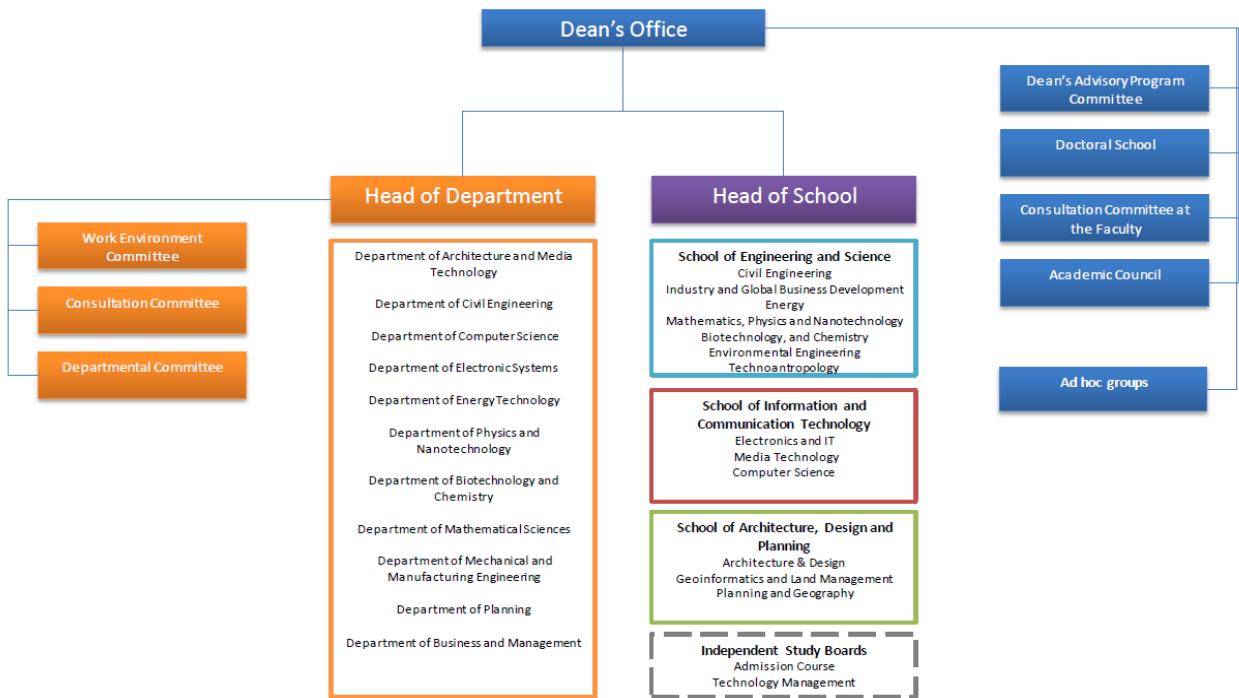
Each department has its own board that discusses topics such as development strategy, budget, quality assurance and learning environment. The board consists of up to 13 elected members of (academic, technical and administrative) staff and students.

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

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

Figure 4. Research Groups at the Department of Computer Science
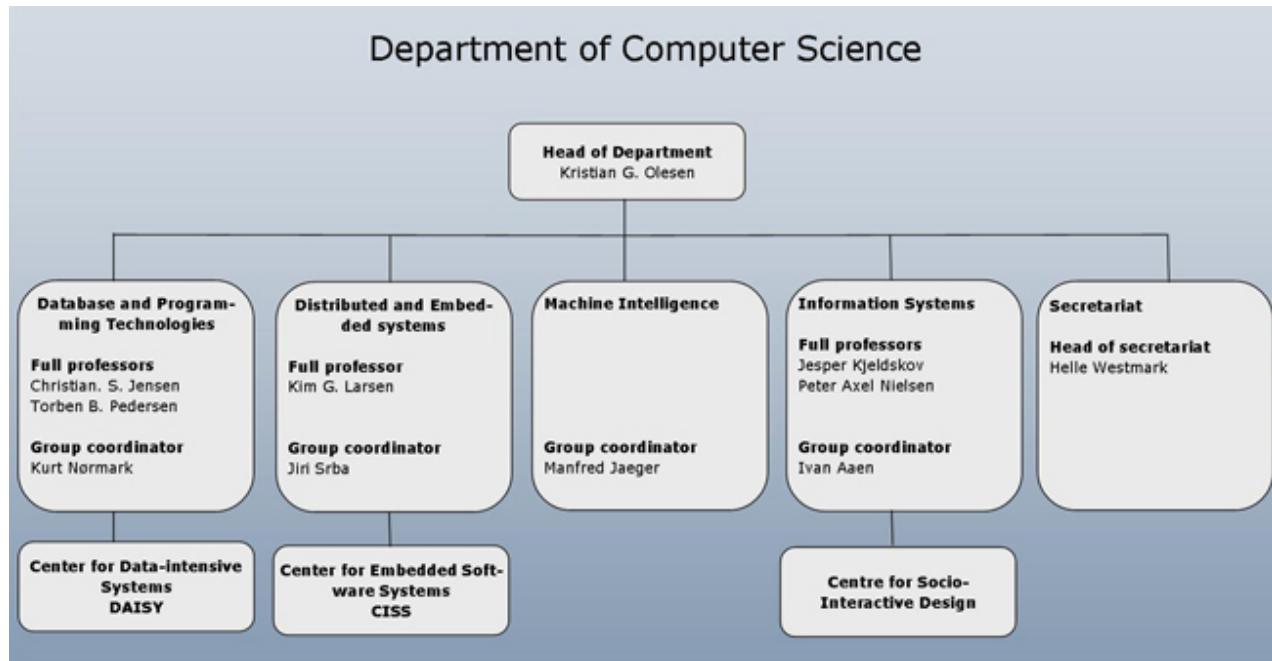
3.8.4. Study board level

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

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

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

3.8.5. Integrating disadvantaged students level

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

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

3.8.6. Physical environment level

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

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

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

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

3.8.7. Study programme level

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

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

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

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

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

3.8.8. Pedagogical training level

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

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

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

3.9. THE STUDY PROGRAMME LAW

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

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

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

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

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

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

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

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

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

The programme includes the following units of teaching and working:

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

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

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

3.9.1. Modules

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

3.9.2. Assessment of students

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

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

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

Concretely:

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

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

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

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

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

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

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

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

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

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

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

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

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

3.9.4. Assessment of students

Regulations / guidelines available:

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

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

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

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

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

3.9.5. Measures to avoid cheating and plagiarism

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

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

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

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

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

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

Examples of particularly aggravating circumstances:

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

3.9.6.   Provisions for appeals

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

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

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

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

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

3.9.7. The involvement of external examiners

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

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

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

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

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

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

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

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

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

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

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

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

7-point grading scale:

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

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

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

3.9.10. Incorporation into the programme and facilitation of academic mobility

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

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

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

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

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

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

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

Semester evaluations represent an important tool for the study board and the work of academic councils to ensure both the quality of teaching and the quality of educational programmes, because the recommendations presented in the evaluation reports are used for adjustments of study programmes and standardization of teaching activities in the following semesters.

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

3.9.12. Academic requirements for enrolment in the study programme

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

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

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

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

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

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

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

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

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

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

3.10. STUDY PROGRAM MEDICINE

3.10.1. Introduction

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

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

Programme structure comprises:

Chapter 1. The legal bases of the curriculum

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

Chapter 3. Content and Organisation of the Programme.

Chapter 4. Entry into Force, Provisions and Reviewing.

Chapter 5. Other Provisions.

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

3.10.2. Accreditation of study programmes

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

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

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

3.10.3. Methodology, procedures, evaluation criteria

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

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

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

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

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

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

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

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

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

3.10.4. Planning the didactic workload

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

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

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

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

3.10.5. Didactic workload distribution among departments and academic staff

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

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

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

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

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

3.10.6. Accomplishing the task of teaching and research

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

3.11. THE STUDY PROGRAMME PUBLIC ADMINISTRATION

3.11.1. Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a) understanding of the topic (research subject) by group members;

b) dividing the work tasks;

c) choosing a group coordinator;

d) involving members;

e) monitoring fulfillment of the tasks etc.

3.11.2. Evaluation of study programmes

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

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

3.11.3. The curricular design

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

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

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

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

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

3.11.4. Ensuring the realization of study programmes

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

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

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

3.11.5. Evaluation of learning outcomes

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

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

3.11.6. Involvement of students in the educational process

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

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

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

3.11.7. Student-supervisor corelation and research problem solving

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

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

3.11.8. The structure of the academic workload

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

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

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

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

3.11.9. Collaborating with potential employers

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

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

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

3.11.10. Pedagogical training level

Conform Ordinului Ministerului Învăţămîntului Superior al Danemarcei, universităţile îşi stabilesc regulile privind evaluarea academică a candidaţilor la diferite posturi din cadrul instituţiei.

Scopul evaluării este de a stabili dacă candidatul corespunde cerinţelor ocupaţionale descrise în fişa postului (job structure) şi de exigenţele înaintate pentru candidatul la post descrise în anunţul de angajare.

În particular se vor evalua competenţele candidatului în predare, cercetare şi comunicare. Rezultatele evaluării vor fi consemnate în formă scrisă şi vor fi prezentate rectorului. Dacă în cadrul comisiei de evaluare există o opinie diferită, aceasta va fi indicată neapărat în procesul-verbal. Componenţa comisiei de evaluare se decide la nivel de universitate. În general, în calitate de membri vor fi desemnaţi experţi din domeniul supus evaluării, care deţin cel puţin competenţele necesare poziţiei evaluate. Pot fi membri ai comisiei de evaluare doar cei care deţin cel puţin funcţia de conferenţiar universitar. În activitatea comisiei de evaluare pot lua parte doar preşedintele acesteea, secretarul şi membrii de rînd. Toţi sînt obligaţi să activeze în temeiul principiului confidenţialităţii şi a egalităţii gender.

Nu se evaluează activitatea cadrelor didactice invitate.

Desemnarea preşedintelui şi a membrilor comisiei de evaluare ţine de competenţa Consiliului academic, iar rectorul va stabili termenul-limită pentru prezentarea raportului de evaluare. Criteriile pentru evaluare sînt cele stipulate în Memorandumul privind structura funcţiilor (Job structure).

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

Sarcina Comisiei de evaluare este de a asigura o evaluare imparţială, calificată şi obiectivă a competenţelor academice ale candidaţilor la funcţiile academice, prezentînd o descriere detaliată a competenlor de predare, cercetare şi transfer de cunoştinţe şi ale altor competenţe relevante necesare pentru desfăşurarea unei anumite activităţi. De competenţa Comisiei nu ţine prioritizarea unor candidaţi la anumite funcţii, iar fiecare candidat se evaluează individual.

Pentru a face faţă rigorilor la anagajare şi/sau promovare, cerinţelor înaintate de către Agenţa de Acreditare din Danemarca în cadrul Universităţii din Aalborg este creat Laboratorul de Învăţare (Learning Lab), a cărui scop este de a contribui la misiunea Universităţii acea de a excela în predare şi învăţare în învăţmîntul superior. Acest laborator (Centru de Instruire) colaborează cu personalul academic, instruindu-i referitor la cel mai bune practici şi tendenţe moderne în predare. Centrul acordă suport personalului academic pentru ca aceştia să-şi dezvolte competenţele, abilităţile pedagogice în scopul oferirii predăriila satndarde înate de calitate. În principiu, activităţile Centrului sunt orientate pentru următoarele categorii de beneficiari:

- Pedagogia şcolii superioare pentru asistenţi universitari pentru care se conferă certificare în pedagogia învăţămîntului superior;

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

3.12. THE STUDY PROGRAMME ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION

3.12.1. Introduction

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

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

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

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

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

3.12.2. General information

Title: Bachelor of Science (BSc) in Economics and Business Administration
Duration: full time 3 years
Location: Aalborg East Campus
Starting date: 1st of September
ECTS: 180 ECTS (6 semesters of 30 ECTS each)
At cycle 2 – Master, the programme is intended for 4 semesters - 2 years of study – 120 ECTS.
Example: Master's degree programme „International Business Economics"

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

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

3.12.3. The process of developing and evaluating programmes

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

School
   ↓
Study board   ⟶   Advise committee (with representatives of employers)
   ↓
Programme
1. Core/Examination ⟷ External (examinations) for industry
2. Project   ⟶   Business.
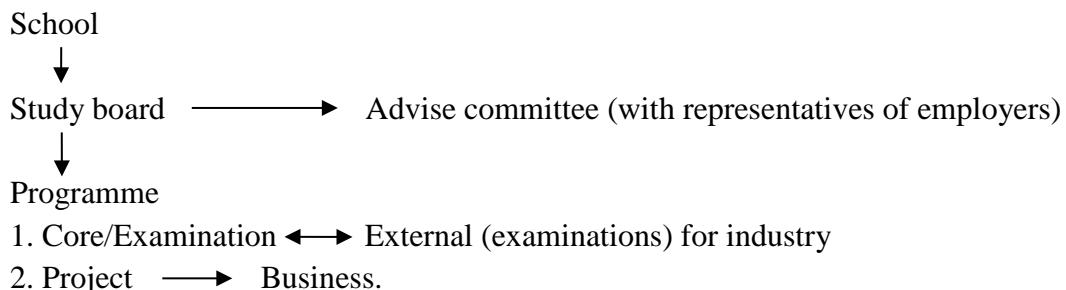
Evaluation of the students is made by the expert from the institution and the company. Programmes are developed at the business school level. Changes to the programme can come from different levels, including students.

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

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

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

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

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

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

3.12.4. Academic workload

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

		a) teaching	b) research
1)	professor	60%	40%
2)	associate professor	60%	40%
3)	assistant (840 hours)	50%	50%

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

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

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

3.12.5. Skills assessment

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

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

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

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

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

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

The external examiner represents the entrepreneurial environment or the employer.

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

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

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

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

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

4. UNIVERSITY OF GLOUCESTERSHIRE

4.1. INTRODUCTION

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

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

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

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

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

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

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

4.2. AT THE LEVEL OF EDUCATIONAL SYSTEM

4.2.1. Accreditation of universities

Diplomas in the UK are offered by educational institutions accredited by the Committee of Privy Privy3 based on the opinions offered by the Quality Assurance Agency for Higher Education (AAC).

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

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

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

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

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[3] https://privycouncil.independent.gov.uk/work-of-the-privy-council-office/higher-education/
[4] http://www.hefce.ac.uk/about/role// Higher Education Funding Council for England (HEFCE)
[5] http://www.qaa.ac.uk/en/Publications/Documents/Degree-Awarding-Powers-Handbook-England-15.pdf

4.2.2. Quality assurance

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

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

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

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

4.3. AT UNIVERSITY MANAGEMENT LEVEL

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

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

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[6] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code
[7] Conform Codului prestatori sunt considerate universitățile și colegiile care oferă programe de studii în Marea Britanie.
[8] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications
[9] http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/higher-education-review

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

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

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

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

From the academic point of view, the university is composed of **faculties**. The University of Gloucestershire has three faculties: (1) Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media, Arts and Technologies. The university has 10 schools.[10] Law specialty is in the Faculty of Business.

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

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

4.4. AT FACULTY LEVEL

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

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

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[10] http://www.glos.ac.uk/faculties-and-schools/Pages/faculties.aspx
[11] http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Gloucestershire/University-of-Gloucestershire-IA-annex-10.pdf

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

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

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

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

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

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

4.5. AT FACULTY COUNCIL LEVEL

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

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

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

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

4.6. INTEGRATING DISADVANTAGED STUDENTS LEVEL

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

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

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

4.7. INFRASTRUCTURE

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

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

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

4.8. THE STUDY PROGRAMME BUSINESS AND ADMINISTRATION

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

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

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

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

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

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

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

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

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

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

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

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[12] Higher Education Review of University of Gloucestershire, April 2015, p.26-27

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

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

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

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

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

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

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

The key points underlying the reasoning are as follows:

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

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

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

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

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

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

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

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

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

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

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

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[13] Academic Regulations for Taught Provision, p.14

The current grading system is as follows:

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

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

Or as follows,

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

Overall module performance is graded as follows:

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

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

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

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

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

Also, the general appeal procedures are described in the Quality Code for Higher Education.[15]

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

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

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

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

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

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

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

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[15] UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints

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

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

Pedagogical training level.

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

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

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

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

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

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

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

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

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

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

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

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

4.9.   THE STUDY PROGRAMME INFORMATION TECHNOLOGIES

The study programme on each course consists of:

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

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

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

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

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

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

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

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

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

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

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

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

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

This course comprises several study modules:

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

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

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

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

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

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

a) L1:
   - written exams - 25%
   - practical exams - 0%
   - course work - 75%

b) L2:

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

c) L3:

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

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

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

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

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

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

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

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

4.10.   THE STUDY PROGRAMME LAW

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

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

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

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

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

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

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

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

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

CATS (each education level =120 CATS).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) evaluation questionnaires completed by students.

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

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

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

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

4.11. THE STUDY PROGRAMME PUBLIC ADMINISTRATION

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

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

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

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

- understand some of the fundamental doctrines and principles of law of England and Wales, particularly contract law, tort law, constitutional and administrative law, criminal law and European Union law;
- know and understand sources of these law branches, how they arose and developed and institutions that form their contents;
- understand the social, political and economic context in which law operates and to form critical thinking in controversy areas within the themes studied;
- expand the understanding of English and international law, through the study of optional modules;
- be able to apply research skills in planning and implementation of independent research;
- be able to critically analyze, interpret, evaluate and synthesize information from a variety of sources;
- be able to analyze practical legal issues, by distinguishing between relevant and irrelevant information, and to apply legal rules and principles of law to generate solutions;

- be able to evaluate competing arguments and make rational judgments;
- be able to communicate clearly both orally and in writing, using legal terminology correctly;

- be able to think and work both as a team member and individually, reflecting on the learning process.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.12. THE STUDY PROGRAMME ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION

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

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

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

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

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

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

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

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

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

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

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[17] Academic Regulations for Taught Provision, p.14

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

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

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

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

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

5. DATA ANALYSIS AND INTERPRETATION

5.1. INTRODUCTION

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

5.2. CRITERIA, PROPERTIES AND INDICATORS

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

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

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

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

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

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

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

5.3. EMERGING PATTERNS

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

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

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

	Each faculty is headed by a dean	exercising their duties by so-called assistants. United Kingdom: The University of Gloucestershire has three faculties: (1) Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media, Arts and Technologies.
4. Level of body responsible for developing the study programme	The Faculty Council is responsible for the academic programmes of the Faculty at both universities. In both universities a large number of students are included in the faculty council who are actively involved in the management of the faculty, study programmes development. Also, in developing study programmes future employers are also involved who know better the needs of the labor market.	
5. Integration of disadvantaged groups of students	Both universities offer very good conditions for the integration of disadvantaged students (special stairs etc.)	
6.Infrastructure	Both universities are endowed with advanced equipment, which also allows an efficient implementation of the PBL method in teaching and learning. In the universities there are many classrooms that offer students the opportunity to work in small groups.	
7.Study programme level Key criteria: structure of the study programme, number of credits, basic skills	At both universities, Bachelor degree studies last 3 years, in total 6 semesters. The basic skills offered by both study programmes: a) to identify, analyze and solve problems; b) extensive academic knowledge, theoretical, practical and methodological skills.	Denmark • One semester=30 ECTS • Total: 30 ECTSX6=180 ECTS United Kingdom • One semester= 60 CATS (each level =120 CATS) • Total: 60 CATSx6 =360 CATS

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

6.   CONCLUSIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

Concluding remarks:

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

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Appendix 1. Data collection template

Observation grid

Grid 1. System Level

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

Grid 2. University level

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

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

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

Grid 3. Faculty / department level

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

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

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

Criterion	Description	Source - normative acts, Regulations, Guidelines
Criterion 7. **Involvement of students in the development of study programmes**		
Criterion 8. Management of study programmes		
8.1. Academic staff involvement in organizing and coordinating a study programme		
8.2. The way this process is formalized		
Criterion 9. Review of a study programme		
9.1. The procedure for annual monitoring and periodic review of the program		
9.2. Performance indicators applied 9.3. Students feedback: procedure and impact		

Grid 5. Integration of disadvantaged groups of students

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

Grid 6. Study programme level

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

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

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

Appendix 2. Data reporting table, Aalborg University, Denmark

Formulation of the question, problem	Material consulted	Findings	Reflections
1. System level **Criterion 1: Accreditation of study programmes**	The accreditation system is based on the 2013 Act - Act on accreditation of higher education institutions (Act of Acreditation). The accreditation system in Denmark consists of the Accreditation Council and the Danish Institute for Accreditation	The act changes the accreditation system existing up to 2013 from the accreditation of study programmes to the accreditation of the institution. **Institutional accreditation is based on five statutory criteria:** - Quality assurance policies and strategy. - Quality organization and management. - Knowledge base of the programmes. - The level and content of programmes. - Relevance of the programmes.	We consider it logical and rational to conduct institutional accreditation during which and accreditation of study programmes is also carried out. Good practice to include student representatives in the Accreditation Council, too.
Criterion 2: Quality Assurance System	In the Danish education system there is no quality assurance central / national body	In general, the Danish accreditation system aims to improve the quality of programmes in the higher education sector and to contribute to creating a more coherent educational market, transparent for the benefit of students, labor market and educational institutions.	It is a logical practice.
2.1. External quality evaluation procedure: levels, criteria	Quality of study programmes is subject to external evaluation under the procedure of their accreditation, one of the criteria for the programme presentation being the *Internal quality assurance and development.*	In the case of institutional accreditation the university should illustrate and document the quality assurance system and its activities according to five accreditation criteria set out in the Ministerial Order on accreditation, namely: - Quality assurance policies and strategy. - Quality organization and management. - Knowledge base of the programmes. - The level and content of programmes. - Relevance of the programmes.	We consider internal quality evaluation procedure of study programmes within the accreditation procedure justified.

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

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

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

		such students with the situation test. There are provided in the University pathways, one-storey blocks of studies, access routes for the visually impaired.	
6. Physical environment level		The University acquires and allocates resources to support and facilitate problem / project- based learning application. This involves: providing spaces for group work, meetings with the project supervisor, classes of different sizes and providing equipment for study activities (lectures, seminars, laboratories, workshops); maintaining a university library that provides students access to specialized journals, periodicals and scientific literature containing information about the latest results; providing access to information and IT systems / platforms to support project activities.	We believe that, as a priority, funding should be re-distributed for the purpose of endowment, technical equipment.
L7: Level of the study programme BUSINESS ADMINISTRATION		Business and Management programme is intended for 3 and 6 semesters respectively.	
The structure of the study programme	http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degrees.aspx	The workload is 120 CAT per year. 1 ECTS is equivalent to 2 CAT. 1 CAT is equivalent to 10 hours of student effort. To obtain a bachelor degree it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS.	
Assessment of students	Assessment: Handbook of Principles and Procedures, 2015/16.	There are clearly stipulated exam types that are used in each module, the requirements put forward, the learning outcomes that the student must show, the requirements to obtain a	There are published separate principles and procedures for assessing students with disabilities.

		certain grade, the consequences of non-compliance with the deadline for work submission or non-attending the exam.	
Avoiding and sanctioning cheating and plagiarism	University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16**	In the internal regulations of the university it is presented a clear definition of what is plagiarism. This means that students must not copy, paraphrase or submit another work as their own. There are also included other forms associated with plagiarism. In the autumn of 2015 it was declared the use by the University of Gloucestershire of plagiarism detection Turnitin software.	
Students appeals	UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints	In the university there is the possibility of making certain *appeals*. They are regulated. Thus, there are provided the situations in which appeals could be filed.	
The current grading system	Academic Regulations for Taught Provision	The grading system is expressed in percentages and letters. Thus 70-100% is equivalent to mark A, 60-69% - B; 50-59 - C; 40-49 - D. They are passing marks. Below 40% there is no promotion	
L8: Pedagogical training level		UoG welcomes the participation of teachers, especially the young one, at various events.	
L7. Level of the study programme INFORMATION TECHNOLOGIES	http://www.en.aau.dk/education/study-in-scandinavia	- The Aalborg Model for Problem Based Learning (PBL) - Group Work - Team-based approach - The 3+1 curricula model - Semester theme - Semester coordonator	The study method is also known as problem based project work and, in brief, this means that in each semester everyone works closely together with a group of fellow students on a large written assignment.

L8: Pedagogical training level	http://www.learninglab.aau.dk/about/	• Learning Lab • LACS - Centre for Language and Communication Services • Adjunktpædagogikum: Certification in higher education pedagogy	• Learning Lab empowers staff to fulfill Aalborg University's commitment to excellence in higher education teaching and learning. • Academic English at a High Level; Obligatory certification in English (assistant professors)
L7. Level of the study programme LAW **Criterion: Academic staff involvement in organizing and coordinating a study programme**	MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20(4)]	The study board develops the curriculum, following the provisions of legal acts and orders issued by the relevant ministry. After a rigorous legal scrutiny, the dean approves the programme and proposes it to the academic council for consideration. Each study programme offered at AAU is developed and managed by a study board of a school operating at one or more faculties. The content and processes each semester of the programme are planned and controlled by the **semester group**. The semester group, also called the coordinating group, consists of academic staff (teachers of courses and supervisors of projects undertaken in that semester), secretary of study and student representatives.	
Students' feedback: procedure and impact		Within the semester evaluation, the school sends a short questionnaire to all students. Students' answers are presented to the study boards, and sent to each semester coordinator to use them along with other documents (including minutes of meetings of the semester group) as a basis for drawing up the evaluation report of the	

		semester and of the teaching process. The semester coordinator can organize an evaluation meeting to be attended by all teachers and students in that semester.	
Criterion: Assessment of students	MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20(4)	All mandatory courses must be assessed in written and / or oral examination (including project sample). If the assessment is not internal, an external examiner is involved in the exam. Students in Denmark are assessed according to a gradation consisting of points grouped in 7 levels. This specific often creates difficulties to Danish students when being accepted into other universities that require only students with top assessment.	
L7. Level of the study programme PUBLIC ADMINISTRATION **Integration of the study programme into the university strategy**	Problem-based learning is one of the university's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop curricular design, independent thinking and professional training. Integration in the organizational context of AAU of the PBL principles takes place in the following way: • Announcing explicitly the principles of PBL as a result of learning in curricula content and of all study programmes; • Professional development of academic staff according to the PBL principles and the use of ICT in teaching.	• Active Learning teaching methodology is an innovative method, whose principle is student-centered learning. In this process, students are involved in various activities that promote analysis, synthesis and evaluation of information obtained in class. Activities are conducted under an umbrella form and consist mainly of: • Simulations; • Group projects; • Formulating a problem; • Investigational projects; • Case studies.	

Focus on employability	These teaching methods pave the way for better jobs on labor market.		
Digitization of the teaching process	Online environments rich in technologies, which, in practice, serve as a physical space for collaboration between students, discoveries and innovations, support the learning that takes place inside the classroom.		
L8: Pedagogical training level Structures responsible for pedagogical training	Considering the higher education institutions tend to focus on research, the teacher status can be improved by adopting the approach to student-centered teaching methods. It takes into account innovation and enables teachers to conduct courses in the manner they wish, while giving students the flexibility to develop in the way they chose.	There is the Learning Lab in Aalborg University, whose activities are the following: - Higher school pedagogy for university assistants who are provided with a certification in higher education pedagogy; - Courses for newcomers at Aalborg University: Fundamental pedagogy, problem-based learning, ICT in teaching etc.; - Continuous training of staff with work experience; - Various seminars, workshops, individual training etc. In the United Kingdom there is, at the state level, the Professional Standards Framework for teaching and supporting learning in higher education.	
L7 Level of the study programme ENTREPRENEURSHIP AND BUSINESS ADMINISTRATION	Problem-based learning is one of the university's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop curricular design, independent thinking and	Active Learning teaching methodology is an innovative method, whose principle is student-centered learning. In this process, students are involved in various activities that	

	professional training. Integration in the organizational context of AAU of the PBL principles takes place in the following way: • Announcing explicitly the principles of PBL as a result of learning in curricula content and of all study programmes; • Professional development of academic staff according to the PBL principles and the use of ICT in teaching. These teaching methods pave the way for better jobs on labor market. Online environments rich in technologies, which, in practice, serve as a physical space for collaboration between students, discoveries and innovations, support the learning that takes place inside the classroom.	promote analysis, synthesis and evaluation of information obtained in class. Activities are conducted under an umbrella form and consist mainly of: • Simulations; • Group projects; • Formulating a problem; • Investigational projects;	
L8: Pedagogical training level **Structures responsible for pedagogical training**	Considering the higher education institutions tend to focus on research, the teacher status can be improved by adopting the approach to student-centered teaching methods. It takes into account innovation and enables teachers to conduct courses in the manner they wish, while giving students the flexibility to develop in the way they chose.	There is the Learning Lab in Aalborg University, whose activities are the following: • Higher school pedagogy for university assistants who are provided with a certification in higher education pedagogy; • Courses for newcomers at Aalborg University: Fundamental pedagogy, problem-based learning, ICT in teaching etc.; • Continuous training of staff with work experience;	

Appendix 3. Data reporting table, UoG, the UK

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

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

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

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

coordinating a study programme		Development. Faculties usually generate new courses in line with the University and Faculty Plan, presented by the Dean. Courses validation is made by the *Validation panel* that are approved by the *Committee on Academic Standards and Quality*.	
Students' feedback: procedure and impact		The University collects feedback from students through an external survey (National Students Survey). Internally, the individual assessment of each module is mandatory, but the university does not impose a particular model.	Student feedback should be encouraged. A nationwide survey would be welcome.
L7: Level of the study programme PUBLIC ADMI-NISTRATION	- Discussions with Sharon Harvey, Academic Director of the School of Business and School of Law; - Consulting the website of the University of Gloucestershire	The School of Business of the University of Gloucestershire offers the opportunity to study law under the programme entitled "Legal Studies". Within the programme "Legal Studies" the teaching and learning strategy is correlated with the university one, aiming at developing the capacity of learning independantly and in collaboration, to train them for life and for employment, to develop critical thinking skills in planning and decision making. The programme uses a variety of approaches, such as lectures, debates, seminars, role playing, simulated trials, case studies and presentations, to ensure that the learning outcomes of the programme can be achieved and demonstrated.	

| **L8: Pedagogical training level** | - Clegg, S. 2009. Histories and institutional change: understanding academic development practices in the global 'north' and 'south'. International Studies in Sociology of Education; http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf | In the United Kingdom there is a state-level Professional Standards Framework for teaching and supporting learning in higher education. | The purpose of this standards framework is:
• providing support in initial and continuing training of staff involved in teaching - learning activities;
• strengthening dynamic approaches of teaching and learning in terms of creativity, innovation and continuous development in various professional situations;
• manifestation of professionalism in academic work in front of students and different beneficiaries;
• learning various learning, teaching and assessment practices which support and emphasize student learning activity;
• facilitation at the individual and institution level to obtain formal recognition for qualitative aspects of teaching and learning support, including research and management activities. |

Appendix 4. The structure of the LAW study programme at Aalborg University, Denmark

6. sem.	Elective 1 ECTS: 5	Elective 2 ECTS: 5	Bachelor's Thesis ECTS: 20	
5. sem.	Corporate Finance ECTS: 5	Firm Analysis and Integrated Company Study ECTS: 25		
4. sem.	Data Analysis and Statistics ECTS: 10	Market Analysis ECTS: 5	Marketing ECTS: 5	Strategy and Strategy Project ECTS: 10
3. sem.	Business Law ECTS: 5	Management Accounting ECTS: 10	Scientific Methods II ECTS: 5	Organisation Theory and Project ETCS: 10 ECTS: 5
2. sem.	Economics ECTS: 5	Financial Accounting ECTS: 5	Fundamental Business Economics ECTS: 5	Scientific Methods I ECTS: 5 · Information Management and Information Systems ECTS: 5 · Project ECTS: 5
1. sem.	Problemoriented Understanding of Society ECTS: 7	Social Science Methodology ECTS: 5	Economic, Social and Political Development (including project) ECTS: 13	

Appendix 5. The structure of the LAW study programme at Aalborg University, Denmark

SEM.1

5 ETCS   Judicial methods

5 ETCS   Elaboration of the research project

20 ECTS   Contract law and tort liability

SEM.2

5 ETCS   Constitutional and international law

5 ETCS   Fundamental human rights

10 ETCS Criminal law and criminal procedure

10 ETCS Family law and inheritance law

SEM 3

10 ETCS Administrative law

10 ETCS Civil procedural law

10 ETCS The theory of judiciary practice

SEM.4

20 ETCS Ownership, obligations rights, private international law

10 ETCS EU law

Sem.5

10 ETCS Business regulation

20 ETCS Bankruptcy law, civil executional law

SEM.6

10 ETCS Company law

10 ETCS Optional subjects

10 ETCS Bachelor project

Module name	Name of subjects	ETCS	Sem	Assessment
General module	Judicial methods	5	1	2 hours, internal written exam
	The theory of judiciary practice	10	3	5 hours, internal written exam
Public law module	Research project	5	1	Defending the project
	Constitutional and international law	5	2	5 hours, internal written exam
	Fundamental human rights	5	2	
	Criminal law and criminal procedure	10	2	5 hours, written exam
	Family law and inheritance law	10	3	5 hours, written exam
	EU law	10	4	4 hours, written exam
	Business regulation	10	5	4 hours, written exam
Private law module	Contract law and tort liability	20	1	10 ETCS – 5 hours, written exam; 10 ETCS – oral exam
	Family law and inheritance law	10	2	5 hours, written exam
	Ownership, obligations rights, private international law	20	4	10 ETCS – 5 hours, written exam; 10 ETCS – oral exam
	Law of obligations; Bankruptcy law; Civil executional law	20	5	10 ETCS – 5 hours, written exam; 10 ETCS – oral exam
	Company law	10	6	Ex oral
Procedural law module	Civil procedural law	10	3	3 hours written exam

In the catalog of optionals subjects, in semester 6, there are found subjects such as:

- Commercial Contracts
- Consumer rights
- Drawing up contracts
- Procurement
- Construction Law
- Supporting Entrepreneurship
- Financial Institutions Act
- The judicial system of the United Nations on human rights
- Environmental Law
- Rhetoric and Communication
- Immigration Law

Appendix 6. The structure of the Business and Management study programme at UoG

Course name in Romanian	Course name in English	Number of CAT	Semester
Mandatory courses			
Portofoliu Personal și Profesional	Personal and Professional Portfolio	30	I,II
Mediul de Afaceri Global	The Global Business Environment	15	I
Contexte de Management	Management Contexts	15	II
Înțelegerea Businessului și Informației Financiare	Understanding Business and Financial Information	15	II
Principii de marketing	Marketing Principles	15	I
Raport și eseu scris pentru vorbitori non nativi de limba engleza	Report And Essay Writing For Non Native Speakers Of English	15	I
Engleză în scopuri academice și profesionale	English For Academic And Professional Purposes	15	II
Gestiunea operațiunilor de afaceri	Managing Business Operations	30	III, IV
Gestiunea resurselor Umane	Managing Human Resources	15	III or IV
Managementul marketingului	Marketing Management	15	III or IV
Contabilitate pentru Finanțe și factori de decizie	Accounting For Finance And Decision Makers	15	III or IV
Gestiunea Businessului Internațional	Managing International Business	15	III or IV
Engleza în scopuri academice 2	English For Academic Purposes 2	15	IV
Scriere academică pentru vorbitori non nativi de limba engleză	Academic Writing For Non Native Speakers Of English	15	III
Elaborarea și sustenabilitatea strategiei	Building And Sustaining Strategy	30	V, VI
Optional courses			
Gestiunea schimbărilor	Managing Change	15	V
Marketing strategic	Strategic Marketing	15	V or VI
Managementul finanțelor Corporative	Corporate Financial Management	15	VI
Disertație de Cercetare	Research Dissertation	30	V, VI
Studiu de investigație	Investigative Study	15	VI
Abilități academice avansate	Advance Academic Skills	15	V or VI
Strategii pentru Leadership Responsabil Global	Strategies for Globally Responsible Leadership	15	VI
Other courses			
Gestiunea operațiunilor la nivel global	Managing Operations Globally	15	V

Contabilitate Corporativă	Corporate Accountability	15	V or VI
Afaceri noi	New Business Enterprise	15	VI
Aspecte culturale în management	Cultural Issues In Management	15	V
Dezvoltarea Afacerilor prin oameni	Developing Business Through People		

Legend:

Bold text - Compulsory courses
Text in italics - Optional courses (Core)
Free-format text - Other courses

Appendix 7. The structure of the Law study programme at UoG, the UK

LEVEL 4

To complete your programme you must pass the following compulsory modules:

LW4001 Contract Law 30 CATS YEAR*

LW4002 Tort 30 CATS YEAR

LW4003 Constitutional & Administrative Law 30 CATS YEAR

LW4004 Legal Method & Skills 30 CATS YEAR

LEVEL 5

To complete your programme you must pass 30 CATS from the following core modules:

LW5001 Criminal Law 30 CATS YEAR

LW5002 Property Law 30 CATS YEAR

LW5003 EU Law 30 CATS YEAR

Other modules which can count towards the requirements of your Course are:

LW5004 Family Law 15 CATS SEM 1

LW5005 Intellectual Property Law 15 CATS SEM 1

LW5006 Commercial Law 15 CATS SEM 2

LW5007 Lawyers' Skills 15 CATS SEM 2

LW5008 Employability 15 CATS YEAR

LEVEL 6

To complete your programme you must pass the following compulsory modules:

LW6002 Extended Essay 15 CATS YEAR

Other modules which can count towards the requirements of your Course are:

LW6001 Equity and Trusts 30 CATS YEAR

LW6003 Company Law 15 CATS SEM 2

LW6004 Employment Law 15 CATS SEM 1

LW6005 Environmental Law 15 CATS SEM 2

LW6006 Human Rights 15 CATS SEM 1

LW6007 Information Technology Law 15 CATS SEM 1

LW6008 Media & Entertainment Law 15 CATS SEM 2

LW6009 Medical Law 15 CATS SEM 2

LW6010 Public International Law 15 CATS SEM 2

Appendix 8. Reference criteria, properties and indicators for Business and Management study programme

AAU	UoG	Criteria, properties and indicators
The accreditation system in Denmark consists of the Accreditation Council and the Danish Accreditation Institution	Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Higher Education Funding Council for England	**System level** **Criterion 1.** *Accreditation of study programmes*
In Denmark, the Accreditation Agency is also responsible for quality assurance issues	In the UK, the national quality assurance body is the Quality Assurance Agency for Higher Education (QAA).	**Criterion 2.** *National Quality Assurance System*
There are no professional bodies that contribute to the validation of programmes or how they are carried out, but at the university there are advisory bodies at the level of each study board, in composition of which there are competent and notorious foreign persons.	For the Business and Administration programme it is not required the accreditation by professional bodies	**Criterion 3.** *Professional bodies involved in accreditation*
University Board and the Rector. It is unitary management structure.	University Board and the Rector. It is unitary management structure.	**University level** **Criterion 1.** *Governing, management and organization bodies of the university*
At Aalborg University there is an institutional commitment to learning and innovative teaching envisaged by the 2016-2021 university strategy, where, in particular, the emphasis is on problem-based learning, and the employability of students.	The UoG Strategic Plan (2012-2017), and the academic Strategy (2014-2017) provides for the development of student-centered education.	**Criterion 2.** *The university's institutional strategy, incorporating curricular strategy with emphasis on student-centered learning*
There is University's Steering Group for quality assurance and development. This group is responsible for systematic overseeing of internal quality and improvement of the quality system, development of quality areas within the university.	Supervision of all quality assurance procedures within the University is in the competence of the Academic Council.	**Criterion 3.** *Quality assurance bodies at university level*
At Aalborg University it is created a Learning Lab, which offers	The participation of teachers, especially the young ones at various	**Criterion 4.** *Pedagogical training of teachers and their continuous training*

pedagogical qualifications obtained through Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. The PBL Academy favors this direction, too.	events organized within the institution is greeted at UoG.	
Faculties and Departments are component parts of internal organization of the university, where the meetings are held in order to share examples of good practice and performances obtained in student centered teaching and learning.	The role of Departments is exercised by the Schools created within the University.	**Faculty Level/Department** **Criterion 1. Faculty's role in communicating with student-involved teaching and student-centered learning**
Body responsible for the development and monitoring of study programmes.	Body responsible for developing and monitoring study programs.	**Board of Studies level** **Criterion 1. The structure of the body responsible for studies**
The university uses various valuation methods, peer evaluation, evaluation monitoring, and involvement of an external evaluator.	At the University there is a wide range of assessment methods. It is important that they are appropriate to the purpose.	**Criterion 2. Analysis of the evaluation practice**
The initiative to create a new programme at cycle I and II usually comes from a teacher, group forming the programme team or a research group. At the faculty there is an experienced person on legal regulations in education, which helps the team to create the document package. The Dean signs this package after a rigorous legal scrutiny.	The initiator of a new undergraduate degree program in UoG is the Department, within which a program committee is formed, which argues, then elaborates the curriculum of the program. The program is discussed within the department, then the academic committee of the Faculty. A special role is assigned to professional associations. The requirements regarding the design, development and monitoring of the study programs are described in the Quality Code.	**Criterion 3. Method of developing a new study program**
Students are involved to an extent of 50% in the study boards, but also in other bodies.	Students are actively involved in all governing bodies	**Criterion 4.** *Involving students in developing the study programme*
The revision of programmes is done every semester and there are	The revision of programmes is done at every 5 years.	**Criterion 5.** *Periodical monitoring and analysis of programmes*

organized eight annual meetings for this purpose.		
The existence of this body was not noticed at Aalborg University.	Help Zone office is in UoG. Besides the Help Zone office, there are also tutors who can help them.	**Integration of disadvantaged groups of students** **Criterion 1.** *The existence of a body that is concerned with disabled students*
All conditions are created so that they are not marginalized.	Classrooms, libraries, WiFi areas, student campuses are adapted to the needs of people with disabilities.	**Criterion 2.** *Ways of working with students from disadvantaged backgrounds with regard to teaching*
There is infrastructure that provides access to education and offers learning opportunities to students with disabilities	Both universities have a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.	**Infrastructure (physical environment)** **Criterion 1.** *Providing facilities tailored to the needs of people with disabilities*
The University has a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.		**Criterion 2.** *Existing facilities for students to support problem-based learning*
The programme is provided during 6 semesters, 3 years.	The programme is provided during 6 semesters, 3 years. (year 1 – level 4, year II - level 5, year III – level 6)	**Level of the study programme** **Criterion 1.** *Structure of the programme Business and Administration*
Each year of study is equivalent to 60 ECTS 30 ECTS respectively for each semester. 1 ECTS equals 27 hours of student work.	The workload for a year is 120 CAT. 1 ECTS equals to 2 CAT, 1 CAT equals to 10 hours effort made by the student.	**Criterion 2.** *Student workload*
At Aalborg University, the widespread use of the projects in teams bring also a specific to assessments	At UoG, there are published separate principles and procedures for the assessment of students with disabilities.	**Criterion 3.** *Assessment of students*
Many stakeholders are involved in the design, development and improvement of a study programme: teachers, students, employers, graduates.	Many stakeholders are involved in the design, development and improvement of a study programme: teachers, students, employers, graduates.	**Criterion 4.** *Involving teachers, students, graduates, employers in the development, management and improvement of the programme*
There is VBN portal that tests all projects against plagiarism, bachelor's and master theses.	Since the autumn of 2015, the University of Gloucestershire uses the plagiarism detection software - Turnitin.	**Criterion 5.** *Avoiding and sanctioning cheating and plagiarism*
There are regulations stipulating conditions when claims may be submitted, how to solve them.	There are regulations stipulating conditions when claims may be submitted, how to solve them.	**Criterion 6.** *Students appeals*

In Denmark the grading system based on 7 scale is used, which consists of five positive grades 0,2,4,7,10,12 and two negative grades 00 and -3.	In the UK, the grading system is expressed in percentages and letters. Thus 70-100% is equivalent to mark A, 60-69% - B; 50-59 - C; 40-49 - D. They are passing marks. Below 40% there is no promotion	**Criterion 7.** *The current grading system*
The external examiner is mandatory in both universities for greater objectivity of student assessment.	At UoG, the phenomenon of "Externality" is practiced – an external teacher is assigned for each course (from another university), who will assess the evaluation method and the results provided by the internal teacher to students. Also, in this process, the external teacher will give his colleague suggestions for improvement.	**Criterion 8.** *The role of external examiner*
At Aalborg University, there is a practice of developing projects based on real companies, with real problems.	At UoG, it is greeted and stimulated the one year internship. More initiatives are developed that aim at contributing to a better employment of graduates.	**Criterion 9.** *Employability of graduates*

Appendix 9. The comparative analysis of the institutional framework and the study programme INFORMATION TECHNOLOGIES at AAU in Denmark and UoG in the UK

AAU	UoG	Criteria, properties, indicators
Basic findings by levels	Basic findings by levels	
System level:	**System level:**	**System level:**
- AAU is self-governing institution; - AAU is accredited by the Danish Accreditation Institution; - Adjunktpædagogikum: Certification in higher education pedagogy - Obligatory certification in English as Medium of Instruction	- UoG and other universities across the UK are autonomous enough; - UoG is accredited and has a good position in Top10 universities of UK; - UoG staff must be HEA certified; - UoG conforms to EHEA, thus assuring quality of higher education.	- university autonomy; - accreditation of the higher education institutions; - staff certification; - quality assurance in higher education.
University level:	**University level:**	**University level:**
- Aalborg University's academic environments are organised in departments. Each department is led by a head of department and has a department council, which define autonomously the strategy and budget of the department, quality assurance and quality development of study environment, etc. - It is the responsibility of the departments to contribute to the assurance of the quality of the teaching delivered. For example, course lecturers conducting self-evaluations of their courses are one way of achieving this. The result of these can be sent to the study board; - The Danish higher education system is generally characterised by high levels of institutional freedom: organisational and staffing autonomy are rated as "high", financial autonomy as "medium high". Academic autonomy is somewhat more	- Each school has its own management and is autonomous in matters of course elaboration and revision. - Each school assures quality of higher education at study board level; - The study board of each school reviews courses frequently, accepting slight changes of the study programmes that do not require system level approval; - UoG is financially autonomous.	- School/department autonomy; - Quality assurance; - Course development; - Financial autonomy;

restricted, with Denmark belonging to the "medium low" group. **Study programme level:** - Each semester's content and processes are planned and controlled by a semester group; - The teachers determine the structure of the modules (the number of lectures, tutorials, workshops, etc.).	**Study programme level:** - Each teacher is empowered to review and slightly improve his/her subjects; - A teacher is not regarded as an authority, except for the theoretical lectures, where the subject material is brought to the audience. A teacher is rather a friend, a tutor, a superviser; - The teacher cannot review/change the contents of his/her subjects without discussing it with the colleagues (study board) first; - Each teacher should use his research experience in teaching.	**Study program level:** - Teacher autonomy; - Teacher authority; - Involving research in teaching.

Appendix 10. The comparative analysis of the institutional framework and the study programme LAW at AAU in Denmark and UoG in the UK

AAU	UoG	Criteria, properties, indicators
The accreditation system in Denmark consists of the Accreditation Council and the Danish Accreditation Institution	Accreditation of study programmes is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Higher Education Funding Council for England.	**1. System level** **Criterion: Accreditation of study programmes**
In the Danish education system there is no central / national quality assurance body. Quality of study programmes is subject to external evaluation under the procedure of their accreditation.	The body that monitors the quality of studies in the UK is the Quality Assurance Agency for Higher Education.	**Criterion: Quality Assurance System**
The university may grant a Danish diploma to students who have completed a study programme abroad. Also, the university may grant a diploma to students who have completed parts of the study programme at the university without being enrolled in the respective university.		**Criterion: Double degree programmes and recognition of professional experience**
The board is the governing body of the university Rector	Governing bodies: the Board, Rector, Vice-Rector, Academic Committee, Secretary, Student Organizations.	**2. University level** **Criterion: Governing bodies of the university** **Criterion: University management bodies / executive management**
The Rector is the the body that determines the internal structure of the university within the limits set by the university board. Within each faculty operate departments, doctoral schools, study boards (and in some universities, schools).	The university consists of faculties and 10 schools.	**3. Faculty / departament level** **Criterion: Faculty / department structure**
Study boards include an equal number of representatives of teachers and students. The main responsibility of the study board is to develop the study plan, the study guidelines, quality assurance of the programme, but also to ensure the organization,	The Faculty Council is responsible for the academic programmes of the Faculty, including academic and performance standards of the programmes the faculty must implement in accordance with the teaching-learning strategy of the university.	**4. Level of the body / structure responsible for study programme development**

performance and conduct of teaching and learning. Problem / projects-based learning (PBL) is one of the strategic directions of the Strategy of Aalborg University for the years 2016-2020.	The student-centered teaching-learning is provided depending on faculty speficific. At the University of Gloucestershire **student organizations** must be created and administered by students under a statute approved by the Board.	**Criterion: Objectives of the student-centered teaching and learning strategy**
The inter-university structure responsible for the implementation, promotion and development of PBL within AAU is the PBL Academy.		**Criterion:** **The key structure responsible for the organization of student-centered teaching and learning**
Student representatives are members in the consultative and management bodies of the university.		**Criterion: Student involvement in university governance and management**
There are provided in the University pathways, one-storey blocks of studies, access routes for the visually impaired.	The university is equipped with special ramps for students traveling in wheelchairs on the territory of the campus and within blocks of study. Financial facilities are provided by applying to the Scholarship for Students with Disabilities.	**5. Integration of disadvantaged students**
The University acquires and allocates resources to support and facilitate problem/project-based learning application. This involves: providing spaces for group work, meetings with the project supervisor, classes of different sizes and endowment with equipment.	Technical endowment of the institution facilitates active learning, Moodle platform is widely used.	**6. Infrastructure (Physical environment level)** **Level of the study programme**
Each study programme offered at AAU is developed and managed by a study board of a school operating at one or more faculties. After a rigorous legal scrutiny, the dean approves the programme and proposes it to the academic council for consideration.	Initial approval of new courses is done by the Committee for Academic Development. Faculties usually generate new courses in line with the University and Faculty Plan, presented by the Dean. Courses validation is made by the *Validation panel* that are approved by the *Committee on Academic Standards and Quality*.	**7. Level of the study programme** **Criterion: Academic staff involvement in organizing and coordinating a study programme**
Students are asked to complete questionnaires on quality of education	The University collects feedback from students through an external survey (National Students Survey).	**Criterion: Students' feedback: procedure and impact**

1st Cycle Bachelor's Degree in Business Administration:
Comparative Analysis on Institutional Study Program of Business and Management

Academy of Economic Studies of Moldova

Work Package 2. Benchmarking Report

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Chisinau, 2016

Contents

List of Tables

List of Appendixes

1   INTRODUCTION

When preparing the report, there were researched recources related to the goal and applicable methods of problem-based learning in higher education. Thus, we stated that problem-based learning (PBL) is an active learning, student-centered method.

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

Learning PBL requires that students should learn about a subject through the experience of solving open problems. Students learn thinking strategies and knowledge in the field. PBL aims are to help students develop flexible knowledge, effective problem solving skills, self-guided learning, effective collaboration skills and intrinsic motivation[1]. Problem-based learning is an active learning style.

Formed in 1960 in Canada, this method has undergone many adaptations and modifications, depending on the particularities of the education system that was imported, and the study field. In order to have a clearer picture about what his method is and how it could be applied in Moldova, we studied the peculiarities of its use in two countries: Denmark and the United Kingdom, specifically in two universities in these countries, namely University Aalborg and the University of Gloucestershire.

As mentioned above, the use of PBL method has particularities and depending on the learning area. In this report we referred to the Business and Administration areas.

The team working on this report consisted of:

Table 1. The team working on the Report

Nr.	Surname, name	Title, function in AESM	Position in team
1.	Cotelnic Ala	University professor, First-vice director of teaching activity	Team leader
2.	Solcan Angela	Associate Professor, Dean of Business and Business Administration Faculty	Team member
3.	Gaugas Tatiana	Senior University Lecturer, Department of Marketing and Logistics	Team member
4.	Ţîmbaliuc Natalia	Senior Univiersity Lecturer, Department of Management	Team member

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[1]Hmelo-Silver, Cindy E. (2004). *"Problem-Based Learning: What and How Do Students Learn?". Educational Psychology Review 16 (3): 235-266*

2 METHODOLOGY

2.1 METHODOLOGICAL BACKGROUND

The purpose of this study is to make a reference-analysis of problem based learning in the EU partner countries: Denmark and the UK. To this end it was developed a standard methodology. It aims at exploring the relationship between internal structures of the university and study programs, including the way in which development and support of the study program are integrated throughout the university. The cohesion of development study program with its support will be analysed at different levels of the institution: the system, the university, faculty administartion, and the Program of Study. There will also be studied issues related to the integration of disadvantaged groups of students and available infrastructure .

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

The standard- methodology involves highlighting the six levels: system level, university management level, faculty level; study board level; disadvantaged groups; physical environment. Normally, it is possible some overlap between levels. In other cases, the information has been presented only in a compartment to avoid repetitions. It is important that when approaching a problem, to consider its relationship with other levels and the impact it could have on areas within them and the cross level.

2.2 DATA COLLECTION

When elaborating the report, following the above set methodology, data were collected from two universities: the University of Aalborg, Denmark and the University of Gloucestershire, the UK. This was possible due to study visits to the universities (A.Cotelnic, T.Gaugaş - University of Aalborg; A.Cotelnic, N.Ţîmbaliuc - Gloucestershire University), full implementation of the Agenda, which included various meetings with academic staff from universities, the staff responsible for a certain level of approach. Following the study visits, reports for each university were developed by everyone who was there. These materials, along with those reflections were really useful in developing this Report.

Table 2: Study visits to EU partners

No. d/a	Visited university	Period	People involved
1.	University of Aalborg, Denmark	February 8th- 12th, 2016	A.Cotelnic T.Gaugaş
2.	University of Gloucestershire	Feb. 29th - March 4th, 2016	A.Cotelnic N.Ţîmbaliuc

Following study visits various information necessary for the report was collected, which were presented in the Reflections after each visit (Appendix 2, University of Aalborg and Appendix 3 - University of Gloucestershire). Also of these Appendixes contain tables reporting data, as the below set out.

Table 3: Reporting date template

Question / Problem	Sources consulted	Findings	Reflections
L1: System level			
L2: University management level			
L3: Faculty / Department level			
L4: Study Council			
L5: Disadvantaged student integration			
L6: Infrastructure (physical environment)			
L7: Study board level			
L8: Teacher training level			

2.3 DATA ANALYSIS

In order to analyze data, work team used multiple case study- methodology, each partner country in the European Union is considered a separate case study. The analysis started with a case-analysis by listed university teams from Moldova, who participated in work visits to EU partner-universities made in the inside study programs at Business and Administration speciality in the country (Denmark and UK) based on criteria, properties and indicators.

The across- case analysis, as shown in the Compared teplate (Table 4), enabled the framing of criteria, properties and indicators for each level.

With the basic proposed methodology, the team collected and analyzed data, drafted reference reports for the analyzed study program.

Table 4: Template and guidelines for the preparation of benchmarks, properties and indicators

AAU	UOG	Criteria properties, indicators
Findings based on the levels of cross date comparison which generated criteria, properties and indicators for each level	Findings based on the levels	Level 1, criteria etc.

During detailed analysis of cases there were highlighted more ideas, concepts, principles, allowing the entry of certain findings. In these activities were researched common patterns, and

differences, expressing each particular education system depending on the country. For this purpose a data reduced template was developed which is presented in Table 5.

Table 5: Data Reduced Template

	Common templates	Features
L1: System leve; criterion 1 criterion 2 criterion 3		

3 THE STUDY PROGRAMME IN BUSINESS AND ADMINISTRATION AT THE UNIVERSITY OF AALBORG

3.1. INTRODUCTION

Aalborg University supports and promotes the implementation and development of the PBL model, being considered a university-veteran in its implementation. The actions included in the development strategy 2016-2021 of University of Aalborg we can highlight the use of PBL model for the development of all study programs, its integration as a learning objective in all curricula, PBL principles are an important part of quality assurance. It is worth mentioning that the motivation of teachers and students is an important component of this model, so new teachers and all students benefot of systematic introduction to PBL courses. From the presentations that we got during the visit, we noticed that all teachers emphasized the importance and advantages of PBL model in the university, being very motivated to develop this model. Among the mentioned advantages we remark: the role of teachers becomes more important because they do not only transfer knowledge, but participate in the intellectual development of young people by encouraging creativity and group collaboration. The projects are interdisciplinary, requiring development of both theoretical knowledge and the application of research to real environmental knowledge from teachers.

The layout of the collected and analyzed information for Business and Administration program at the University of Aalborg is shown below. As mentioted above, this was possible by consulting primary sources at the university, available on the intranet project, and following discussions with the people involved in the study visit to the University.

This section will display the collected data according to the formulated criteria. The key data are included in Appendix 2. The structure of the study program in Business and Administration Program, University of Aalborg, is included in Appendix 4.

3.2 SYSTEM LEVEL

In Denmark, the Basic Law, which regulates the activity in universities is The Danish Act on Universities[2]. According to this, the university may grant degrees for the Cycle I of three years, and Cycle II of 2-year master, and Cycle III of doctoral studies. Universities Act states that the university is free to decide what research-based study programs in Denmark wants to offer its academic field. The offered programs must be accredited by the Accreditation Council (The Act on Higher Education Accreditation Agency[3]). Accreditation is compulsory for all programs. For the state institutions, accreditation is the basic criterion for budget financing.

For the external evaluation and the accreditation of study programs (existing and new ones) in 2007 there was created the Accreditation Agency by the Ministry of Science, Innovation and Higher

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[2] The Danish (Consolidation) Act on Universities (the University Act), available at
http://www.au.dk/fileadmin/www.au.dk/Regelsamlingen/2014/EN_Bekendtgoerelse_af_lov_om_universiteter_367.pdf
[3] Act on the Accreditation of Institution of Higher Education, available at http://ufm.dk/en/legislation/prevailing-laws-and-regulations/accreditation/accreditation

Education (MSIHE) as a public independent body and it consists of the Accreditation Council (AC), Council Secretariat and Academic Secretariat (SA) with assessment funtions. AC makes decisions on accreditation, constitutional accreditation or non-accreditation. The council consists of the president (chairman) appointed by the Minister, eight members appointed on the proposal MSIHE (3 pers.), Ministry of Education (3 pers.), Ministry of Culture (1 pers.), Association of Students (1 pers.), Term the eligibilitity - four years, student - 1 year[4].

Accreditation Agency is composed of two entities: the Accreditation Council, which is responsible for the accreditation and approval of the university study programs; and the agency ACE Denmark, which is responsible for the analysis and preliminary assessment of the programs. The institution conducts pre-accreditation, accreditation and approval of programs at higher education level. Moreover, the institution, besides, works on developing of some methods and quality assurance techniques, collection and dissemination of relevant experience in national and international accreditation, and will contribute to the further development of the accreditation concept development.

The external evaluation procedures of the programs and the criteria of quality and relevance are adopted by a ministerial order. The assessment is based on five key criteria:

1. Application for the study program on labor force market;
2. Study program based on research in connection with an active environment of high quality research;
3. Academic profile of the study program and the purpose of learning outcomes;
4. Structure and organization of the study program;
5. Continuous ensuring of internal quality of the study program.

A detailed description of the performance criteria and the stages of external evaluation and the accreditation of the existing and new programs, and of the institution as a whole is reflected in these Guidelines, approved in 2013.[5]"

Accreditation is compulsory for all programs. For all state institutions, accreditation is the basic criterion for budget financing.

For an existing program, the Academic Secretariat forms an accreditation team of relevant experts, including foreign guests. Based on the results presented by the team, the Academic Secretariat prepares the assessment report. The valid duration of the accreditation is established by the Board of Accreditation, usually 4-5 years for new programs, the Academic Secretariat designs the evaluation report based on documents presented by the institution. In some cases, the board may decide to form an evaluation team.[6]

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[4] Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 pag.475

[5] http://en.akkr.dk/guides/

[6] Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 p. 474

Accreditation is conducted based on the subjects, but in Denmark since 2013, the entire process of institution accreditation has started. Repeated evaluation and accreditation programs will be transferred to universities. Only new programs will be subject to the accreditation procedure.

When referring to stakeholders in terms of employers and academics, then all display a positive attitude to the accreditation process and understand its importance. At each faculty there is an office (unit) responsible for the quality control, which is part of the accreditation process.

The structure and functions of continuous quality assurance system in the university are predetermined general criteria set out in the University Act and the Minister "Criteria for the Revelance and Quality of University Study Programs and on Procedures for Approval of University Study Programs". The external evaluation and accreditation of the study programs (existing and new), MSIIS created the Accreditation Agency for Higher Education as an independent public body. External program evaluation procedures and criteria of quality and relevance are approved by ministerial order.

University must take into account quality criteria and to develop educational programs and curriculum in accordance with them. It is important for the university to receive approval of the Accreditation Agency, changing from program accreditation to accreditation institution. Quality assurance is part of the accreditation process of teaching and research, in order to justify research resources.

One of the criteria imposed by the ministry is continuous internal quality assurance of the study program. CA developed the criteria of relevance and quality of study programs, which were approved by Order MSII. Since 01.01.2010 all higher education study programs have been assessed based on these criteria.

Accreditation Agency develops guidelines and templates for presenting the programs. There are no professional bodies that contribute to the validation of programs or how they are carried out, but within the university there are advisory bodies at each Council Board, the composition of which shall include competent external and notorious persons.

Higher education programs under the Ministry of Science, Innovation and Higher Education, the Accreditation Agency for Higher Education (ACE) from Denmark prepares the report for accreditation and the CA makes the decision regarding the accreditation based on a report by operators, appointed for programs in the institutions subordinated to MSIIS or experts of the Danish Evaluation Institute (EVA). Due to academic reasons or to test competitiveness of ACE Denmark, CA may decide to use an internationally recognized institution other than ACE Denmark for designing the accreditation reports. On its own initiative or upon application from the university, the Board may base its accreditation decision- entirely or partially- on an accreditation report from another itnternationally acknowledged institution, to the extent that the report is drawn up in accordance with the quality and relevance criteria established by relevant ministry.

There are no arrangements for double compensations or professional recognition. Professional bodies are responsible for the audit quality assurance.

3.3 MANAGEMENT UNIVERSITY LEVEL

The organizational structure of the university will be presented through the main bodies, which are included in its structure:

The Board is the governing body of the university, sets guidelines for the organization, development and long-term activities. It consists of 9-11 members (external and internal). The interns is represent academic community, and include PhD employees, technical and administrative staff and students. The majority of the Board, however, is represented by the external members. The Council shall elect its chairman from among the external members. Within the framework set by the council, the rector is responsible for the daily management of the university. He is the head of the executive management. He delegates working tasks and responsibilities to the executive members of the management team, which consists of the rector, vice-rectors, university directory and deans. The management team is responsible for the functioning of the university, and as well as for achieving the university strategy and objectives. In order to effectively manage all aspects of academic activity, rector estabishes one or more academic boards. These boards can be set at different levels of organization (at university, faculty, department level)

Internal structure includes:

1. Academic Council/Board
2. Faculty
3. Department (in which may be organized research groups)
4. Schools
5. Study boards

Aalborg University has an institutional development strategy incorporating curricular strategy which focuses on student-centered learning. There is an institutional commitment to learning and innovative teaching strategy which is stipulated in the university strategy of 2016-2021,[7] where in particular the emphasis is on problem-based learning. Thus, the mission of the university is to educate students for the future, to adapt the process of learning, teaching and research to a dynamism of society. The university focuses on the employability of students, this being he advantage of PBL (problem-based learning) model from Aalborg, which allows students a better practice by working on projects with businesses, identifying and solving the real problems of companies and society. It must be mentioned that the project group work, also allows the accumulation of skills to work in a team and thus, according to the opinions expressed by business representatives, it gives students a better chance to adapt faster and easier after being employed. Aalborg University is committed to developing and implementing student-centered and problem-based learning. Schools will develop programs based on the PBL principles updated in 2015. PBL integration as a learning objective in the curriculum of all study programs must be ensured. Information technologies are a component part of problem and project based learning and shall be integrated directly into the model.

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[7] KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at http://www.e-pages.dk/aalborguniversitet/383/

Aalborg University also focuses on the internationalization of the curriculum, so as at the first cycle and the second cyclethere are study programs taught in English, the mobility of Danish studentsis encouraged in other universities abroad, especially in semester IV.

Within Aalborg University it is created "PBL Academy" which is responsible for developing and implementing PBL model at the university level, which is based on student-centered learning. This body has the responsibility to coordinate and cooperate with schools and boards of education to ensure that the PBL model at all levels. Schools and councils are responsible for the curriculum development. All information on the principles of problem-based learning and teaching recommendations are published on the university website www.pbl.aau.dk and Moodle platform for internal users.

The curriculum must include the following sections: Legal basis (ministerial orders or acts, faculty and board of studies to be affiliated), conditions of admission, the Degree offered, Duration and competence profile (knowledge, skills, professional skills), Structure of semesters and modules, description of the modules (objectives, activities, forms of examination, evaluation criteria), Rules on written work, including project license, Rules on credit transfer, including the opportunity of choosing modules, components of another program from a university in Denmark or abroad, Rules which refer to the progress of BSc or MSc programs, to the project implementation, examination rules.

The curriculum is developed following the provisions of legal acts issued by the relevant ministry: University Act, Examination Order, Minister Order on the study programs, Admission Order, Minister Order on the grading scale and regulations at university and faculty.

In the university there is a group responsible for quality assurance and development (University's Steering Group for quality assurance and development). This group is responsible for the systematic supevision of internal quality and for improving the quality of the system, for developing the quality within the university.

The proposals on the university curriculum may come up from a teacher, from a group that forms a program or a team at the initiative of research groups. Administrative decisions on study programs are taken at schools and boards of study. Within each program there are appointed coordinators on semesters, who also deals with the organization of educational process and are aware of all the program details of the given semester.

The curriculum is approved by the dean, then subjected to the evaluation at the Academic Board. All student organizations may have proposals on the curriculum. Students participate in curriculum improvement through systematic evaluation and participation on boards of studies and academic board. Business representatives and other external organizations also may come up come up with proposals, because within the problem-based learning, there is an active collaboration between university and business areas . They can propose to updating or changing the curriculum in order to adapt to the requirements of the real sector, identifying and addressing real problems in the society. The curriculum must meet the university's strategic plan, to be approved by the dean and the faculty council study. It does not require consultation with our finance, heritage, because the university has financial autonomy at faculty and department. It does not require consultation with the library, in the university there is no career development department which could be consulted.

It must be mentioned, that within the faculty there is an experienced person on legal regulations in education, helping the team to create the package of documents for developing a study program since it is required a rigorous legal control.

At Aalborg University the PBL model is used as a method of teaching and learning, it is implemented in all study programs, but there are differences in organization and implementation in different areas (eg. Economics - 50% based on projects, PBL model is used in the first year of study; Law - mini projects in the 1st year of study and projects only in the 3rd year of study)

Within the university there is not a postuniversity institutional graduate school responsible for the cycles II and III. Doctoral studies are organized in doctoral schools at the level of faculty or department. The dean is responsible for setting up and dismantling of the doctoral schools / centers for doctoral studies at the faculty. Each doctoral school is run by a director who is appointed and dismissed by the Dean. Doctoral School directors should be distinguished scientists with experience in conducting doctoral studies. For each doctoral school, the dean establishes a doctoral committee, as members representatives elected by and from among academic staff with a management mandate of 3- 4 years and PhD with one year mandate. The commission is set up to provide students and academic staff influence on the whole process of development, modernization and teaching of the doctoral program. The number of board members is determined by the dean, following the recommendation of the doctoral committee, the dean appoints the chairman and, if necessary Vice doctoral committee. The PhD program comprises 180 ECTS credits.

University offers public information that shall define the curricula cycle I and II, the university curriculum. Rules of admission cycle I, II and III must be made public on the university website.

All programs and modules contain clear descriptions on the content, objectives, program profile. There are specified learning outcomes expected at the level of knowledge, skills and competence. The programs contain descriptions of the methods of learning and teaching and as well as the evaluation. Programs contain no description of potential options of employment after graduation. By 2007, in the higher education institutions from Denmark there was no notion of academic career, which meant that employees had no guarantee that they would sign labor contracts after completing postdoctoral work in stations or assistant professor. Since January 1, 2007, they have been developed new types of employment contracts, allowing continuity in the academic career. Academic career means continuity in academic positions from a start level to the highest positio in the same institution. In general, the study board is responsible for establishing the required number of posts for a specific study program. Applications are evaluated by a commission for employment, the approval of which is required for applying to vacant positions.

In the academic staff development and training the Human Resources Department in not involved. Within the it is created a Laboratory of Learning (Learning Lab)[8], which offers educational qualifications obtained by Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. Similarly, new pedagogical activities in teaching are presented pedagogical innovations in teaching. For new employees, the Laboratory offers basic courses in pedagogy in higher education and teaching courses in PBL model. For experienced employees the lab offers

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[8] http://www.learninglab.aau.dk/

workshops with different topics in which they have the opportunity to share knowledge and experience of teaching or to discuss any uncertainties. These workshops vary in theme, but as time length, they can be organized in one day or over several days. There are proposals and online activities in order to provide more flexible teaching qualification, and certification of teaching in English are offered.[9] The laboratory is connected with a variety of groups, sites with professionals from different faculties within the university, considering the goal and necessary materials for improving the pedagogical aspects in higher education sector, including VILA – the video research laboratory, PBL Academia and UNESCO Center from the university.

At Aalborg University, the students have a major contribution in managing the educational process, being represented in the academic council and study boards, in which students represent 50% of the number of members. They are selected from the student unions for one year.

Within the University of Aalborg there are regulations and rules for the allocation of financial resources, there is a set of rules for hour distribution of different types of activities: hours for lectures, seminars, supervision, examinations.

Student union plays an important and active role in student-centered teaching and learning. It designates the student representatives on study boards, organizes meetings in which issues and proposals for improving the teaching and learning process are discussed.

The university mission supports student-centered teaching and learning. One of the university's development strategies for the years 2016-2021 refers to the development and implementation of the PBL principles in teaching and learning. One of the main pillars of the PBL model is student-centered teaching and learning, the focus is on projects in groups, in which students themselves must identify the research problem, organize group work and to find solutions to real problems.[10]

Student-centered teaching and learning is promoted in all university, all study programs must be based on PBL, thus to be student-centered. New students are taught an introductory course in PBL. Students actively participate in curriculum development through systematic evaluation and participation in study boards. The PBL principles are part of the quality assurance in the university.

In the continuing professional development, teachers must go through pedagogical development program, with the participation of people with teaching experience and other more experienced teachers. This program completes with handing in certificates. In order to support student-centered teaching and learning at the college level there are allocated funding for PBL experience and an introductory course in PBL for young teachers is taught.

Financial and administrative support for promoting teaching and student-centered teaching is done by financing and organizing the Laboratory of Learning, Academy PBL, which helps academic staff to make better use of teaching and student- learning centered, open courses in PBL for the new students and teachers aa well as workshops on new teaching methods for those with experience.

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[9] Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 p.304-306
[10] KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at http://www.e-pages.dk/aalborguniversitet/383/

Organized observations during classes and peer reviews by collegues are held. At the university level the goal was set to identify the results of existing researches in the practice of using PBL. Furthermore, several research and educational development projects will be launched, their purpose is more detailed research of the model PBL from Aalborg University and identifying ways to develop this practice. Another priority of the university is to use the information technologies in in the process of teaching and student- centered learning as well as in student motivation. At faculty, schools and study boards levels are organized research groups to improve the curriculum study programs and to motivate the teachers on the use and improvement of student-centered teaching and learning.

Schools and study boards must design academic programs that include teaching, learning and assessment. All programs shall be oriented towards PBL and be updated in 2015.

3.4   THE FACULTY / DEPARTMENT LEVEL

As previously mentioned, faculties and departments are the internal structure components of the University of Aalborg. The communication structures between the top management and the faculty are: PBL Academy – at the academic and research groups level- at every department level. They work to renew the learning and teaching strategy of the PBL model. At school and study board levels work in being done on the designing and improving curricula, each study board shall have an consultative committee to develop student-centered learning and teaching.

The initiative of creating a new program at cycles I and II, as a rule, comes from a teacher or a group that makes up the program team. At the faculty there is a person experienced in legal regulations in education, that helps the team to develop the set of documents. The Dean signs the group after a thoroughly legal control. The program is approved by the dean, then being measured at the academic board.

At faculty level meetings are held where good practices and achieved performances in student-centred learning and teaching are shared. This information is disseminated through Moodle for internal users and is made available on the university website at the university level.

3.5   THE STUDY BOARD LEVEL

The Study Boards manage one or more study programs and are established and a**bolished** by the dean after the consultation with members of the departments responsible for these programs. The number of council members is determined by the dean. Each board of studies shall include an equal number (50/50) representatives of teachers and students, elected by academic staff and respectively students.The Study Board shall elect its chairman for a term of one year, he is elected from among the academic staff fully- employed employed, members of the study- boards. The main responsibility of the study board is to ensure the organization, performance and conduct of teaching and learning process. The Study Boards related to a domain are organized in schools, which are approved by the Rector on the recommendation of the faculty dean. Each school is managed by the head of the school. The Dean, on the recommendation of the respective study board, appoints and dismisses the head of the school. The candidate for the position of head of school shall be a

recognized researcher, know the academic fields which the school is responsible for, possess teaching manager skills and experience. He is responsible for:

- the development and implementation of school policies and strategies;
- presenting of dean's recommendations on school budgets and its study councils;
- in cooperation with the study board, the head of the school provides practical planning and organization of teaching process, tests and other evaluations included in the review;
- with heads of the departments and study boards, the head of the school **monitors** the the assessment of the curriculum and teaching process;
- coordinating all school activities and assuring their quality.

Within the university it is encouraged the development of interdisciplinary or multidisciplinary programs. In this case, the study program is provided by the team within a department, but some modules turn to other departments or professors with renowned guests. For developing interdisciplinary programs there is a separate procedure, common councils are not created. When creating programs may experience problems with your requirements and organizing programs between universities.

The detailed analysis of the evaluation practice in the university allowed to identify innovative methods of assessment, for example, assessing colleagues, video during classes, evaluation on behalf of students, evaluation monitoring in order to ensure that it is effective in terms of learning outcomes, combining written and oral assessment, specific criteria for giving marks, both the written report and the oral assessment. Using an external examiner in oral assessment and individual assessment, even within the group project.

There are no differences between approval of a new study program at cycle I and II, the PhD program is a research program aimed at training PhD students internationally. It comprises **active training** in research field under supervision. For minor changes it is needed the consent of the Study Board, for more important changes it is also needed the approval of the department or faculty level. The changing of an existing program can last from 6 to 12 months.

Students play an active and important role in planning and curriculum development through participation in the study boards (50%) and systematic evaluations of the units, semesters and programs. Students are elected in the student unions and there they report on the results of their work. The difference between the cycles is the fact that doctoral students do not participate in study boards.

The initiative to create a new program at cycle I and II comes, usually, from a teacher, a team that forms the program team or a research group. At the faculty there is an experienced person regarding legal regulations in education, that helps the team to create the package of documents. The dean signs this pachage after a rigorous legal control. The program is approved by the dean, then being evaluated at the academic board.

In the university it is not provided distance learning, e-learning is implemented through a web portal VBN- research database, used to present the research of the university researchers and to test the projects at the level of plagiarism. It must be mentioned that the university actively uses Moodle in teaching – learning process. Within Moodle platform there are used such instruments as: forums, blogs, Wires, quizes, dialogues and feedback. Course content, literature module, curriculum, rules

for examination are placed on Moodle. For oral examination Skype can be used, and for group work - social networks.

In a study program particularly, in the management and coordination of the program there are involved: program coordinator (elected by the respective study board), usually there is one for the program in Danish and one for the program in English, semester coordinator, that is responsible to organize modules, to find teachers, quality of programs, courses and supervision of complaints, if any, etc. Coordinators are chosen from among teachers, not from the administrative staff. Secretary of studies deals with the technical aspects of organizing the educational process: schedule, classrooms, etc.

Supervisors are the persons from the academic staff supervising group work within the projects, they meet with each group weekly for 1-1.5 h.

The process for annual monitoring and periodic review of programs involves students' evaluation of modules, semesters and program generally, through anonymous questionnaires administered directly or through Moodle small surveys. The results are analyzed by the semester coordinators, the program coordinators, and the report is presented to the study board. Each discipline and the person in charge must go through a formal evaluation organized within the study board. Similarly, peer assessments are used widely. Review of programs is done each semester, for this purpose eight annual meetings are organized .

As performance indicators are used the assessment of students, teachers, the number of complaints, the distribution of marks received by students.

The feedback of students is obtained from students' evaluation of modules, semesters and of the program in general, through anonymous questionnaires administered directly or through Moodle small surveys. The results are analyzed by the coordinators of semesters, program coordinators, and the report is presented to the study board. So, the role of students is double: they participate and directly influence the assessment of teachers and programs and are able to influence the evaluation and through their participation in the study board.

3.6   INTEGRATION OF DISADVANTAGED GROUP OF STUDENTS

The strategy of Aalborg University for the period 2016-2021 provides the creation of a favorable learning environment for all students. In this regard, at present there are already created *certain facilities for students with physical disabilities.* It really shows, that students with disabilities feel at the university with non-disabled students. Thus, they can enter without any impediment the study blocks. Study rooms are located on the first floor, facilitating the access of disadvantaged people. There is free access for them. Classrooms, sanitary blocks are also provided for access of such persons. Also, there are facilities and access for the persons with **poor-sight,** although the University has no office allotted for students with disabilities.

Students with disabilities have the opportunity to apply for an exemption of no. 30 minimum credits per semester, both for a semester and for more depending on the severity of the situation. It is filed a request for an exemption rate with the documents demonstrating the inability of the student to the study board.

3.7 PHYSICAL ENVIRONMENT

Aalborg University is equipped with modern study blocks, with modern technologies that allow to create a physical environment favorable for learning-teaching. They come to support *problem-based teaching*. The classrooms are well-furnished, equipped with proper technique. There are both large halls for courses and small for teamwork. The library has enough sources to ensure the needs of students. The students have access to WiFi in the campus. Extensive use of Moodle, social networks and Skype, especially in organizing group work, providing group study rooms at the choice of students, free WiFi connection within the campus, access to the university library until 10 pm, IT support for students, and coordinated work with the supervisor, can facilitate the participation of disabled persons. *Studies are financially ensured by the state.* Students pay the costs of accommodation and support. Educational process fosters learning by the fact that students who fail to take the exams in term, have the opportunity to take them in the coming years.

3.8 THE STUDY PROGRAM

The study program reflects the institutional strategy. As mentioned above, the university's development strategy is based on the problem based learning (PBL) curriculum development and implementation of the model in designing the curriculum. In this context, the program Business and Management at cycle I can be considered one of the leading university programs, which has succeeded in introducing problem-based learning in all courses and projects account for 50% of ECTS credits for studies.

The programs are based more on investigating labor market than on benchmarking with other programs, because the PBL model is difficult to compare, being adapted to each university and even each program is focused on employability.

The study program is based on competence, all teachers (except for part-time employees) combine teaching and research activity, the share research activity is 40%. It should be noted that research activity is not only theoretical, but it is integrated in research for a better education.

The study program is permanently updated and improved, that it is constantly developing. The board shall have a Consultant Committee, including business representatives. Thus, they can interfere with proposals on current program and adapting it to the requirements of employers. It should be mentioned that each semester includes a project which aims to identify and solve real problems within the companies. There is an active cooperation between universities and employers. Similarly, students interact with real companies and know the real facts of business, so they are better prepared for subsequent employment.

Business and Management Study Program needs academic accreditation, and has no professional accreditation. Currently, it is implemented new methods of accreditation enabling the transition from program accreditation to the institution accreditation.

The study program emphasizes the innovations by updating disciplines, their content, but also through projects which involve the analysis of real and current issues of society and encourage students to identify new and creative solutions. Guided learning program focuses on research, so teaching is based on research. Students themselves should identify the theoretical approaches they

will need for the project, so they explore and existing theory and conducting research in the project. Working in teams and in real companies, develops and quality of entrepreneurial students. The program focuses on internationalization, with subjects and programs taught entirely in English.

The study program is not distance learning, but it uses information technologies in teaching and learning. For formal teaching, information technologies can be used by organizing the assessment at computer (usually computer exam takes four hours and the results are recorded directly into the computer). Moodle is also used for placement of the course support and theoretical materials. In case of PBL, the role of information technology is even greater: for supervising group work on projects video conferencing, Skype, Moodle through blogs, chats and dialogue are used. Video exams are also being organized, if necessary.

Business and Management study program lasts three years and is organized in six semesters. Each semester has 30 ECTS, so the total program is 180 credit points. Half of the credits are allotted for projects. In the first semester the students make a simpler project and semester 6 ends with elaboration of the license thesis, of a greater complexity.

Initiating a study program can start at any level: at the initiative of a teacher, a team or a research group, from the study board or the Consulting Committee (less frequently, as it discusses more the improvement of program). Developing a new program, its changing and management is the task of the Study Board, consisting of 50% elected teachers for three years and 50% elected students for a year. So, we see that students have an active role in this process, as they can also influence the curriculum by assessing the subjects, semesters and attended programs. The owners / employers also have an important role as they participate in project development and can be external examiners. Consulting Committee is made up of business representatives, usually the university graduates who can come up with ideas and solutions to improve the program.

The former graduates are invited to collaborate with the university and accept projects in the company where they are employed. They may be invited as external examiners as part-time professors or visiting professor to do consultancy.

In a particular study program, in the management and coordination of the program are involved: the program coordinator (elected by the respective study board), usually there is one for the Danish program and one for the English program, the semester coordinator who is responsible for organizing the modules, finding the teachers, the quality of programs, supervising courses and **appeals,** if any, etc. Coordinators are chosen from among teachers and not from administrative staff. Secretary of studies deals with the technical aspects of the organization of study process: schedule, classrooms, etc. Teachers are responsible for the development and quality of the course, they enjoy freedom in teaching, which assumes the right to choose their own teaching style.

As documents accompanying the study program are course description, description program semester description, study guides and regulations. They are publicly available, as are printed and made available to students and published on the university website and Moodle platform.

Study Board is responsible for compliance with program regulations.

Program monitoring is done through systematic evaluation of programs and courses from students and colleagues assessment. The results are analyzed the study boards, if any problems arise, they are discussed at faculty level. At faculty level the programs are revised every six months and

are organized 8 annual meetings. For improving the program there can be used students' opinions or business proposals.

The annual workload of teachers is 1000 hours. The week of work is 37 hours. Approximately 492 hours / semester are intended for teaching, another part is for supervision and evaluation. 20 hours are allotted for a group, supervision of project team work and weekly meetings for 1hour - 1.5 hours for the project in the 5th semester are allocated 55 hours / group. For the preparation of the materials the coefficient is 1: 4 hours. Cumulative teachers can be assigned a maximum of 780 hours per year, in this case 2,30 hours for preparation are allocated for 1 hour of teaching. In the case of evaluation, 10 hours and 0.5 hours/ student are allocated for the written examination, and for the oral examination 0,7 hours/student.

The workload of students is measured in transferable credits. Thus, one ECTS credit equals 27 hours of work for students.

Expected outcomes of learning involves accumulation of knowledge, skills and competencies in this area. They are formulated and presented in the course curriculum description.

Student assessment can take various forms: short, long examinations written with open questions, multiple- answer tests, oral exams. In the context of PBL, all exams are in the form of a project, which consists of the presentation of the written report and individual oral examination. The advantage of this model lies in the combination of group work, problem solving, holistic approach (problem-theory and methodology), reflection, communication and abilities. Innovative assessment forms are also used, eg.: computer exam, video exam, peer evaluation through Moodle platform.

The University advances specific requirements for progression, which are reduced to:

- the linear learning model, which provides analytical progression from macro to micro level, each learning module is based on the previous ones;

- from the fundamental elements to the field ones, specialty;

- holistic progression - solving real business problems on the first day, increasing the complexity of the issues, circular learning model.

At the University level there are developed and used anti-plagiarism regulation, which stipulates strictly all penalties for cheating or plagiarism. Within the university there is a special portal VBN that tests all projects, bachelor's and master theses at the level of plagiarism. Three situations were found based on the severity of plagiarism:

- severe (gross) plagiarism - more than 5% is the exact copy or if more than 50% includes other forms of plagiarism in this case the student is expelled from university;
- plagiarism - less than 5% accurate copying, from 5 to 50% other forms of plagiarism in this case is thrown out of the exam;
- plagiarism simple - less than 5% accurate copying, the student is given a warning.[11]

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[11]Guidelines on Rules regarding disciplinary measures for students at Aalborg University (Translation), p.2. Available on the intranet project

Im case of complaints, the student writes a complaint to the Study Board describing the situation and argumentation of the the contestation. Council notifies examiners of this complaint, and they write an explanation, or, rather, to reasoning for that appreciation which is presented to the student. After its analysis, the student decides to go further and agree with the opinion of the examiners. If the student decides to pursue the appeal, it is created a committee that decides to re-examine the student or to remain the same mark. The complaint must be in writing and include an explanation of the reasons for the complaint and the deadline for filing a complaint is two weeks after the publication of the test result. If the complaint relates to the basis of the assessment or examination process, once the faculty office receives the complaint, it will be sent to the evaluators. The evaluators have two weeks to submit an opinion on the objections raised in the complaint. The faculty office then sends the student's opinion and gives him the opportunity to comment on the assessors' opinion within a period of at least one week.

The Universitatea may decide:

- To provide a new evaluation (re-evaluation) with new assessors - only written exams;
- To provide a new examination (re-examination) with new assessors;
- Without providing the opportunity to re-evaluate.

The procedure is described in internal documents[12].

In Denmark, the scoring system based on 7 scales, consisting of five positive grades 0, 2, 4, 7, 10, 12 and two negative grades 00 and -3 is used.

As mentioned above, an external teacher is also invited to the project evaluation according the the in assessing the model PBL.

Student mobility is embedded in the program structure, so students are encouraged to move to mobility in the fourth semester, which is facilitated by being given the opportunity not to write project.

Each course and teacher must go through a formal assessment organized by the Study Board. Students participate in teacher assessment by periodically completing the questionnaires and appreciate the quality of teaching, the semester and the program as a whole. The assessments are analyzed in the study board.

In order to enter the program, students must take into account the requirements of the admission regulations. The admission requirements are set by the Ministry upon the recommendation of the university.

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

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

There is no internal structure that would be responsible for overseeing graduate employment.

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[12]Complaints Complaints procedure for examination at the Faculty of Social Sciences, Aalborg University. Available on Intranet Project

Employability is discussed in student unions and Employment Office.

As mentioned above, distance learning is not used in the program, but technologies play an important role in organizing the teaching – learning process. The Moodle platform (26 631 users in 2146 disciplines and 209 administrative staff), Mahara an e-portfolio platform used for group work and surveilanceion. Active forums, quizzes, access to files, Skype and social networks are actively used. To make anti-plagiarism checks, the university has developed a special platform - VBN, a research portal and databases.

3.9 THE LEVEL OF PEDAGOGICAL TRAINING

Every teacher has to go through the pedagogical development program, with the participation of people with teaching experience and other teachers with more experience. This program completes with certification. In order to support student-centered teaching and learning, the faculty is allocated funding for PBL experience and is offered an introductory course in PBL for young teachers.

Financial and administrative support for the promotion of student-centered teaching and learning is done by funding and organizing the Learning Lad, the PBL Academy, which helps academic staff to make more effective use of students –centered teaching and learning, organizes PBL initiating courses for students and new teachers, as well as workshops on new methods in teaching for those with experience.

The Learning Lab offers pedagogical qualifications obtained through Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. Similarly, new pedagogical activities and teaching innovations are presented. For new employees, the Laboratory offers basic pedagogy courses in higher education, as well as initiating courses in the PBL model. For experienced employees, the Lab offers workshops on different themes, where they can share new knowledge and teaching experiences, or discuss some uncertainties. These workshops vary in theme, as well as a duration, they can be organized in one day or over several days. Online activities are also proposed so as to provide more flexible pedagogical qualifications, and English teaching certification is offered. The lab is linked to a variety of groups, networks of specialists from different faculties within the university, taking into account the purpose and resources needed to improve pedagogical aspects in higher education, including VILLA - the video research lab, Academia PBL and the UNESCO Center in the university.[13]

Observation during classes and peer reviews are provided. At university level, it has been established to identify the results of existing research in the practice of using PBL. Furthermore, several research and development projects will be launched, with the aim of exploring more thoroughly the PBL model of Aalborg University and identifying ways to develop this practice. Another priority of the university is the use of information technologies in the students-centered teaching and learning process, as well as the students' motivation. At faculty, schools and study

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[13] Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 p.304-306

board level, research groups are being set up to improve the curriculum of study programs and to motivate teachers on using and improving student-centered teaching and learning.

The Department of Human Resources is not involved in the development and training of the academic staff. A Learning Lab is created within the university

Student-centered teaching and learning is promoted throughout the university, all study programs must be based on PBL, so it must be student- centered. New students are taught an introductory course in PBL. Students actively participate in the curriculum development through systematic assessment and participation in the study boards. The PBL principles are part of the quality assurance system within the university

4 BUSINESS AND ADMINISTRATION STUDIES PROGRAM AT THE UNIVERSITY OF GLOUCESTERSHIRE

4.1 INTRODUCTION

The University of Gloucestershire in Cheltenham, the UK is a classical one, which includes 10 faculties (schools, including the School of Business). The University has three campuses in the center of Cheltenham and Gloucester. During the visit to the mentioned institution, we had the opportunity to attend classes, to discuss with university staff from different departments, as well as with students both cycles, Cycle I, bachelor and Cycle II in the master's degree. It was an interesting and useful experience in terms of professional, teaching and academic exchange. Then, studying and processing the various regulations, guidelines, and internal instructions of the university allowed us to perform the analysis below.

With reference to Section 4, there was drafted Appendix 3, which provides the information gathered from Gloucestershire University, the basic elements that characterize the undergraduate studies in the UK, and Appendix 5, which includes the structure of the undergraduate program of the Business and Management Study Program of Gloucestershire University.

4.2 THE SYSTEM LEVEL

The University of Gloucestershire does not submit to other organs in order to offer ratings / grades (A, B, C ...) / diplomas.

In the UK Quality Assurance Code, there are no rules but expectations, and they do not determine the process (ie they are not detailed or do not force teachers to teach in a particular way).

However, the changes made by the university must be approved (minor changes are internally approved, and if the changes are major and will affect an entire specialty, then they must be approved by the Quality Assurance Agency (QAA).

Thus, the University provides and confirms on its behalf[14], a set of certificates and diplomas, in accordance with the National Qualifications Framework of the United Kingdom (NQF), which includes the UK Higher Education Qualifications Framework, Wales and Northern Ireland (FHEQ). The endorsements are given on the basis the specified credits, and these credits can be accumulated through successful completion of the specified modules. University papers are approved by the Academic Council. The range of possible papers offered by the University, as well as their level within the FHEQ, are (for the academic year 2015-2016) presented below:

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[14] Academic Regulations for Taught Provision

The Title Awarded	NQF level / FHE Q	Minimum number of credits to be granted	Minimum number of credits at the level
Certificate of Foundation Studies	3	120	120 credits at level 3
Certificate of Professional Studies	It is defined individually	It is defined individually	It is defined individually
Graduate Certificate	4	60	60 at level 4
Higher National Certificate	4	150	90 at Level 4 and 60 at Level 5
Certificate of Higher Education	4	120	120 at Level 4
Foundation Grade (FdA; FdSc; FdEng)	5	240	120 at Lvel 4 120 at Level 5
University Diploma	5 or 6	60	60 at Level 5 or 6
Higher National Diploma	5	240	120 at Level 4 120 at Level 5
Diploma of Studies	5	240	120 at Level 4 120 at Level 5
Higher Education Diploma	6	120	90 Level 6
BA; BSc; BEd; LLB; BEng; BFA	6	300	120 at Level 4 120 at Level 5 60 at Level 6
	6	420	120 at Level 4, 240 at Level 5 60 at Level 6
BA Foundation, BSc Foundation; LLB Foundation; BEng Foundation	6	420 (for conferring Level 3)	120 at Level 3; 120 Level 4, and Level 5 120 60 Level 6
	6	540 (level 3 for conferring stages with a period of 1 year)	120 at Level 3; 120 at Level 4 240 at Level 5 60 for Level 6
BA; BSc; BEd; LLB; BEng; BFA (Honors)	6	360	120 at Level 4, 120 at Level 5 120 at Level 6
	6	480 (for conferring the stages over 1 year)	120 atLevel 4, and Level 5 240 120 Level 6
BA (honors) with the foundation; LLB (honors) Foundation: BSc (honors) with the foundation; BEng (Honors) Foundation	6	480 (to be granted to Level 3)	120at Level 3, 120 atLevel 4, 120 at Level and 120 at Level 6
	6	600 (for conferring Level 3 and internships with a period of 1 year)	120 for Level 3; 120 for Level 4, and 240 for Level 5 120 for Level 6

Professional Certificate of Graduation in Education	6	60	60 for Level 6 (or 30 for for Level 6 and 30 for Level 7)
Certificate in Management Studies (CMS)	6	60	60 for Level 6
Diploma of Management Studies (DMS)	7	60	60 for Level 7
Certificate of Postgraduate in Education	7	60	60 for Level 7
Postgraduate Certificate (PGCert)	7	60	60 for Level 7
Postgraduate Diploma (PGDip)	7	120	120 for Level 7
ME; MSc; MEd; MBA; LLM; Meng	7	180	180 for Level 7
MRes	7	Not credible	Not credible
MA / MSc (through Research)	7	Not credible	Not credible
MPhil	7	Not credible	Not credible
PhD	8	Not credible	Not credible
Certificate of Advanced Graduate Studies	8	80	80 at Level 8
Diploma of Advanced Postgraduate	8	160	160 at Llevel 8
Professional Doctorate with Components of Education (EdD, DBA, DMC, DSE, dengue)	8	Not credible	Not credible

The National Quality Assurance Agency is the Quality Assurance Agency for Higher Education (QAA)[15], an independent body charged with monitoring and counseling on standards and quality of higher education in the UK.

The QAA is committed to verifying that the three million students working on a UK qualification will get a higher education experience they expect.

Higher education in the UK is growing and diversifying, and the QAA is committed to protecting standards and supporting quality improvement for students - whether they are studying at a university or college in the UK, or at any other global location where courses lead to higher education qualifications in the UK.

The scale, shape, structure and purpose of learning provision is changing in the UK and around the world. It is necessary to anticipate and respond to these changes in order to protect the reputation of higher education in the UK, to support the economic opportunity for the UK, and to ensure those who invest in learning.

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[15] http://www.qaa.ac.uk

Through its consultative role, the QAA works at government level through individual organizations. However, the role of the QAA extends to the international evolution of quality assurance by joining as a member of the European Association for Quality Assurance in Higher Education and the International Network for Quality Assurance Agencies in Higher Education.

In order to be able to award a higher education degree recognized in the UK, an organization must have been authorized by statute, through the Royal Charter, by the Private Council, or by an act of Parliament. The private council is responsible for current decisions on awarding degrees (DAP) in the United Kingdom, as well as the right of an institution to be called a "university" or "university college" (university or UT).[16].

There are three different types of power that can be awarded: Fundamental Diploma Awarding (FDAP), Teaching Assignment Teaching (DTPa), and awarding powers of research degrees DTPa.

An organization applying for diploma awarding (DAP) must be able to demonstrate that it is "an academic community of self-critical cohesion with a proven commitment to quality assurance systems and effective quality improvement "and must meet all the conditions and criteria set out in the Government's Guide.

Candidates for the university degree (UT) in England and Wales must already have experience in teaching core disciplines (DTPa). The criteria are set on the BIS site. Candidates for UT from Scotland and Northern Ireland must also have PhD degrees and have to meet certain numerical criteria as described in the 1999 Guidelines.

Applicants will first apply to the government ministry or the designated body (in England, this is the Higher Education Funding Board for England). The request is then sent to the QAA for examination and control.

The requests are analyzed in accordance with the criteria and guidelines developed by the Government. Criteria and applicable guide depends on the type of powers (rights) the applicant and the region require in the UK. During a detailed QAA check, the evidence submitted by the applicant is evaluated on the basis of the criteria.

The QAA provides confidential counseling to the Privy Council. The ACDAP Advisory Board receives applications through the relevant government / body department (in England, this is the Higher Education Board for Financing) and determines if the request can proceed. If the request can continue, the QAA appoints a team to perform a thorough review and an ACDAP report. Based on the APA's recommendation, the QAA Board then provides some confidential suggestions / advice.

The Advisory Board for the Granting of Qualifications (ACDAP) is the QAA expert committee for monitoring applications of obtaining the right to provide diplomas and to make recommendations to the QAA Board. Its members represent a number of higher education institutions as well as at least two major employment sectors.

The QAA appoints a testing team that tests the evidence provided by the applicant to determine if the criteria set out in the relevant Guide are met. This involves visits to the requesting organization and a planned schedule of observations, discussions, and meetings.

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[16] http://www.qaa.ac.uk/faqs#DAP

Once the result of a request has been announced, the review team report is published on the QAA website. There is a privacy and disclosure policy with regard to QAA records.

Higher education organizations funded by public funds will have teaching and awarding powers of study and research diploma for an indefinite period of time. All remaining organizations, including applicants for foundation foundation powers, will gain power over a six-year period after which they can apply to the Private Renewal Board (in the case of a satisfactory result of the QA).

Sector organizations publicly funded higher education will have teaching skills and award of diploma and research indefinitely. All remaining organizations, including asylum skills award foundation degrees will gain power over a period of six years, after which they can apply to the Privy Council for renewal (in the event of a satisfactory quality evaluation analysis).

4.3   LEVEL MANAGEMENT UNIVERSITY

The University Executive Committee is responsible for all aspects of university development and leadership. The Council is the governing body of the university.

The Executive Committee responsibilities include:[17]

- university strategy
- academic disposition
- financial issues
- human resources problems
- issues related to marketing, student recruitment, external relations and communications
- eissues related to students'experience and wellfare issues.

The Executive Board of the University currently comprises nine members, including Vice Chancellor as Chairman.

The Council is the governing body of the university and is responsible for the university's educational character and mission, the approval of annual earnings and expenditure estimates, the appointment of senior staff, and the Constitutive Act (revised September 2011) containing formal governing agreements of the university.

The Council now comprises 18 members: 14 external members and four members of the academic community, including vice-chancellor, representatives for both academic and staff members, and the president of the Students' Union.

The Council has created the following committees to assist with its work:

- Audit Committee
- Council and foundation group
- The Employment Policy Committee
- Financial Committee and for general purposes
- Governing Board and nominations

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[17] http://www.glos.ac.uk/governance/council/Pages/university-council.aspx

- Remuneration Committee

The University guarantees the proper use of personal and university data through its information governance framework. This includes policies related to records management, data protection, freedom of information and copyright.

Gloucestershire University has a record management policy that forms a framework for creating, keeping and removing information.

Gloucestershire University provides information on the University's data protection policy, how students can apply for access and how to request data protection information.

A Freedom of Information (FOI) request can be made by consulting the official policy and procedures of the university, available on the website glos.ac.uk.

The university's copyright statement and other copyright information on copying materials for academic purposes are included on the university's website and are of concern to the university.

The University has a free access policy to all research activities published by employees and postgraduate students.

The university is divided into faculties. Gloucestershire University has three faculties; The Faculty of Applied Sciences, the Faculty of Business, Education and Professional Studies and the Faculty of Media, Art and Technology.

The specialties offered by Gloucestershire University are:

1. School of Art and Design.
2. Business School.
3. Computer and Technology School.
4. School of Education.
5. School of Health and Social Assistance.
6. Humanist School.
7. School of rest.
8. Media School.
9. The School of Natural and Social Sciences.
10. School of Sports and Exercises.
11. Research at Gloucestershire University.

Gloucestershire University is proud to be leading position in providing professional business diplomas in the UK.

University keeps strong ties with professional bodies and business community; the courses run by the Business School are designed to provide the skills needed for students who want to work in business. The Business School has over 30 years of experience and has managed to develop an innovative portfolio of Business, Marketing, Human Resource Management, Supply Management programs.

Business School:

- is in the top 10 universities in terms of graduate employment
- provides accredited programs by professional bodies

- is committed to developing sustainable management
- focuses on the international aspects
- offers diplomas and research across the world
- is the first in the top for DBAs professionally
- puts great emphasis on research.

The University offers varied opportunities for undergraduate students, but also masters and PhDs, supported by rigorous research in the field. The university focuses on developing practical skills for students, as well as facilitating finding a job for graduates. This is possible by inviting different real-time guests to classes to provide insights from experience. The university is used to invite legal entities, both for academic purposes, and to facilitate the future employment of students. These opportunities, along with teaching methods, develop the skills needed for the job. Audience dimensions and group size encourage the establishment of peer-to-peer relationships and ensure the attention of each student's teacher. Staff members have both academic backgrounds and extensive practical or business experience, are easy to reach and provide support everywhere, creating an excellent student experience.

The University offers a range of facilities and ways to help students with the problems they face during their studies:

- Provides a personal tutor for whom he / she comes with academic advice throughout his or her studies
- helping to find a home on or outside the campus
- provides support in applying for funding, paying fees and applying for scholarships

The university also offers:

- counseling for students with disabilities
- support with reference to students' mental health and well-being
- counseling services
- provides childcare counseling
- help with academic questions and academic writing skills
- information on academic services such as sport, music, belief and Student Union (student unions)

For any question or difficulty, students can go to the Help Zone on their campus.

The Strategic Plan of the University (2012-2017) identifies students and the Student Union as one of three important student partnerships, being noted that they are "critical partners who ensure the success of the University". The Student Charter published in 2012 contains a commitment from the University and the Students Union to work in partnership to enhance the quality of learning and to allow students and their representatives to be involved in a wide range of opportunities to improve their curriculum. The Charter also sets out what students expect from their employment with the University. collaborative partnership arrangements vary depending on the nature and size of the partnership and the local context[18].

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[18] Review of Higher Education University of Gloucestershire, April 2015, p.31

Formal involvement of students takes place at all levels. There is the representation of students in a number of university-level committees including the Academic Board, Academic Standards and Quality Committee, Academic Portfolio Committee, Learning and Teaching Committee, Student Life Committee and University Committee in Research Qualifications. The Life Group Campus aims to provide students with the opportunity to represent views on a range of campus based on non-academic experiences and service providers to have up-to-date information for students about the evolution of the situation. The Students support areas (HelpZones) in each campus are the primary point of contact for students and provide student support services. --A strong emphasis is also put by the University the culture of an informal discussion with students, which leads to increased learning opportunities.

The University is constantly concerned with ensuring a high quality of the entire study process, which would allow the training of highly qualified specialists. In order to achieve this, there is a management structure focused on quality assurance. The components of the governing structure set by the university to ensure and increase academic quality are as follows[19]:

1. **Study Boards** are the primary quality assuranceunits within the organizational framework, and are responsible for evaluating, revising and improving the quality and standards of course modules;
2. **Examination Board** is responsible for ensuring consistent and accurate assessment of students on modules held by a subject of community;
3. **Advocacy Board** is responsible for supervizing the work of the Examination Board and for decisionsm and for the consistencyof these decisions, on the final results for students;

4. **Academic Standards Faculty and Quality Committee (FASQC)** are the bodies responsible for monitoring, evaluating and reviewing all faculty courses, and have responsibilities for franchise courses for partners;
5. **Academic Standards and Quality Committee** (ASQC) provides for university- level operation and quality control processes on behalf of the Academic Council;
6. **The Collaborative Insurance Committee** (CPC), which, on behalf ASQC provides the University with a means of monitoring its approach to quality and standards of collaborative insurance;
7. **The Academic Regulatory Committee** (ARC) revises and maintains the academic regulations and procedures he University on behalf of ASQ;
8. **The Teaching and Learning Committee** (LTC) is an institutional forum for quality improvement and advises the Academic Council on policy issues related to the students learning experience;
9. **The Academic Board** (AB) carries out general quality management within the University and has ultimate responsibility for ensuring academic standards.

The supervision of all quality assurance procedures within the University is within the competence of the Academic Council. Responsibility for various aspects of it is delegated to a number of sub-committees at University, Faculty and Study Program level.

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[19] University of Gloucestershire: Academic Quality Handbook and Partnerships

The University has a well established set of principles that shape the context in which these structures and procedures operate. These are:

1. The evaluation of academic quality is as close as possible to the actual teaching and learning process;
2. Quality assurance within the University functions as a continuous process;
3. Quality Assurance in the University is a dynamic process rather than a static process, and is closely related to other internal processes;
4. Quality assurance is proactive and forward-looking, rather than retrospective and reactive;
5. Quality assurance and quality improvement in the University are considered to be interdependent and reciprocal, and the University aims to ensure the improvement of quality assurance processes;
6. Quality assurance in the university is responsive to national developments and, in particular, it is informed by the QAA UK Quality Code for Higher Education, while the remainder is determined by the University's mission and values.

Internal Quality Audit (IQA) provides an opportunity to examine more closely selected aspects of the functioning of quality assurance policies, and works both as a quality assurance mechanism, ensuring that processes work as well as a means of improving quality, allowing good practice to be identified and disseminated. The Audit Group normally includes an external member and a student. Recently, the Internal Quality Audit included the Academic Review Tutors (which resulted in the implementation of the Personal Tutoring System), and management of the University's feedback.

Academic development of teacher

Gloucestershire University organizes a wide range of events and opportunities for its employees (both directly involved in the process of teaching and those facilitating the process) with the aim of delivering quality services and continually improving the qualifications of employees. Employees can engage in such events as:

- Discussions and workshops on improving teaching-learning methods
- Workshops on applied technologies in the teaching process
- Discussions and workshops on research
- Workshops for research managers

All teachers are encouraged to observe the work of their colleagues and discuss their findings and results. Yearly, assistive practices are performed at other university lecturers' hours to gain experience, learn new practices, or offer advice and suggestions to colleagues. As a result of the visits made, meetings are held to discuss and reflect on the strengths and weaknesses of the teachers. These meetings can be done individually or at the department level.

All young specialists wishing to pursue an academic career are asked to participate in certain mandatory events that would help them in the following activities. They are asked to attend a one-day workshop organized by UK PSF and a half-day workshop focused on presentation and oratory skills.

Teachers who have less than 3 years of academic experience are encouraged to document their reflections on the experience of teaching, self-analysis of strengths and weaknesses, goals for

different periods of time, and indicating the steps taken to achieve these goals. A good way to keep such reflections is portfolios.

Portfolios are a good way of self-evaluation not only for young teachers, they are widely used by teachers with various academic degrees and experience in the field. The volume of portfolios varies depending on the position of the employee and the responsibilities he / she fulfills, for some positions it is necessary to include two references in the personal portfolio.

The evaluation of courses and teaching methods is done by students annually. This information is very important for identifying students' needs and the extent to which these needs are met. The results of the questionnaire help teachers adjust the presentation format or practices used in the next year. These questionnaires do not have a standard form, no specific volume, and are selectively included in the course description.

Students in year 3 (graduates) are involved in an extensive, nationwide questionnaire to determine the ratings of universities.

4.4 THE FACULTY / DEPARTMENT

All students belong to one of the faculties of the university. Each faculty engages in related fields and is responsible for certain areas, offers university and postgraduate and research courses. Apart from conceiving and delivering taught programs, the faculties are responsible for conducting the research and commercial activities of the university in their fields. Students benefit from this focus of work, research and partnerships with external organizations to ensure that taught programs are relevant and up-to-date.

The initiator of a new undergraduate program is the Department, where a program committee is formed[20], which argues, then elaborates the curriculum of the program. The program is discussed within the Department, then the Faculty Academic Committee. A special role is assigned to professional associations. Their opinion is mandatory for some programs, but not for the "Business and Management" program. Very detailed requirements for the design, development and monitoring of study programs are described in the Quality Code[21]. Here are specific indicators that allow the evaluation of the programs. An indicator is also the degree of involvement of students in the development of new programs.

4.5 THE LEVEL OF THE STUDY BOARD

Student assessment and methods used are described in the Study Program Level section. In addition to student assessment, teacher evaluation by students, peer evaluation, is used.

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[20] Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland andSweden, Chişinău, 2015, p.419

[21] UK Quality Cod for Higher Education, . Part B: Assuring and Enhancing Academic Quality. Chapter 1: Programme Design, Development and Approval

As far as the evaluation is concerned, the University has well-established rules in which it is mentioned how students are being examined, ie what are the basic requirements. But it is the students who must take care to know these rules.

Exams can take many forms and can be: Standard (written, unseen and closed book), Seen (written), open (written), digital, oral, and practical)[22]

Exams can take place at the end of a module or examinations (called tests), and the form of examination is approved through specific study program procedures. Examination can be individual or group work.

Also, the notion of coursework, which may be individual or group, appears, and the validated assessment will specify one of the following: Standard (written essays, reports, or similar works); Practical (creative, field or laboratory); portfolios; Presentations or other types of transient assessment; dissertations; Projects.

The views of an external evaluator are also taken into account. External examiners do not appreciate the papers. Grading is the responsibility of the university examiners. The role of the external examiner is to advise the Board of Examiners, but the decisions on the notes are those of the board as a whole. However, the Council should at all times take into account the views of the external examiner.

In the case of external examiners (outside the university), it is insisted on completing a form explaining and commenting on each examiner and the place where the examination took place.

So far, the reports that have been presented clarify the comments on each partner that should be more helpful to partners in receiving direct feedback about their role in maintaining academic standards and providing students with learning opportunities.

The University has reviewed the content of courses containing franchise items (that is, part of the course is taught by an external party) so that elements provided by external parties are taken into account at the course level.

This is complemented by the development of counseling relationships and for partner co-ordinators (PCs) and academic liaison mentors (Alts) (those who are part of a partner organization and who work directly with academic leaders of courses), ensuring that staff from partner organizations are included in the examination of the issues that led to and stem from the key quality assurance processes of the university.

These responsibilities are clearly set out in the collaboration delivery planner and have been reapproved in collaborative activities at the partnership forum. The Collaborative Partnership Director (DCP) and the Faculty Heads of Quality Assurance and Standardization (FHQS) get together in meetings where issues of collaboration with local and foreign partners are discussed.

The issues related to annual monitoring and reviews (AMR) as well as periodic review and revalidation (RPR) are addressed through periodic meetings of the partnership council in order to

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[22] University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.4**

create a greater sense of involvement from partner staff in key insurance processes of university quality.

Changes have been made to the AQPH in order to include the opportunity for the representative organizations of the partner organizations to be more directly involved with UOG course teams at events organized to discuss monitoring and / or reviewing courses where they play a role provision of services.

In order to have students' feedback, they are usually given open questions to which they answer.

4.6   INTEGRATION OF PERSONS WITH DISABILITIES

Disability is defined in accordance with the Disability Discrimination Act (1995) as: "a physical or mental deficiency that has a substantial long-term adverse effect and influences your ability to perform everyday normal activities." It includes specific learning difficulties, such as dyslexia, dyspraxia and discalculia. Confirmation of a disability must be validated with appropriate evidence obtained from the student from the age of 16 and ideally in the last 2 years.

Everyone has different needs, Gloucestershire University offers help and advice both by phone and by email (@ glos.ac.uk). The student must provide evidence in the form of a doctor's letter or a professional assessment in order to benefit from certain facilities and support.

The support service for students with disabilities, medical conditions, dyslexia and learning difficulties as well as the learning support service provides individual counseling and confidentiality guarantees. This service offers:

- university counseling visits before submitting the admission file
- advice on diagnosing specific learning difficulties such as dyslexia, dyspraxia and discalculia
- support with application for the Disability Students Scholarship (DSA)
- advice on access for people with disabilities
- awareness training
- liaising with academic staff and student services in support needs

People with disabilities can also benefit from financial facilities by applying to the Disabled Students Scholarship. This scholarship is available to any student who wants to study and has a physical or mental disability, or learning difficulties such as dyslexia. In order to be eligible for this scholarship, a form that is readily available on the university's website is required. The student can apply to the scholarship after being already enrolled in studies or doing so early, completing the DSA1 form. Students with low frequency learning are also eligible for the scholarship as long as the course they are enrolled lasts for at least one year. Students who do postgraduate studies can also benefit from a scholarship (which will cover all the student's expenses), which is different from that offered to the university students.

Academic support for people with disabilities consists in counseling provided by university specialists regarding the types of available support to help them manage their studies. This may include extensions on written assignments, extra time for exams, and / or the provision of marks recipients, communicators, tutors, study abilities and mentors.

If a student has a specific learning disability, he / she will need to provide a copy of the diagnostic assessment to get access to study support. If the student needs to be evaluated by a specialist, the university can provide advice on finding a properly qualified assessor. Counselors for disabled people can, also, provide advice on special funds and scholarships for disabled students in order to help them cover the costs of a diagnosis assessment.

The university classrooms have accessible rooms on all campuses. These rooms tend to be larger than the others, bathroom facilities are more accessible and flexible, so as to suit the need level.

The university bus and local buses Stageacoach provide a low-level access for people with mobility difficulties. Some students with disabilities may also be entitled to an accessible parking permit. There are accessible parking areas on each campus.

The appointment to see one of the advisor for disabled students can be made directly or through one of the Help Areas in each campus.

The University will provide all the necessary facilities from the moment the student informs the administration of his needs. Students can go to the Support Service for Disability, Dislexia and Education before starting a new course to ensure that their needs are met. Future students will have to register with this service to get the best available support to them.

The University is very committed to the confidentiality policy and will discuss the disabled student's situation only with his/her agreement.

4.7 PHYSICAL ENVIRONMENT

Student services provide extensive counseling and support over time that students spend at the university. Each campus has a student in the Help Zone that will provide help and support. There is also an international student support team on each campus. The Student Union (Student Unions) also provides a number of tips and services.

Over 500 free-access computers.

Each campus has over 150 free-access computers, either in the libraries or dedicated rooms, some of which provide 24/7 access (every day, throughout the day). Both Macs and PCs, as well as most of the software required to perform academic tasks, are available. Students are provided with printing, photocopying, scanning, folders, etc.

Free WiFi.

The University offers free wireless internet access for staff and students with a valid university user name and password. The wireless network is available in all campuses and libraries, bars, canteens and many other locations throughout the university. Wireless printing and scanning is available on every campus library.

Library in each campus with resources on relevant topics.

Each campus has its own library with a dedicated service team and specialists on disciplines. Extensive libraries help students from first-year students to PhD students.

At the disposal of the students there are libraries open late and virtual libraries that work non-stop.

- ✓ Each library is open until late at night during the semesters
- ✓ 24/7 acess to a wide range of e-books, magazines and databases anywhere in the world
- ✓ More than 100 laptops are available in the three libraries with loan periods from two hours to a week
- ✓ Access to a range of media equipment, including cameras, camcorders, and dictaphones, as well as digital editing software is available on all library PCs
- ✓ Access to borrow resources from other libraries
- ✓ Online chat to answer students' questions
- ✓ Group study areas with coffee facilities
- ✓ Quiet research areas
- ✓ Computer with open access and learning related course

The library is not just for students. There is no need to be a student or a member of the current staff to have access to university libraries (physical or virtual). Individuals or legal entities wishing to access information from the university libraries can do so by applying to membership.

4.8 LEVEL OF BUSINESS AND MANAGEMENT STUDY PROGRAM

The Business and Administration Study Program (Business and Management is the name in Gloucestershire University) aims to train business professionals by offering them a wide range of essential skills in modern business. The study is extremely relevant and practical with a strong professional focus and offers students the opportunity to really differentiate themselves in competition in a variety of functional business areas including finance, marketing and human resources management.

This program provides the opportunity to acquire knowledge and understanding of the entire range of business and management disciplines in the course of preparation for a management career. For the first two years students learn the main functional areas of business and related fields. In the last year, they choose to broaden and deepen their understanding in one of these functional areas. The program offers students the development of both theoretical knowledge in management, business, and practical, applicative skills. As a result, there is a strong professional approach, with emphasis on the application of knowledge in practical situations. This allows the development of a variety of abilities: analysis, synthesis and decision making - all of these are essential for a career in business. So, the Business and Administration study program is based on competencies, by providing students with those skills that would allow them easier insertion into the workplace and a more real employability.

The development, validation, changes and review of courses are done every 5 years. Course monitoring and evaluation (here it is not the process or methods of teaching, but the success and feedback of students) is done 1-2 times a year.

Student involvement is encouraged. There are student trade unions and "Voice" (the status of a student to represent a community: specialty, faculty, etc.). Trade unions and "Voice" meet the administration monthly in order to discuss current issues.

The "Externality" phenomenon is practiced - an external teacher (another university) is assigned to each course to assess the evaluation method and the results provided by the student's internal teacher. Also in this process, the external teacher will offer his colleague suggestions for improvement.

The virtual learning environment of the University is the main way in which students study, and increasingly also refers to the research activities. This allows them to keep in touch with module leaders and receive written feedback on tasks. All modules have a presence on VLE, which also provides links to learning and teaching support resources, including course manuals and module guides as well as those provided by the Library and Information Service such as publications periodicals and electronic books. The University sets minimum requirements for the information provided on the VLE course. Students have commented favorably on the use of the virtual environment as an e-learning environment, indicating that most students use these resources on a daily basis. Teachers and course managers confirmed the quality of training provided by the team VLE and promptly responded to individual help requests. The University has planned to upgrade VLE, to increase its ability of being used interactively, and to integrate the use of text matching software with on-line work for students. The university is encouraged to articulate an institutional strategy to increase the minimum requirement for VLE[23] course support.

So, the Business and Management program is scheduled for 3 years of study in order to obtain the Higher Education Diploma. The total workload is 120 CAT (Credit Accumulation and Transfer Scheme) per year. 1 ECTS is equivalent to 2 CATS. One CAT is the equivalent of 10 hours of student effort. To obtain the bachelor's degree, it is necessary to accumulate 360 CATS. Each module has 15 or 30 CATS. There is no need for a professional association to accredit this program. As reference points for the development of this program are the FHEQ and the General Business and Management Reference Statement.

The learning and teaching strategy of the program is supported by the four priorities within the university learning and teaching strategy:

Independent and collaborative learning. The whole program is committed to supporting student learning. The foundation of learning abilities is developed and consolidated through 4 modules. These modules help students become more efficient and independent. Using formative assessments is an opportunity to check understanding of each one's knowledge.

Learning for life and employment. It is done by using authentic evaluations that reproduce real business work by providing opportunities to engage with studies in real businesses and to develop a personal and professional portfolio through the opportunity to carry out a one- year internship, use

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[23] Higher Education Review of University of Gloucestershire, April 2015, p.26-27

of real cases in teaching and evaluation. Students are asked to submit a proposal to improve the work of a local organization in managing business operations. For this, they need to be actively involved in the organization in the fact-finding phase.

Learning for the future. Using simulations based on the use of Information Technologies, which allows real life modeling and allows to apply knowledge, to adapt to simulation scenario change, and think out-of-the-box, dealing with simulation, incorporation "sustainability" as a basic theme, which requires thinking about wider issues that refer to communities and the environment. It focuses on 6 modules on strategic nature and the future of business management.

Learning based on research. Within this strategy there are some modules. Strategies for Globally Responsible Leadership is an example of a module that has been introduced to combine both a growing area of research of interest and staff research interest. Teaching materials, such as case studies, have been developed. Another module, Corporate Responsibility Management, analyzes current ethical dilemmas and the challenges faced by businesses. Ensuring that students have a research dissertation module. This also includes sessions taught on research methods. By using teamwork, which allows students to manage their own learning, as well as to learn from each other.

The above demonstrates that in the University in general and the Business and Management Study Program, in particular, active learning methods are designed to engage students in a range of learning activities, in addition to courses , seminars and group exercises. The university teaching philosophy includes overuse of case studies, projects, and as well as the use of a variety of learning technologies.

All the subjects taught are divided into obligatory, fundamental and others. The mandatory disciplines are indicated. What we consider to be important is, that it is mentioned the learning outcomes of each discipline and, on the other hand, which disciplines provide the expected learning outcomes. Each study discipline of the program specifies which learning methods to use and in what proportion.

The evaluation strategy supports the objectives of the programs, the learning outcomes, and the teaching-learning strategy. It aims to enable the students to demonstrate the theoretical knowledge and practical skills in Management through active involvement in business issues. The assessment methods come to support students in their willingness to get employed.

The key points on which the reasoning is based are, as follows:

1. *The matrix of evaluation methods* reflects the varied nature of the activity of a business professional (for example, written report, presentation, business planning).

2. *Assessment methods* that involve preparing students for knowledge of the international environment from the perspective of their activation in companies from other countries.

3. *"Authentic" assessment*, ie the use of methods that reproduce the real work done in the business world.

4. *The "academic" character* of some assessments (eg exams) prepare students for future career development studies.

5. *Reflective assessments* prepare students to cope with business complexity, adapting to rapid business environment change.

Also, each program reflects how the assessment will be done: oral, written or otherwise. The University publishes separate principles and procedures for assessing students with disabilities. Nor are they discriminatory, they only contribute to better training of students with disabilities. The academic assessment of students with disabilities is carried out in accordance with the academic regulations of the University. The University also has clear rules on how to pass the exam, which is to be verified and how the process takes place. Detailed procedures are contained in:

Assessment: Handbook of Principles and Procedures, 2015/16.

The form of assessment and the submission date are communicated to the students through the guide to that module. The evaluation report, the evaluation program and the evaluation criteria are approved by a permanent group of the Examiners Board before the start of each modul module[24]. Throughout the module, students will receive a brief assessment specifying the task to be completed and any further details about the assessment requirements. The evaluation tasks are designated as classes. Students are required to undergo formal examination dates established by the Examination Board or other appropriate authority. Absence or failure of the assignment may lead to failure determined by the Board of Examiners.

Late submission of work without supporting documents shall be sanctioned in accordance with the following criteria:

- Up to and including seven days of delay - the maximum score will be 40%;
- More than seven days delay - 0%.

All papers submitted for revaluation by due date and without the approved documents and attennuating circumstances will receive the 0% score.

Also, in the Regulation to which we refer, it is mentioned that the overall pass mark for a module is 40%. If one module includes two or more evaluation elements, the final score of the module is expressed as a whole number according tp the arithmetical rules.

The weighted average of the rating elements is rounded according to the arithmetical rules.

A student is entitled to a single opportunity to reassess the final mark for the module to which this is in the range 30-39%. But the student who has obtained a pass mark can not require the mark to be increased.

The current scoring system is as follows:

The performance for each assessment element in a module is ranked as follows:

Percentage	The result for the element rating	Grades
70-100	Passed	A
60-69	Passed	B

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[24] Academic Regulations for Taught Provision, p.14

50-59	Passed	C
40-49	Passed	D
0-39	Failed	F
0	Not completed	N

Or as it follows,

The result element rated	Grades
Satisfactoriy	S
Unsatisfactory	UF
Unsatisfactory due to non-completion	A

Overall performance of the module is graded as follows:

Percentage	The result of module	Grades
70-100	Passed	A
60-69	Passed	B
50-59	Passed	C
40-49	Passed	D
40-100	Qualified fails; basic specified element nonbinding failed - the right to a revaluation	QF
30-39	Failed with the right of revaluation	R
0-29	Failed without the right of revaluation	F

In the university there is the possibility of *appealing*. These are regulated. Here are the provided situations in which appeals can be submitted:

a. At the time of the assessment, there were circumstances that negatively affected the student's performance that the student could not communicate to the Board of Examiners before they made the decision.
b. There has been an administrative or procedural irregularity during the course of the assessment of a significant nature to affect the mark obtai obtained.[25]

Also, general appeals procedures are also described in the Quality Code for Higher Education.[26]

Plagiarism: It is expected that the work done by the student and embodied in the form of work will be done by himself. In the internal regulations of the university there is a clear definition of what plagiarism means, which is defined as the unrecognized use of the work of others. This means

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[25] University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.13**
[26] UK Quality Cod for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints

that students do not have to copy, paraphrase, or present another work as their own. There are also other forms that are associated with plagiarism.[27]

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

The statement of use was communicated to the collaboration partners through the monthly bulletins submitted by the collaboration partnership team and a podcast on plagiarism and Turnitin will be made available to all collaboration partners. The Collaboration Team with Partners reworks the Plans (CDPS) into the 2016/17 operating manuals, which will include anti-plagiarism guidance for partners.

The university develops a policy that takes into account the current technological options of plagiarism and incorporates wider assessment methods during the 2015-2016 academic year, led by the colleagues in the ADU. The implications for policy development and impact for collaborative partners will form a key aspect of these developments in order to support the prevention and identification of plagiarism and other offenses associated with the provision of educational services, including through partners.

The progress made in implementing these policies will be reported in the annual evaluation sessions by discussing quality assurance issues both within the university and with regard to the external partners.

Employability. One of the five major objectives of the University Strategic Plan is employment. The Employability Strategy sets out how the University will increase the professional insertion capacity of its graduates, increase the chances of getting graduate-level jobs or provide adequate opportunities to further study.

The University has developed a series of initiatives to increase students' chances of engaging and support them in planning their future careers[28]. The Degreeplus initiative, which began in 2012, brings together a range of systems and services that include support for placement, internship, volunteering and part-time work, and has led to a significant increase in student engagement in these opportunities. Your FUTURE PLAN initiative, backed by a new on-line career center, aligns the personal tutor scheme with the personal career planning for each student. The Intensive Student Year project contributed through the curriculum to the development of skills for employment. A strong relationship with employers has been established through the Local Enterprise Partnership and Growth Hub, which also contributes to the curriculum development.

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[27] University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.69**

[28] Higher Education Review of University of Gloucestershire, April 2015

4.9   LEVEL OF PEDAGOGICAL TRAINING

Within the University, various student-centered methods are used, such as the use of problem-based education, the use of simulations, economic games, case studies, the kahoot learning platform, flipping, which is a training strategy and a mixed-learning way, which reverses the traditional learning environment by providing training content, often online, outside the classroom. Activities are moving, including those that could have traditionally been considered topics in the classroom. Students watch online courses, collaborate in on-line discussions, or conduct homework research, and get engaged in classroom discussions with a mentor guidance.

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

- ✓ *Individual work*, which means reading the notes, reading, self-preparing the answers to the set of questions;
- ✓ *Working in teams of 2-3 people*: preparing answers to questions, clarifying ideas, comparing individual responses and reaching a common team denominator;
- ✓ *Working in teams of 4-5 people*: debating the topics and reaching the team's point of view, preparing the plenary session responses, using the flip-chart, presenting the team's point of view by one or more team members
- ✓ "*Pyramid" or "snowball*" (combining groups or adding individuals to groups at a time): solving group problems, group meetings to compare the work / answers / views of small groups together; the formation of small groups focusing on particular aspects of the theme, and then discussing these issues with the whole group to form an overview.
- ✓ *Aquarium* ("Fish" discuss a problem, while outside observers noted criteria used) - solving / discussing in groups;
- ✓ *"Observers" or "cross group" or activity puzzle "* - one person from each group joins another group to inject new ideas into discussion groups are split, then reformed in order to exchange ideas;
- ✓ *Formal debate.*

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

- Discussions and workshops with reference to improving teaching and learning methods
- Workshops on applied technologies in teaching
- Discussions and workshops on research
- Workshops for research managers

All teachers are encouraged to observe the work of colleagues and discuss the findings and obtained results. Annually, there are organized practices of observing other teachers in university classes in order to gain experience, learn new practices and offer advice and suggestions to colleagues. As a result of these visits, meetings are held to discuss and reflect on the strengths and weaknesses of teachers. These sessions can be performed individually or at the level of the entire department.

All young professionals who want an academic career are invited to participate in obligatory events which would help them in further activities. They are asked to attend a one-day workshop organized by UK PSF and a half day workshop oriented to presentation and oratory skills.

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

Portfolios are a good way of self not only for young teachers, they are used extensively by teachers with different academic degrees and experience. Volume portfolios varies depending on the position of the employee and the responsibilities he/she carries, for some positions two references are necessary to be included in personal portfolio.

Annual evaluation of the courses and teachers' teaching methods is done by students. This information is very important to identify the needs of students and the extent to which these needs are met. Survey results help teachers adjust presentation or practices used in the following year. The questionnaire data does not have a standardized shape, no specific volume and are selectively included in the description of the course.

Students in year 3 (graduates) are involved in an extensive, nationwide questionnaire to determine the ratings of universities.

5 DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The analysis and interpretation of the data is an important step in any study. Usually they follow after the stage of collecting the data. Data analysis requires a certain way to organize them. Depending on how right and proper that the issue was examined did this depends largely, and reliability of results obtained. The interpretation of data analysis involves drawing conclusions, determining the relationships and processes that support the findings in search of wider meanings of those found etc.; It is important in this respect, that the interpretations should not be wrong, exaggerated or underestimated, be impartial, not out of context.

Within Work Package 2 of the Project was submitted as a goal to make a comparative analysis of data collected with regard to the institutional framework and the specific of Business and Administration study programs from two European universities.

This benchmarking and as well as the comparison criteria are reflected in **Appendix 6** to this report.

5.2. CRITERIA, PROPERTIES AND INDICATORS

Based on the methodology submitted for conducting this research there were established some research levels: the system level, university level, faculty level, department, study board level, level of disadvantaged students groups, infrastructure level and study program level. For each level they were highlighted and formulated some criteria that enabled the organization and systematization of collected data. The highlighted criteria allowed to have a vision of common points for each level in the two analyzed universities, but also to highlight some peculiarities.

The basis for highlighting the criteria is first, the proposed methodology, and relevant information for each university, but also the availability of that information.

1. *System Level*. The considered basic criteria relate to:
   1.1. Accreditation of study programs,
   1.2. The national system of quality assurance.
   1.3. Professional bodies involved in accreditation.

Submitted criteria allowed us to have an overview of the system to ensure and maintain quality in universities in Denmark and the UK.

2. *Level of University Management*. The criteria that have been identified are:
   2.1. Administartive, Management and Organizational Bodies of the university;
   2.2. Institutional strategy of the university curriculum incorporating strategy focusing on student-centered learning;
   2.3. Quality Assurance Body at the level of the university,
   2.4. Pedagogical formation of teaching staff and their continuous training ;

These criteria allowed us to analyze the governing bodies of the university, the degree of collaboration and their hierarchical levels, to get close to the problem-based learning.

3. *Level of faculty / department.* As a basic criterion is:
   3.1. The role of the faculty in communication with the involved parties in the student-centered teaching and learning.

Highlighting this criterion allowed us to analyze the level of involvement of faculty in providing a more efficent student-centered learning.

4. *Level of Study Board.* Submitted criteria relates to:
   4.1. Structure of the body responsible for education;
   4.2. Analysis of the evaluation practice;
   4.3. Way to develop a new study program;
   4.4. Incorporation of IT into curricula;
   4.5. Regular monitoring and analysis of the programs;

The criteria before were really useful to us to understand the way of study programs development, involvement of various parts in the process, the way of external examiners' evaluation and involvement.

5. *Integration of disadvantaged groups of students.* At this level there were selected the following criteria:
   5.1. The existence of a body which is in charge with the students with disabilities;
   5.2. Ways of working with students from disadvantaged backgrounds related to teaching.

The outlined criteria allowed us to have an overview of the possibilities that we have students who are part of the disadvantaged group to do studies together with other students, to what extent universities provide favorable conditions for the studies of these people.

6. *Infrastructure (physical environment).* As a criterion was used:
   6.1. Providing facilities tailored to the needs of persons with disabilities;
   6.2. Existing facilities for students in problem-based learning support.

These criteria have allowed us to analyze the facilities created by universities in order to ensure a favorable environment for studies.

7. *Level of Study Program.* At this level there were formulated a number of criteria, developed acording to the submitted methodology and discussed with the leaders of Business and Management program at the University of Aalborg, Olav Jull Sørensen and the University of Gloucestershire, Colin Simpson.

5.3. EMERGING MODELS

The table below summarizes the most important criteria for the study carried out, common patterns that occurred during the analysis and the occurred variations.

Table 6. Emerging Models

	Common Patterns	Differencess
L1: Level System		
Criterion 1. *Accreditation of study programs*	It is necessary the accreditation of study programs, including obtaining financing from the state. At the system level there are specified methodology, procedures, indicators, accreditation period. Universities can choose accreditation body. There can be accredited both study programs and University entirely	Different names to the bodies responsible for accreditation. There are peculiarities at the level of methodology, indicators. In Denmark for external evaluation and accreditation of study programs (existing and new) in 2007it was created the Accreditation Agency by the Ministry of Science, Innovation and Higher Education as a public independent body and consists of the Accreditation Council (AC), the Council of Secretariat and Academic Secretariat (SA) with function of assessment. AC takes decisions on accreditation. In 2013 it was adopted a new law on accreditation. In the United Kingdom: Accreditation of study programs is the involvement of three organizations: Privy Committee, Quality Assurance Agency for Higher Education, Higher Education Funding Council from England.
Criterion 2. *The national system of quality assurance*	There are national bodies designed to monitor and hence, ensure and improve the quality of education in universities. Quality assurance is part of the accreditation process of teaching and research, resources for research in order to argue the resources for research. One of the criteria imposed by the ministry is to continuously ensure the internal quality of study program.	Danish Accreditation Agency is also responsible for quality assurance issues. Structure and function of continuous quality assurance system in the university are predetermined general criteria set out in the University Act and the Minister 'Criteria for relevance and quality of university study programs and on procedures for approving study programs ". In the UK the National Board of QA Quality Assurance Agency for Higher Education (QAA).
Criterion 3. *Professional bodies involved in accreditation*	For the Business and Management Program the accreditation is not required by professional bodies	In Denmark: There no are professional bodies that contribute to the validation of programs and how they are carried out, but within the university there are advisory bodies at

		the level of each Study Board, the composition of which shall include competent external and notorious people.
L2. Level of University Management		
Criterion 1. *Governing Bodies, Management and organization of the university*	There are administration bodies and management bodies	*Denmark:*University Council and Rector. It is a unitary structure of governing. *The UK*: Administration Bodies: Council, Vice-Rector, Academic Committee, Secretary, Student organizations. The existence of a university-wide "Help Zone" which is competent to assist, help, guide students throughout their stay while study, facilitates the educational process.
Criterion 2. *Institutional university strategy incorporating a curriculum strategy with a focus on student-centered learning*	There are such strategies in both universities with emphasis on student-centered learning	In the University of Aalborg there is an institutional commitment towards innovative learning and teaching stipulated by the 2016-2021 academic strategy, where, in particular the emphasis is on problem-based learning, and the employability of students. UOG Strategic Plan (2012-2017) envisages the development of student-centered education.
Criterion 3. *Quality Assurance Bodies at university*		The University of Aalborg there is a group responsible for quality assurance and development (University's Steering Group for quality assurance and development). This group is responsible for supervising the systematic internal quality and improving quality, developing quality arears at the university. UOG is always concerned with ensuring the high quality of the whole process of education, which would allow the preparation of highly qualified specialists. To achieve this goal there is a management structure based on quality assurance, but the supervision of all quality assurance procedures within the University is in the competence of the Academic Council.
Criterion 4. *Pedagogical training of teachers and their training*	Teaching staff must submit evidence of pedagogical training. Conditions	In the University of Aalborg it is created a Learning Laboratory (Learning Lab), which offers

	are created to ensure this, and for contonuous training of teachers.	educational qualifications obtained through Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. It must be mentioned PBL Academy that favors this direction. In UOGit is welcomed the participation of teachers, especially young ones at different held events.
L3. Level of Faculty / Department		
Criterion 1. *The role of faculty in communicating with the parties involved the student-centered teaching and learning*	Faculties and Departments are components of the internal organization of the university, where the meetings take place in order to share examples of good practice and performances in student-centered teaching and learning.	
L4. Level of Study Board		
Criterion 1. *Structure of the body responsible for education*	Responsible for developing curricula	
Criterion 2. *Analysis of evaluation practice*	Both universities use various methods of assessment, evaluation of collegues, monitoring of evaluation, including an external evaluator	
Criterion 3. *Methods of developing a new study program*	There are clear provisions of how to develop a new study program	At the University of Aalborg the initiative to create a new program at cycle I and II comes usually from a teacher, or teaching staff collectively forming the program team or a research group. At the faculty there is a person with experience of legal regulations in education, helping the team to create the package of documents. Dean signs the this package after a rigorous legal control. The program is approved by the dean, then being measured at the academic council. The initiator of a new program of study at undergraduate level in UOG is the Department, within which a program committee is formed to argue, then develop a curriculum program. The program is discuss in ed in the department, then the Academic Committee of the Faculty. A special role is assigned in the Quality Code.
Criterion 4. Involving students in curricula development	Students are actively involved in developing curricula.	In Denmark students are involved in 50% in study boards, but also in other bodies. Students role is double: participate and influence directly the assessment of teachers and programs

		and are able to influence the evaluation and participation in the board of studies.
Criterion 5. *Monitoring and regular analysis programs*	Anual analyses, including feedback from students, employers.	The University of Aalborg the review of programs is done each semester for this purpose eight annual meetings are organized.

L5. Integration of disadvantaged groups of students		
Criterion 1. *Existence of a body that takes care of students with disabilities*		The University of Aalborg have not noticed the existence of this body The UOG is headquartered Help Zone
Criterion 2. *Ways of working with students from disadvantaged backgrounds in teaching*	All conditions are created so that they are not marginalized.	

L6. Infrastructure (Physical Environment)		
Criteria 1. *Providing facilities tailored to the needs of persons with disabilities*	Both universities have infrastructure that provides access to studies and provides learning opportunities for students with disabilities	
Criterion 2. *Existing facilities for students in problem-based learning support*	Both universities have a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.	Danish studies are provided by the state, in the UK - based on tuition fees

L7. Level of Study Program (Business and Administration)		
Criterion 1. *Program Structure and Administration Business*	In both universities the study duration is three years or six semesters;	
Criterion 2. *The workload of the students*	The workload is calculated in transferable credits. Per year is equivalent to 60 ECTS.	In Denmark each study year is equivalent to 60 ECTS or each semester, 30 ECTS. 1 ECTS equals 27 hours of work a student. In Britain the workload for a year is 120 CAT. 1 ECTS equals 2 CAT, CAT is one equivalent of effort of the student 10:00
Criterion 3. *Evaluation criteria students*	Each program contains information about the types of examinations, how they are performed, the requirements for the answers students have to offer. -There are Regulations that explain in detail every possible situation. -Evaluation is based on certain skills that students must prove	University of Aalborg in widespread use project team and provide a specific evaluation In UOG published principles and procedures for assessing students with disabilities separate.
Criterion 4. *Involve teachers, students, graduates, employers in the design, management and improvement program*	In the design, development and improvement of a study program involving multiple actors: teachers, students, employers, graduates	

Criterion 5. *Preventing and punishing cheating and plagiarism*	At the institutional level there are regulations which clarify what is the situation of plagiarism, which are consequences.	The University of Aalborg there is a special portal VBN that tests the level of plagiarism of all projects, bachelor's and master theses. Gloucestershire University in the fall of 2015 uses software Turnitin plagiarism detection
Criterion 6. *Complaints students*	There are regulations stipulating conditions where claims may be submitted, how to solve them.	
Criterion 7. *The current grading system*	There is clear provision of the grading system, what the requirements are to get each of those grades, which passing mark is.	In Denmark, the scoring system is based on 7 scales, consisting of five positive grades 0,2,4,7,10,12 and two negative grades 0 and -3, is used. In the UK the scoring system is expressed in percentage and in letters. Thus 70-100% equals to A, 60-69% - B; 50-59 ° C; 40-49 - D. These are the passing grades. Below 40% are not passing grades.
Criterion 8. *The role of external examiner*	External examiner is required in both universities for a greater objectivity of student assessment.	In UOG it is practiced the phenomenon "Externality" - each course is assigned to a teacher from outside (another university) who will assess the evaluation method and the results provided by internal teacher students. Also in this process, the external teacher will give his colleague suggestions for improvement.
Criterion 9. *Employability of graduates*	Study programs are geared toward employability. Examiner presence is mandatory external assessment, consult graduates, employers in curriculum development.	The University of Aalborg it is practiced developing real-estate projects with real problems. In the UoG, it is welcomed and stimulated the internship during one year. Several initiatives are being developed, which aim is to contribute to a better employment of graduates

6. FINAL CONCLUSIONS

The purpose of this report is to study comparatively the institutional framework that provides student-centered learning in two universities: the University of Aalborg, Denmark and Gloucestershire University, UK. In order to achieve this goal, all levels, which contribute to the proper conduct of the teaching-learning-evaluation process in these universities, have been analyzed. At the program level, the Business and Administration study program was analyzed.

Thus, we can see that at the system level in both countries, universities can offer their own degrees. This is possible if the programs or universities are accredited by the respective bodies. Obtaining accreditation confirms that the university through these programs offers quality studies. Ensuring and maintaining the quality of studies is a permanent concern for universities. In the United Kingdom there is the Quality Assurance Agency in Higher Education, which regulates various situations, and in Denmark, the accreditation body is also the one that is concerned with quality assurance at national level. Although in these countries an important role is given to professional associations, including in the accreditation of study programs, for Business and Administration, this accreditation is not necessary.

At each of the two universities analyzed there are elaborated university development strategies incorporating the curriculum strategy with emphasis on student-centered learning. In the University of Aalborg strategy, a separate chapter deals with problem-based learning (PBL). Internally, each university has a distinct structure that deals with quality assurance issues, which are also responsible for conducting a regular quality audit.

Students are perceived as partners of the teaching-learning-evaluation activity. They participate in all the governing bodies of the university at the faculty level, participate in the elaboration of the study programs, in their periodic evaluation, the evaluation of the teachers and the study modules.

Every teacher who commences teaching at these universities is required to pass certain pedagogy trainings, which allow them to better understand the student-centered teaching methods in order to be able to use them, to understand and to observe during their activity philosophy teaching in the university. Trainings are provided by the university.

We mention ensuring a learning-friendly infrastructure for all students, including those with disabilities.

The Business and Administration study program exists at both universities studied. In both cases the duration of the studies is 3 years, respectively 6 semesters. Student-centered teaching methods are widely used. In both universities an important component of the study process is teamwork by developing different projects. However, there are some peculiarities in the process of studying, in the structure of that program, in the workload a student needs to undertake to promote a module, but also the whole program. The scoring system used in these countries is different. But, I am very clearly specified all the requirements, all the procedures to be respected.

Universities have developed plenty of different Instructions, Regulations, Guidelines, Procedures for any process, for every possible situation to occur. It is the obligation of each student

to read, know and comply with these laws. What is worth mentioning is that evaluation takes place on the basis of assessment of learning outcomes, ie the extent to which the student has achieved the competencies that assured them that module.

The teaching process is also focused on research, which means that each teacher in parallel with the teaching activity is also involved in the research activity and the research results are used in the teaching activity. The teaching process is also focused on employability, which means that the skills the students accumulated during the years of graduate studies should provide them an assured employability. To ensure this thing during the development of curricula they work with the employers, with the former graduates. They are also those who participate as a teacher invited for certain modules or as an external examiner.

Cheating and plagiarism are not tolerated, being considered an intellectual theft and punished very harshly. Information technologies are widely used both in teaching activity and in the evaluation of students. It is stimulated student mobility, particularly in semester IV.

Modules included in the curriculum ensures that the students gain the skills needed to be employed in the workplace.

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Appendix 1: Methodology Template

Each working group will store all data files collected on the intranet project https://pblmd-moodle.samf.aau.dk/. Working team leaders are to ensure that all data files are stored on the intranet project.

1.   Compliance with the institutional goal

This part aims at exploring the relationship between the internal structures of the university and the study programs, including how the design and support of the study program are integrated across the university. The cohesion of the study program elaboration with its support will be examined at the level of the management of the university, faculty, as well as at the level of the Senate. The issues related to the integration of disadvantaged student groups and the available physical environment will be studied.

Each Task Force team will use this part of the methodology to develop a reference understanding of the module where student-centered teaching and learning at EU partner universities is incorporated in and relates to general institutional structure and then to explore the same relationship, appropriate to the purpose of their own universities.

NOTE: The questions below are divided into 6 levels; there might be an overlap between the levels. It is important when we ask a question to consider its relationship with other levels and the impact it might have on the domains within them and at the transversal level.

System level:

- University has the power / authority to accredit / validate their degrees? If so, skip to the section below.
- If not, what is the external process?
- What is the legal status of the accreditation body? How is it formed? Does it publish a guideline and criteria for accreditation? Are they available to the public? Request a copy and include an analysis of the key elements in your report.
- Is accreditation periodically performed? There is a faster way to grades / fields of study us? How long does the ordinary process take place? Is the accreditation based on the institution or the body / subject?
- How is accreditation regarded by the factors involved?
- Is there a national system of Quality Assurance? Is it independent from the accreditation? What is the legal status of the body QA? How is this body constituted? Does it publishe a code of practice? If so, get a copy or access code and include an analysis of its key elements in your report.
- How does the body national body of QA influence th curriculum and internal quality assurance? How is it considered by the factors involved?
- Are there benchmarks on objects / disciplines or equivalent indicators that programs have to address?[29]

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[29] In Great Britain (UK), and probably anywhere else, there are some guidelines and constraints outside HEI/HEI are being exercised. These may be profesional bodies (eg.in case of jurisprudence in England, where any degree qualified in the field of law must be validated by the Society of Lawyers/ Law Society); State agencies (eg. the subject of reference

- Are there any relevant guidelines or reference reports provided by state agencies that constrain or otherwise affect the presentation of programs? Explain whether these reference indicators refer to the content, presentation or evaluation of the program.
- Which professional bodies contribute in some way to validating or supervising programs and how these processes are being carried out?
- What external validation agencies are involved in programming and how they are done?
- What are the arrangements for granting double compensations or professional recognition?

Level of University Management:

- What is the governance, management structure and organization of the university?
- Does the University have an institutional strategy that incorporates a curriculum strategy with an emphasis on student-centered learning or is there a separate curriculum (learning and teaching) strategy? Is there an institutional commitment to innovative learning and teaching, is ICT more used, emphasis is placed on employability, the internationalization of curricula? Linguistic acquisition, intercultural skills? Have you obtained or accessed documents and included in your report?
- What is the structure of the key university / committee responsible for student-centered teaching and learning? What are its terms of reference? What is its composition? How often does it meet? Are there provisions for the accelerated promotion of curriculum development? What delegated powers does it possess and whose organ is subordinated to it? Does the relevant committee produce guidelines / good practice guides for curriculum proposals? What is the relationship between this organ and the Faculties / Schools / Departments / Colleges of the University?
- Is there a separate committee and / or office to ensure and improve internal quality? What are its responsibilities and how is it provided with resources (the number and level of permanent / cumulative, academic or administrative staff?
- At what level in the University's curriculum can proposals be launched and possibly provide a definition of different organs to be sure there is an understanding of the terms? If necessary, create a glossary of terms for each university and include those definitions.
- Which other organs influence the process of curriculum development and approval, for example, is there a business case requirement for all new programs? Should the relevant business case demonstrate how the proposal corresponds to the university's strategic plan? Which senior committee or senior manager must approve the business plan? Would it anticipate / require departments, such as those responsible for finance, heritage, library, career development, legal issues, ethical issues to be consulted?]
- What learning, teaching and evaluation approaches are used in the university? What differences do there exist between and / or within different disciplines / faculties?
- Is there a post-university institutional school? Is this responsible for the second cycle and the third cycle? What are its terms of reference? What is its relationship with other bodies

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reports/benchmark statements provided by HEFCE); or other validation agencies (eg. EDAMBA, etc.).This can be significant because these agencies sometimes dictate the curriculum and assessment style (eg insisting on exams).

responsible for approving the curriculum? [You may want to develop this more in schools / doctoral programs].

- What public / published information is available on all aspects of the university's curriculum policy and content? Are these available on a free web page? Content has to be analyzed as part of the benchmarking process.
- Do the program and module descriptions contain clear findings on anticipated learning outcomes? Learning methods, evaluation and evaluation criteria? Do the program descriptions show the potential ways of enjoyability after graduation? Who monitors / is responsible for ensuring this?
- Are academic staff required to have a formal 'teaching' qualification? If so, then what institutions offer / validate the qualification? What formal requirements exist for continuous development and training? How is it monitored and evaluated? What body of the University is responsible for this? Is the Human Resources Department involved in training and developing academic staff? What standards are being followed in teaching teachers? Are there guidelines, common national standards / methodologies to follow? Which training courses are organized to develop teachers' skills?
- How are students represented at the university level? What role do students play in the governance, management and organization of the University? Note: It is important to understand how students are nominated / nominated in relevant bodies and how they report to their voters.
- What key performance indicators (KPIs) are typically used at university level in relation to teaching and learning resources (such as Teacher / Student Ratio (SSR)); expenditure per student on library resources, time allowances for teaching and evaluation; class average size, etc)?
- What is the role of student union in student-centered teaching and learning?
- How is student-centered teaching and learning supported in the university mission?
- How is student-centered teaching and learning promoted throughout the university if it is generally promoted?
- What is the role of continuing professional development (CPD) in supporting student-centered teaching and learning?
- What financial or administrative support is given at the university level to support student-centered teaching and learning approaches? These could include funding for pedagogical research, curriculum development projects, etc. and could be granted through central funds or through concrete research units with budgetary autonomy.
- What is the overall leadership structure at university level for academic programs that include teaching, learning and assessment?

*Level of faculty***:**

- What are the communication structures and the relationship between the university's higher management level and the faculty level of student-centered teaching and learning?
- What is the role of the faculty in the elaboration of the new study program?
- How does faculty share and access examples of good practice within the departments?

Level of the study board:

- What is the structure and relationship of a Study Board (or level) with the department, faculty, and research centers within the department?
- Is there a procedure for interdisciplinary or multidisciplinary programs? Does this require the creation of single committees / councils and how do they relate to the general structure? Are there any problems creating these levels? What are the problems?
- In-depth analysis of the evaluation practice: use of innovative assessment methods, evaluation of colleagues, the role of formative and summative evaluation, evaluation types, blind and double marking, monitoring of the evaluation to ensure that it is effective in achieving the learning outcomes, analyzing the assignment of marks both within an object and among other objects throughout the University) to ensure fairness and comparability, the use of external examiners, labeling systems with clear definition of criteria (Note: integrating assessment into learner-centered learning and linking it to learning outcomes is crucial).
- What is the process for: (a) approving a new study program - is there any difference between cycle one, cycle two and cycle three? (b) Approval of a new module in an existing study program? What level of change, quality enhancement in a study program or mode requires full institutional approval? How long does the process take for each of these? Note: It is important to understand the approval cycle.
- What role do students play in curriculum planning and development? Is there a difference in their role between cycles? Note: It is important to understand how students are designated / nominated in relevant bodies and how they report back to their constituents.
- What procedures (if different from those listed above) exist for developing new study programs?
- How is e-learning implemented and to what extent it is embedded in the programs?
- How are staff members involved in managing and coordinating a particular study program (program coordinators, semester coordinators, supervisors)? How is this aspect formalized?
- What is the process for annual monitoring and periodic analysis of programs?
- Are there any performance indicators?
- What is the process for obtaining feedback from students? How is it managed and what impact does it have? Does this result in feedback on student results?

Integration of Disadvantaged Student Groups:

- Is there a University / office staff dedicated to disable students? What are the responsibilities and resources of the office?
- What special arrangements are made for disabled students (including under the UN Convention on the Rights of Persons with Disabilities)?
- What are the university's capabilities to work with disadvantaged students in relation to teaching approaches?
- What special approaches exist that focus on socially disadvantaged students?
- What approaches are being followed to include students from non-academic backgrounds, if any?
- What kind of support is available for students with learning disabilities?

Physical environment:

- Is the physical environment suited / adapted for students with physical disabilities? Is there an adaptation program for students with physical disabilities?
- What student facilities exist that support student-centered teaching and learning: group study rooms, student dormitories, extended university hours, free WiFi on campus, IT support for students

2. Program of study according to purpose

This part aims at exploring the structure of a current study program at each partner-EU University, with emphasis on operational, functional, normative and technical details. The level of analysis is a particular study program.

Each Working Group team will use this part of the methodology to develop a reference understanding of the structures, procedures and process related to the design and management of study programs in the partner universities in the EU and to explore the same issues in their own university, in the that pilot study program.

Level study program:

- To what extent does it reflect the institutional strategy? [See also the above]
- To what extent does this reflect the findings of equivalent reference topic?
- Ii it based on competence?
- Does it focus on 'employability'?
- This is subject to professional accreditation or regulatory (particularly important for medicine, but probably appropriate for other objects / subjects)
- It emphasizes innovation, research guided learning, entrepreneurial quality, internationalization?
- To what extent it uses information technologies (IT) and / or blended learning?
- What is the structure of the selected program? (Workload, semesters, modules, evaluation of students, staff evaluations, learning progression). It would be useful to determine whether this also applies to the second stage?
- How is the program developed, improved and managed? What role do students in this process? What role owners / employers? Are consultants / other stakeholders involved?
- Are consulted / involved alumni?
- What are the functions of the project coordinator, the coordinator of the semester and teachers in the program?
- What documents accompanying / support there is in relation to the curriculum? (Course description, regulations, guides, learning outcomes, assessment guides). Are these publicly available?
- What are the existing rules of the program and who is responsible for ensuring that they are followed?
- How are monitored, analyzed, improved and implemented the structure and content of the program?
- As calculated and monitored workload of staff? As calculated norm for allocating hours (related to academic staff) for different types of activities (teaching, supervision, assessment) (based on ECTS, formula, or history)?

- As calculated and monitored student workload and how it contributes to the formulation planning and curriculum development?
- What are the anticipated results of learning? As reflected in the assessment of learning outcomes? How communicate the results of student learning and how they are evaluated
- How is student assessment? What forms of assessment are practiced? (Written examinations / open questions, multiple response options tests, oral exams, project presentations. There are forms of innovative assessment, for example, peer assessment, assessment based on TI?)
- What are the requirements for progression?
- What measures are taken to prevent and punish 'cheating and plagiarism? How are they recorded and evaluated?
- What are the procedures for students'appeals?
- What is the current grading system? What are the credit transfer arrangements and accreditation of prior learning (APL)?
- What is the role of the external examiner?
- How is mobility of students incorporated to the program and how it is facilitated?
- How is teachers' assessment / feedback held by the students? How are the results of feedback processed?
- What are the academic entry requirements imposed to students for the program?
- How do students contribute to curriculum development?
- How are administrative programs supported and what are the responsibilities of administrators in direct student support? (eg providing answers to submitted applications; conducting evaluations; managing academic journals, etc.).
- Is graduate employment monitored? If so, how and for how long?
- What kind of software, e-learning programs (eg Moodle, MOOC's, Knowledge Apps, moderated forums) are used, how are they used, what checks are made in order to avoid plagiarism?

Appendix 2: Data collection Aalborg University

Table data reporting, University of Aalborg, Denmark

Question / Problem	Sources consulted	Finding	Reflections
L1: Level System Accreditation of study programs	-Site of the Danish Institute for Accreditation http://en.akkr.dk/accreditation-in-denmark/ -Act on the Accreditation of Institutions of Higher Education June 2013 http://ufm.dk/en/legislation/prevailing-laws-and-regulations/accreditation/accreditation	Act 2013, unlike in 2007, places emphasis on institutional accreditation rather than on programs. The accreditation of HEIs is carried out by the Danish Accreditation Agency. We have established the structure of this organ, its powers.	It is useful to analyze the academic accreditation process more thoroughly and in detail.
National quality assurance system	http://ecahe.eu/w/index.php/ACE_Denmark Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015	The Accreditation Agency is made up of two entities: the Accreditation Board, which is responsible for accrediting and approving university degree programs; and the Agency, ACE Denmark, which is responsible for the preliminary analysis and evaluation of the programs. This organization is also responsible for quality assurance in the HE.	
L2: Level University Management *Institutional strategy of the university, incorporating curriculum strategy with a focus on student-centered learning*	KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at http://www.e-pages.dk/aalborguniversitet/383/	Aalborg University has an institutional development strategy that incorporates curricular strategy with a focus on student-centered learning. There is an institutional commitment to learning and innovative teaching that is enshrined in the 2016-2021 academic strategy, in particular, focusing on problem-based learning.	Strategy contains important directions of University development for the next five years.
Quality Assurance Bodies at university level	Comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015	At the University of Aalborg there is a Group responsible for quality assurance and development. (University's Steering Group for quality assurance and development) This Group is responsible for systematically supervising internal quality and for improving the quality system, developing the quality domains within the university.	

| L3: Level Faculty / Department

The role of the faculty in communication with the parties involved in the student-centered teaching and learning	*The Danish (Consolidation) Act on Universities*	Faculties and Departments are parts of the internal structure of the University of Aalborg. The initiative to create a new program at the 1st and 2nd round comes, as a rule, from a teacher or colleague who forms the program team. The faculty is an experienced lawyer in education who helps the team to develop the document package. The Dean signs this package after a rigorous legal scrutiny. The program is approved by the Dean, then subjected to evaluation at the academic board.	
L4: Level Board of Education

Structure of the body responsible for education | Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015 | At the levels of schools and study boards it is worked at developing and improving curricula, each study board shall have a counseling committee to develop learning, student centered teaching. | |
Analysis of evaluation practice		The University uses various methods of assessment, colleagues, monitoring evaluation, including an external evaluator.	
Way to develop a new study program	Comparative Analysis of Institutional University Autonomy in Denmark, Lithuania, Romania, Scotland and Sweden, Chisinau, 2015	There is no difference between the approval of a new study program cycle I and II, the PhD program is a research program aimed at training Ph.D. students internationally. It includes active research training under supervision. For minor changes it is required the approval of the Board of Studies for greater change and the approval department or faculty level. Changing an existing program can last from 6 to 12 months.	
L5: Integrating disadvantaged students	KNOWLEDGE FOR THE WORLD. Aalborg University Strategy, available at http://www.e-pages.dk/aalborguniversitet/383/	The University's strategy provides the creation of a favorable learning environment for all students. At the moment, some facilities for students with physical disabilities have been created. They can without any hindrance enter the study blocks. Classrooms are located on the first floor, facilitating access for disadvantaged people. There is free access to them. Classrooms, sanitary blocks are also provided for access by such persons. There are also facilities for access for the visually impaired, although the university does not have a assigned office for disabled students.	Impressive facilities providing access to education for the persons with disabilities
L6: Infrastructure (physical environment)	Observations during the study visit the university website www.aau.dk	University infrastructure corresponds to the tasks of the university and contribute to the smooth running of the teaching-learning process.	Classrooms are equipped with the latest technology, there are rooms for teamwork.

L7: Level Studies Program	Structure of Bsc in Economics and Business Administration (From autumn 2013), the https://pblmd-moodle.samf.aau.dk/mod/folder/view.php?id=20	The study program consists of six semesters, each semester of 30 ECTS, an ECTS equals 27 hours of student work. The ratio between the theoretical and projects hours is 50% to 50%.	The terms of presentation of works, compliance with anti-plagiarism is what should be taught and students from Moldova.
The structure of the study program			
Student evaluation	Examination Regulations; Exam P1 -1 P1 project work-1 All https://pblmd-moodle.samf.aau.dk/mod/folder/view.php?id=20	Student assessment can take various forms: short examinations, long written with open questions, multiple choice tests, oral exams. PBL in the context of all exams are in draft form, consisting of the submission of the written and oral individual examination. The advantage of this model lies in the combination of group work, problem solving, holistic approach (problem- theory- methodology), reflections, and communication and abilities. There are used and innovative assessment forms, eg .: exam computer exam video, peer assessment by Moodle.	
Avoiding and sanctioning cheating and plagiarism	Guidelines on Rules regarding disciplinary Measures for students at Aalborg University (Translation *)	In the university there is a special portal VBN which tests the level of plagiarism of all projects, bachelor's and master theses. There are stated three situations based on the severity of plagiarism: -plagiat grave (gross) - more than 5% is the exact copy or more than 50% include other forms of plagiarism in this case the student is expelled from university; -plagiat - less than 5% exact copy from 5 to 50% other forms of plagiarism in this case is thrown out of the exam; -plagiat simple - less than 5% exact copy, the student is provided a warning.	
Complaints students	Complaints procedure for examination at the Faculty of Social Sciences, Aalborg University	We noticed the appeal procedure notes described in the Report.	
The current grading system	https://pblmd-moodle.samf.aau.dk/mod/folder/view.php?id=20	We found the 7- point scoring system in the Universities	
L8: Teacher Training Level	http://www.learninglab.aau.dk/	The University of Aalborg created a Laboratory Learning (Learning Lab), which offers educational qualifications obtained by Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. PBL Academy mention that favor this direction.	Conditions are created for students and newcomers to the university teachers fall in PBL

Report on the study visit to the University of Aalborg (Denmark)

During 06.02-13.02.2016, we had the opportunity to visit the University of Aalborg (Denmark) in the framework of the Erasmus Project + "Introducing Problem Based Learning in Moldova: Towards Enhancing Students (PBLMD)" . This visit was very useful and interesting, because the University of Aalborg was one of the first to implement the PBL in the higher education system with a unique experience in this field. The PBL model in Aalborg includes the project based on real, authentic issues, the individual organization of group work and collaboration. This model provides students with the opportunity to independently acquire knowledge, skills and competences at an advanced academic level. The University of Aalborg creates opportunities for its students to cooperate with external partners in solving scientific problems by applying theoretical and research-based knowledge in a real environment. Thus, unlike traditional universities, this university encourages the development of communication and collaboration skills.

Analyzing the information presented during the visit, here can be highlighted the following important issues that support and ensure the successful implementation of the PBL model at the University of Aalborg:

At university / faculty/ department level:

1) The University supports and promotes the implementation and development of the PBL model, so in the actions included in the development strategy 2016-2021 of the University of Aalborg, we can mention the use of PBL for the development of all study programs, its integration as a learning objective in all curricula, being an important part of quality assurance. I would like to mention that motivation of teachers and students is an important component of this model, so new teachers and all students have systematic input courses in PBL. From the presentations I had during the visit, I noticed that all the teachers emphasized the importance and advantages of the PBL model within the university being very motivated to develop this model. Among the advantages mentioned were: the role of teachers becomes more important because it not only transfers knowledge but participates in the intellectual development of young people by encouraging creativity and group collaboration. The projects, being interdisciplinary, require the development of both the theoretical knowledge and the application of the research in the knowledge of the real environment by the teachers.

2) During the meeting with the students, they highlighted the advantages of the Aalborg model: multilateral development, having the opportunity to identify and solve real business problems, to cooperate with external partners and to be more creative.

3) The University assures and develops close relationships with external partners, especially the business environment and public bodies, only in the Business Administration studies there are over 80 companies that collaborate with the students and give them the opportunity to know and solve real problems of society relevant to the course or profession.

4) The University allocates all the resources necessary to ensure the implementation of the PBL model: it offers enough spaces of different sizes for organizing and conducting work in groups, the possibility of prior reservation of these auditors and their use until 10 pm. Another important resource is information technology, the university uses Moodle in PBL development, and a special VBN software that supports the model, and is very useful at

internal communication level (project reports, playlist verification, course support placement, management information university profiles, teacher profiles, etc.) as well as external ones (useful information and reports for the government, all publications, etc.)

At the study program/ curriculum level:

1) The central role of the project within the curriculum is allocated not less than 50% of the total credit points. The number of disciplines is smaller and they serve as support for the project.

2) The interdisciplinary nature of the project, which aims to give students the opportunity to identify real problems and the theoretical knowledge they would need to solve them, so problems can be very different and creative, as well as the necessary knowledge from different fields and disciplines .

3) Ensuring interaction with the supervisor, as the Aalborg model focuses on group work, increases the importance of collaborating not only members within the group but also between the group and the supervisor. It must ensure that students' formulation of the problem falls within the proposed field, serves as a starting point for solving a genuine problem and will enable the learning objectives developed in the curriculum to be achieved.

4) Physical environment of the university:
   - The university blocks of study are equipped with special access roads for people with disabilities. Classrooms are located on the first floor, providing access for disadvantaged people.

   - The study rooms are equipped with modern technologies, which would allow the video examination to be organized if needed.

   - The extensive use of Moodle, social networks and Skype, especially in organizing group work, as well as co-ordinating work with the supervisor, can facilitate the participation of people with disabilities.

5) Based on the above, we consider the following three issues are of greater relevance:
   - The role of the university in motivating teachers and students to use the PBL method in teaching and learning. Everything must start with a change of mentality, teachers need to be more open to new challenges, change leadership and leadership. It would be a great challenge for the Academy of Economic Studies of Moldova and we think that for the entire higher education system, because it is mainly based on teaching and transfer of knowledge, less encouraging individual learning. The academic framework in our society is regarded as an expert, who must know everything. The formation of a group of young, energetic teachers willing to develop themselves, open to new AESM experiences as initiators in PBL and later as trainers for academic staff would be a start. I think that by organizing in-service trainings and trainings in PBL and its benefits, participating in mobility to see how this model is implemented in practice could overcome this problem.

   - A major challenge for using PBL in AESM would be to develop a new curriculum to support and sustain this model. As mentioned, work on the project should be the focus

of the study program and be allocated no less than half of the total points of credit. The current programs include a project and the annual thesis, the rest are courses, which have a major share, and usually there are many more per semester (up to 7). Implementation could begin by combining multiple disciplines into a disciplinary course, Economics which could include 2 current courses Macroeconomics and Microeconomics.

- If we refer to the physical environment, it should be noted that the creation of a special infrastructure for people with disabilities is a real challenge for Moldova, where due attention is not given to these groups of people and they are usually marginalized. Unlike the University of Aalborg, AESM has multi-level study blocks with stairway entrances and with the exception of a newly built new block, the others have not been provided with special access paths for people with disabilities. However, the university has started some actions for this purpose and in some blocks the entrances and elevators have been adapted to facilitate the access of disadvantaged people. An opportunity to overcome this challenge can be the capitalization of libraries as spaces for teamwork on the project, which are located on the first floor and currently do not have many visitors.

Gaugas Tatiana,

Lecturer, Academy of Economic Studies of Moldova

Report on the study visit to Aalborg University, February 8-12, 2016

The study visit at Aalborg University was interesting and useful, with multiple possible take-backs and adaptations for the university system in the Republic of Moldova.

I. Identifying areas considered most relevant:

a) *University / faculty / department level*

1. *The logical structure of the university subdivisions* with the clear division of all responsibilities and obligations. Although at first glance the structure is overloaded to plan and record all academic activities, eventually every element of this structure has its role and concrete task throughout the structure.

2. *Employing academic staff and accounting for activities* carried out during the academic year. It is a different procedure from the one existing in the Republic of Moldova. Each person is employed on a salary (no more), the didactic norm being composed of two elements: teaching and research. The raport between these two elements is 60:40. This report is actually a formal one because it is flexible enough depending on several factors, including the teacher's inclination: towards teaching or research.

3. *University cooperation with the business environment*. It is an effective communication in which both parties understand the benefits of collaboration and try to help each other. Of course, there are also economic agents who are not very open for collaboration, but, in the opinion of the employers present at the meeting of 10/02/2016, we have found that in some situations universities are not enough co-workers.

b) *Level of study program*

1. The methodology for designing / managing / reviewing the curriculum. It is a complex procedure that involves both teachers and students but does not require external approvals (Ministry, Quality Assurance Agency, etc.). It is a very interesting and useful experience of the university regarding the program managers in general, the managers of the semesters. It seems that things are very well set up so everything is coordinated.

2. Structure of the curriculum, which includes balanced theoretical courses combined with the projects. It impresses the organization of students' individual work, their attitude to projects.

3. Student assessment. It is not only the students' knowledge that evaluates the possibility of applying this knowledge in concrete situations and the achievement of those learning outcomes that are required according to the study program.

c) *Physical environment for underprivileged students*

1. *Ensuring facilities for students with physical disabilities*. It isclearly seen that students with disabilities feel in the university with students without disabilities. Thus, they can without any obstacle enter the study blocks. There is free access to

them. Classrooms, sanitary blocks are also provided for access by such persons. There are also some facilities for access for the visually impaired.

2. *Facilities that support problem-based teaching.* The technical-material basis existing in the university has impressed us. This favors studies. The classrooms are well set up, equipped with the appropriate technique. There are both large and small room for teamwork. The library has enough sources to meet the needs of the students. Students have WiFi access on campus.

3. *Studies are provided financially by the state*. Students incur the costs of accommodation and maintenance. The study process favors learning by the fact that students who fail to pass the examinations on time, have the opportunity to take them in the folowing years.

II. Reflections on a problem at each level.

1. ***Employing academic staff and accounting for activities*** carried out during the academic year. We consider this a very important issue, if it is also considered in terms of didactic normalization. This information is useful because we have seen an approach different from the one existing in the Republic of Moldova, where teachers are totally dependent on the number of students, and normalization only takes into account didactic activity. It is this approach and makes the problem nominated interesting to be studied further. I am absolutely aware that this is not only a matter of university, but primarily of the system existing in the country. I consider useful to find ways to take over from the observed system:

   - Every teacher is only employed on a salary. This allows him / her to devote himself herself to the issues of self-development, work with the students. The didactic activity includes not only teaching hours but also coordination, examination, etc.;
   - Research is an important part of the teacher's work. It is planned, accounted for and considered as an activity that takes time to be accomplished. Research results are used in teaching activity.
   - In order for this system to be implemented in the Republic of Moldova it is necessary to change the attitude towards the educational system, generally at the system level, to review the status of the teacher. It is also necessary to change the mentality of both academic staff and students.
   - The implementation of the mentioned system would allow teachers to be more actively involved in studying modern teaching methods and their more active involvement in research.

2. ***Methodology of designing / managing / revising the curriculum.***
   Each study program is managed by a school team within a school, which is also part of the faculty. The basic document for a study program is the curriculum, which includes a series of elements: the legal basis, the admission conditions, the title offered, the duration and the competencies insured, the description of the modules (prerequisites, objectives, activities, examination forms, evaluation criteria).

A program of study is provided by the program team within a department, but for the development of modules, other departments within the faculty or even to other faculties are involved.

The process of study is structured on modules and is organized on the principle of problem-based education, where the team-based projects constitute 50% of the total hours allocated to the program.

The program is not loaded with many disciplines. The existing ones contribute to the obtaining of the necessary competencies for the elaboration of the projects, for highlighting the problem, finding the solutions for the existing problem.

Teacher involvement in curriculum development, its review, and semester coordination contribute to greater engagement from teachers. What is very important is that students are also involved in curriculum development.

The experience could be taken up at the level of elaboration, monitoring, involvement. However, we think that a great deal of effort has to be done to explain to the teachers why it is necessary to involve everyone, what are the benefits for teachers and students. Obviously, not everyone will accept at first to get involved, but, perhaps not all of them have the vocation to work with students, to instruct them to learn to set their educational road.

3. ***Provide facilities for students with physical disabilities.*** I think it is a challenge for the universities of the Republic of Moldova, where not always students without disabilities feel comfortable. The attitude should be fair, identical for all students, regardless of their health conditions. Access to study blocks for such persons is limited, as there are not always access ways, elevators, doors of the size required to provide access to study rooms for people in wheelchairs. Not far from fitted bathrooms. Of course, the existence of these facilities does not increase the number of students, but it is a necessary condition for ensuring human rights. Certainly, this requires additional financial resources, which is why I do not believe that in the near future universities could have such facilities. But for the distant future ... possible.

Cotelnic Ala, AESM

18/02/2016

Appendix 3: Data collection at the University of Gloucestershire

Table data reporting, University Gloucestershire

Problem/ Issue	Sources consulted	Conclusions	Reflections
L1: **Level System** Accreditation of study programs	https://privycouncil.ind ependent.gov.uk/work-of-the-privy-council-office/higher-education/	Accreditation of study programs is required, including for obtaining state funding. At the system level, the methodology, procedures, indicators, accreditation period are specified. Universities can choose the accreditation body. Both study programs and the University as a whole can be accredited. In the UK: The accreditation of study programs is done with the involvement of three organizations: the Privy Committee, the Quality Assurance Agency in Higher Education, the Higher Education Funding Council in England.	There are academic autonomy of universities. Proving quality universities offer diplomas of studies.
National quality assurance system	http://www.qaa.ac.uk	The National Quality Assurance Agency is the Quality Assurance Agency in Higher Education (QAA), an independent body charged with monitoring and counseling on standards and quality of higher education in the UK	
L2: **Level of university management** *University institutional strategy that incorporates strategy focused curriculum with an emphasis on student learning*	University Strategic Plan (2012-2017) https://infonet.glos.ac.u k/newsandevents/news/ PostFiles/Documents/St rategic%20Plan%20201 2%20final%20documen t.pdf University Academic Strategy (2014-2017) http://www.glos.ac.uk/d ocs/download/Business /academic-strategy.pdf	University academic strategy includes the development of a student-centered learning, focusing on employability, use of research results in teaching and learning process.	University strategy and separated academic strategy require extensive use of student-centered teaching methods oriented towards employment.
Quality Assurance bodies at university level	University of Gloucestershire: Academic Quality Handbook and Partnerships	The University is constantly concerned with ensuring a high quality of the entire study process, which would allow the training of highly qualified specialists. In order to achieve this, there is a leadership structure focused on quality assurance. Components of the governing structure set by the university to ensure and increase academic quality. The supervision of all quality assurance procedures within the University is within the competence of the Academic Council. Responsibility for various aspects of it is delegated to a number of sub-committees at University, Faculty and Study Program level.	Ensuring, maintaining and permanently improving quality is a prerequisite for the university

L3: **Level Faculty / Department** *The role of the faculty in communication with the parties to the student-centered teaching and learning*	http://www.glos.ac.uk/governance/pages/governance-and-structure.aspx	All students belong to one of the faculties of the university. Each faculty engages in related fields and is responsible for certain areas, offers university and postgraduate and research courses. Apart from conceiving and delivering taught programs, the faculties are responsible for conducting the research and commercial activities of the university in their fields. Students benefit from this focus of work, research and partnerships with external organizations to ensure that taught programs are relevant and up-to-date.	
L4: **Level Study Board** *Structure of the body responsible for education*		Exams can take many forms and can be: Standard (written, unseen and closed book), Seen (written), open (written), digital, oral, and practical.) Exams can take place at the end of a module or examinations (called tests), and the form of examination is approved through specific study program procedures. Examination can be individual or group work.	There are different ways of examination, but all of them are oriented to verify and ensure students obtain certain skills.
Analysis evaluation practice	University of Gloucestershire at Cheltenham and Gloucester. Assessment: Handbook of Principles and Procedures, 2015/16, p.4	Also, the notion of coursework, which may be individual or group, appears, and the validated assessment will specify one of the following: Standard (written essays, reports, or similar works); Practical (creative, field or laboratory); portfolios; Presentations or other types of transient assessment; dissertations; Projects.	
Way to develop a new education program	UK Quality Code for Higher Education,. Part B: Assuring and Enhancing Academic Quality. Chapter 1: Program Design, Development and Approval	The initiator of a new undergraduate program is the Department, where a program committee is formed, which argues, then elaborates the curriculum of the program. The program is discussed within the Department, then the Faculty's Academic Committee. A special role is assigned to professional associations. Their opinion is mandatory for some programs, but not for the "Business and Management" program. Very detailed requirements for the design, development and monitoring of study programs are described in the Quality Code. Here are specific indicators that allow the evaluation of the programs. An indicator is also the degree of involvement of students in the development of new programs.	
L5: Integrating disadvantaged students	http://www.glos.ac.uk/life/support/Pages/disability-and-dyslexia.aspx	The support service for students with disabilities, medical conditions, dyslexia and learning difficulties as well as the learning support service provides individual counseling and confidentiality guarantees. Every student campus has a Help Zone office that offers the necessary help.	The existence of the help desk for students with learning difficulties is very important for these categories of students.

L6: Infrastructure (physical environment)	http://www.glos.ac.uk/life	The university has the necessary resources to conduct an effective teaching-learning process. The students have every opportunity to learn: well-equipped classrooms, WiFi, computers, libraries etc.	
L7: **Level Studies Program** The structure of the study program	http://www.glos.ac.uk/study/undergraduate/Pages/undergraduate-degrees.aspx	The Business and Administration program is scheduled for 3 years and 6 semesters, respectively.	published principles and separated procedures for assessing students with disabilities.
Student evaluation	Assessment: Handbook of Principles and Procedures, 2015/16.	The workload for one year is 120 CAT. 1 ECTS equals 2 CAT, 1 CAT is equivalent to 10 hours of student effort. To obtain the bachelor's degree, you need to accumulate 360 CATS. Each module has 15 or 30 CATS. It is clearly stipulated the types of exam that are used in each module, the requirements submitted, the learning outcomes the student must prove, the requirements for obtaining a certain qualification, the consequences of non-observance of the deadline for submission of the papers or the failure to attend the examination.	
Avoiding and sanctioning cheating and plagiarism	University of Gloucestershire at Cheltenham and Gloucester. Assessment: Handbook of Principles and Procedures, 2015/16	In the internal regulations of the university there is a clear definition of what plagiarism means. This means that students do not have to copy, paraphrase, or present another work as their own. There are also other forms that are associated with plagiarism. In the winter of 2015, Gloucestershire University's use of Turnitin's plagiarism detection software was declared.	
Students' appeals	UK Quality Code for Higher Education. Part B: Assuring and Enhancing Academic Quality. Chapter 9. Academic Appeals and Student Complaints	In the university there is the possibility of appealing. These are regulated. This sets out the situations in which appeals may be advanced.	
The current grading system	Academic Regulations for taught Provision		
L8: **Pedagogical training level**		In UOG welcoming the participation of teachers, especially young ones at different events.	

Report on the visit to the University of Gloucestershire

Between February 28, 2016 and March 5, 2016 I had the opportunity to visit the University of Gloucestershire in Cheltenham, UK. During the days spent atinstitution we were able to attend classes, talking to university employees from different departments and students are both cycle, bachelor and cycle II Master. It was an interesting and useful experience in terms of professional and academic teaching.

Following the visit data we could see the similarities and differences between the educational systems of Moldova and the United Kingdom; university where assets - Academy of Economic Studies of Moldova and one I visited - Gloucestershire University; department to which he belongs - Department of Management, Faculty of Business and Administration and analog Gloucestershire.

Next I would like to mention some elements of the education system in the UK, supported by the administration of Gloucestershire:

1. **Training and monitoring the performance of teachers in early years**. Gloucestershire University offers help and support young teachers through training their staff skills development and encourage a personal portfolio where they could record successes reserves, strengths, weaknesses and their future plans.
2. **Mutual Assistance in class teachers**. In Gloucestershire, teachers used to attend regular hours spent by their peers. Following observations made, teachers provide support through advice and constructive criticism. At the same time, this practice is used by young teachers to learn from their more experienced colleagues and colleagues from different departments who want to exchange their practices and teaching methods.
3. **Use of information technologies in teaching**. Gloucestershire Teachers are encouraged to use technologies, appropriate discipline and the work they perform in teaching. These modern practices facilitates the integration of information by students and how to assess students by teachers.

Level faculty or expert, we could identify some methods that have proved successful in Gloucestershire, United Kingdom and may be of interest for the Academy of Economic Studies of Moldova:

1. **Using interactive methods and focused on practical activities in the assessment of students' knowledge**. Gloucestershire is widely used in teamwork both during classes (lectures and seminars) and as a form to develop specific projects or tasks, simulations, case studies. It is recognized how effective group work and teachers in Gloucestershire did not hesitate to exploit this method of teaching and knowledge assessment.
2. **Practical application in the real sector of the theories learned in class.**Gloucestershire University and develops lasting relationships based on trust with businesses and public organizations. They are asked to provide the actual problem situations, and students are invited to develop solutions for the data. Such anchoring in the real sector helps students better understand the material they are studying and the specific market in which we will follow after graduation.
3. **Allowing doing work for a long period of time**(12 months). This alternative is optional, students can choose for an internship or for a long course of study is restricted. Practice benefits are undeniable, from professional experience obtained and deal with language and

formally presented after the internship. Department placement students practice out all these advantages, but freedom of choice is at the discretion of the students.

It is obvious that all these possibilities and opportunities offered by the University of Gloucestershire can take place only in the presence of well-developed infrastructure. The existence of structures and special features create an environment that encourages performance and success. Some of these features as:

1. **Area aid offered to students** (Help Zone). This is an internal structure of the university which aims to help students resolve difficulties encountered. Students vary in complexity problems: they could cover medical insurance, psychological assistance or training in drafting various disciplines. Once the structure has proved very useful application and has grown in popularity since it was founded.

2. **The existence of facilities for students**. The category can include canteen facilities, with various types of food; a private space dedicated to prayers arranged so as to be according to most religions; areas for group work that students can book in advance and they can enjoy in the study; technical equipment in all offices for teaching, etc.

3. **Campus design**. Finally, I would like to mention the importance of the university environment on mood and desire to teach students. Tastefully combining old buildings and modern design of the new ones is the attitude that will encourage the students - namely sustainable development. Colors are used in the design and encourage acceptance of diversity, tolerance and inclusion of all in education, regardless of appearance, disability, age, gender, religion, ethnicity, etc.

Next I would like to highlight some important points to three levels above. At university I consider particularly important application of the methods and information technologies in teaching and evaluation of students' knowledge. Information technologies offer benefits of saving time spent explaining tasks and to provide feedback after analyzing the projects and achievements of students. The University of Gloucestershire is using various technologies such as: Moodle, Adobe Connect, Audacitz, Kahoot, GoPro, Microsoft Publisher, Podcast, Quicktype etc. These useful safety practices can be implemented in institutions in Moldova, more, some of them are available but not fully exploited. At the same time it must take into account the potential difficulties that may arise in the implementation of these technologies. The central issue from my point of view, as resistance from teachers. Often, teachers are reluctant to change their teaching, remaining in their comfort zone and maybe feeling threatened by change. I believe these limits easily overcome through training available that will help teachers learn new practices and to seek benefits. Certainly, since the teachers will apply some of these methods will be surprised by the benefits achieved by optimizing activities, reducing the time and effort and personal development by leveraging technical skills. Of course, introduction of advanced technologies involve significant initial investment: financial, human, time. Some software offered for free, however, and many are already in possession of universities, only they were not used to their full potential. Students adapt to new teaching and assessment methods may also present a challenge, but it is demonstrated that students are generally more receptive, intuitive and able to assimilate information through information technologies than previously estimated.

A useful practice that hopefully we can take and apply to teaching at the Academy of Economic Studies of Moldova is focusing on group work. Teachers in Gloucestershire are firmly

convinced that the ability to work in any profession group are absolutely necessary, therefore encourages groups and assess knowledge formation based on team results. There is much evidence of success in group superiority compared to that achieved individually - the synergistic effect is indisputable. Teams can be created deliberately so, when composition of members chosen at random - with no particular strategy or by the teacher, based on different theories. Demonstrated that diverse groups of ethnicity, gender, the previous results are stronger and higher efficiency compared with those created in sympathy or friendship. This is an important lesson to be learned by students as early as possible - in any profession need to work with other people, not always these people will be compatible in vision or be like, but it is important to find ways of communicating and develop interpersonal skills to achieve its objectives. Group work is not just a task that will help students develop social skills, teamwork purpose is to carry out a project or practical study on an issue. This is an important lesson to be learned by students as early as possible - in any profession need to work with other people, not always these people will be compatible in vision or be like, but it is important to find ways of communicating and develop interpersonal skills to achieve its objectives. Group work is not just a task that will help students develop social skills, teamwork purpose is to carry out a project or practical study on an issue. This is an important lesson to be learned by students as early as possible - in any profession need to work with other people, not always these people will be compatible in vision or be like, but it is important to find ways of communicating and develop interpersonal skills to achieve its objectives. Group work is not just a task that will help students develop social skills, teamwork purpose is to carry out a project or practical study on an issue.

A less tangible but very suitable changes proposed above is academic climate. Especially in the process of systemic change occurs confusion, uncertainty and resistance, so it is very important to create a "zone of support" for students and teachers. This structure dedicated exclusively to providing support as an endowment necessary and useful, because it would provide answers to general and specific questions. Students often face problems arising from ordinary negligence, but not clarified which may adversely affect their performance. A special place in answering these questions would minimize the negative effects of derutării initial acclimation period the student life. But not all questions are banal and simplistic, Some students may have difficulty accessing official state bodies (for foreign students) or other type of questions a teacher or guardian can not answer. You may need to consult a specialist in psychological and ethical problems in such situations dean, department or teacher is competent to provide help. That is why a specialized structure is essential systemic restructuring of an institution.

In the process of globalization and erase barriers between countries and cultures need to reform a traditional system, accessible only to those who grew up in a certain society. The changes at the system level, an institution, courses and mentality are urgent and necessary to create a competitive and challenging form of higher education.

Natalia Ţîmbaliuc, University Lecturer, Managemen Depart,ement, BAA, AESM

03/11/2016

Annex 4: Program structure at AAU

Structure and Business and Economics Program Management
(For Fall 2013)

6. sem.	optional 1 ECTS: 5 — optional 2 ECTS: 5 — **Thesis** ECTS: 20	
5. SEM.	Finance corporativee ECTS: 5 — Analysis of the full study Firm Firm and ECTS: 25	
4. sem.	Data analysis and statistics ECTS: 10 — Market analysis ECTS: 5 — Marketing ECTS: 5 — Strategies Project and the strategies ECTS: 10	
3. sem.	Business Law ECTS: 5 — Managerial accounting ECTS: 10 — Scientific Methods II ECTS: 5 — Organization Theory and Project ETCS 10 ECTS: 5	
2. sem.	Economics ECTS: 5 — Financial accounting ECTS: 5 — Fundamentele Economiei Affairs ECTS: 5 — Scientific Methods I ECTS: 5 — Information Management and Systems ECTS: 5 — Project ECTS: 5	
1. sem.	Understanding the Problem-oriented Society — Methodology of Social Sciences ECTS: 5 — Economic, social and political (Including projects) ECTS: 13	

Appendix 5: Structure of Business and Management program at UOG[30]

Disciplines Romanian version	Subjects in the English	Number of CAT	Semester
Compulsory			
Personal and Professional Portfolio	Personal and Professional Portfolio	30	I, II
Global Business Environment	The Global Business Environment	15	I
Context Management	management Contexts	15	II
Understanding the business and financial information	Understanding Business and Financial Information	15	II
Principles of Marketing	marketing Principles	15	I
Report and essay writing for non native English speakers	Report And Essay Writing for Non-Native Speakers of English	15	I
English for academic purposes and professional	English For Academic And Professional Purposes	15	II
Business operations management	Managing Business Operations	30	III, IV
Human Resource Management	Managing Human Resources	15	III or IV
marketing management	marketing Management	15	III or IV
Accounting Finance and makers	Finance And Accounting For Decision Makers	15	III or IV
International Business Management	Managing International Business	15	III or IV
2 English for academic purposes	English for Academic Purposes 2	15	IV
Academic writing for non native English speakers	Academic Writing for Non Native Speakers of English	15	III
Development and sustainability strategy	And Sustaining Building Strategy	30	V, VI
Optional subjects			
Management changes	*Managing Change*	*15*	*V*
Strategic marketing	*strategic Marketing*	*15*	*V or VI*
Corporate Financial Management	*Corporate Financial Management*	*15*	*VI*
Dissertation Research	*Research Dissertation*	*30*	*V, VI*
Trial investigation	*Investigational Study*	*15*	*VI*
Advanced academic skills	*Advance Academic Skills*	*15*	*V or VI*
Strategies for Global Responsible Leadership	*Strategies for Globally Responsible Leadership*	*15*	*VI*
Other disciplines			
Management operations globally	Managing Operations Globally	15	V
Corporate accounting	Corporate Accountability	15	V or VI

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[30] http://progspecs.glos.ac.uk/Live/15-16/MAN/001%20Business%20and%20Management%20Studies.pdf

New business	New Business Enterprise	15	VI
Cultural aspects in management	Cultural Issues in Management	15	V
Business Development by people	Developing Business Through People		

The legend:

Bold text - Compulsory (compulsory)

Text in italics - Optional subjects (Core)

Free-format text - Other disciplines

Appendix 6: Benchmarks, properties and indicators

AAU	UOG	Criteria properties, indicators
The accreditation system in Denmark consists of the Accreditation Council and the Danish Institute for Accreditation	Accreditation of study programs is the involvement of three organizations: Privy Committee, Quality Assurance Agency for Higher Education, Higher Education Funding Council for England In the UK the National Board of QA Quality Assurance Agency for Higher Education (QAA).	**System Level** Criterion 1. Accreditation of study programs
Danish Accreditation Agency is tasked with quality assurance issues	Business and Management Program is not required accreditation by professional bodies	Criterion 2. The national Quality Assurance
No professional bodies that contribute to the validation of programs and how they are carried out, but the university there advisory bodies at each Board study, the composition of which shall include persons competent external and notorious.		Criterion 3. professional bodies involved in accreditation
University Council and Rector. It is unitary leadership.	University Council and Rector. It is unitary leadership	**University level** Criterion 1. Governing Bodies, Management and organization of the university
The University of Aalborg there is an institutional commitment to learning and innovative teaching envisaged by the 2016-2021 academic strategy, where, in particular the emphasis on problem-based learning, and the employability of students.	UOG Strategic Plan (2012-2017), and academic Strategy (2014-2017) aims at developing student-centered education.	Criterion 2. Strategy Institutional university curriculum incorporating strategy with a focus on student-centered learning
There is a group responsible for quality assurance and development (University's Steering Group for quality assurance and development). This group is responsible for overseeing the systematic internal quality and improving quality, developing quality at the university.	Overseeing all quality assurance procedures within the University is in the competence of the Academic Council.	Criterion 3. Quality Assurance Bodies at university

The University of Aalborg created a Laboratory Learning (Learning Lab), which offers educational qualifications obtained by Adjunktpaedagogikum (national qualification) and the possibility of lifelong learning. PBL Academy mention that favor this direction.	In UOG welcoming the participation of teachers, especially young ones at various events organized within the institution.	Criterion 4. Pedagogical training of teachers and their training
Faculties and Departments are components of the internal organization of the university, where the meetings take place in order to share examples of good practice and performances in student-centered teaching and learning.	The role of the department is exercised by schools created within the University.	**Level faculty / department** Criterion 1. The role of faculty in communication with the parties to the student-centered teaching and learning
Responsible for the development and monitoring of studies.	Responsible for the development and monitoring of studies.	**Studies Council level** Criterion 1. Structure of the body responsible for education
The university uses various methods of assessment, colleagues, monitoring evaluation, including an external evaluator.	At the University there are a variety of assessment methods. It is important to be suited to the purpose.	Criterion 2. Analysis of evaluation practice
The initiative to create a new program cycle I and II comes usually from a teacher, collectively forming the program team or a research group. College is a person with experience of legal regulations in education, helping the team to create the package of documents. Dean signed the group after a rigorous legal scrutiny.	The initiator of a new program of study at undergraduate level in UOG is the Department, within which to form a program committee, arguing, then develop curriculum program. The program discussed the department, then the Academic Committee of the Faculty. A special role is assigned professional associations. Submitted requirements to design, development and monitoring of studies are described in the Quality Code.	Criterion 3. method of developing a new education program
Students are involved in the measure of 50% on boards of studies, but also in other organs. Review is done each semester programs for this purpose organized eight annual meetings.	Students are actively involved in all governing bodies Review the programs is five years.	Criterion 4. Involving students in curricula development 5. *Monitorizarea criteria and regular analysis programs*

The University of Aalborg have not noticed the existence of this body.	UOG is headquartered in Zone Help.	**Integration of disadvantaged groups of students**
All conditions are created so that they are not marginalized.	Help In addition to office areas, there tutor who can help them.	Criterion 1. Existence of a body that takes care of students with disabilities
There are infrastructure, providing access to education and provides learning opportunities for students with disabilities	Classrooms, library, Wi-Fi areas, college campuses are tailored to the needs of persons with disabilities.	Criterion 2. Ways of working with students from disadvantaged backgrounds in teaching
The University has a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.	Both universities have a very good infrastructure, with classrooms, well equipped campuses, libraries, WiFi, etc.	**Infrastructure (physical environment)** Criteria 1. Providing facilities tailored to the needs of persons with disabilities
The program is provided during 6 semesters, 3 years.	The program is provided during 6 semesters, 3 years. (Year 1 - Level 4, Level 5 year II year III - Level 6)	Criterion 2. Existing facilities for students in problem-based learning support
Each year of study is equivalent to 60 ECTS or each semester, 30 ECTS. 1 ECTS equals 27 hours of work a student.	The workload for a year is 120 CAT. 1 ECTS equals 2 CAT 1 CAT are equivalent to 10:00 effort of the student.	**Level study program** Criterion 1. Program Structure and Administration Business
University of Aalborg in widespread use project team and provide a specific evaluation	In UOG published principles and procedures for assessing students with disabilities separate.	Criterion 2. Length Working student
In the design, development and improvement of a study program involving multiple actors: teachers, students, employers, graduates.	In the design, development and improvement of a study program involving multiple actors: teachers, students, employers, graduates.	3. Evaluation criteria students
There VBN portal to test the level of plagiarism all projects, bachelor's and master theses.	Gloucestershire University in the fall of 2015 uses software Turnitin plagiarism detection.	Criterion 4. Involve teachers, students, graduates, employers in the design, management and improvement program
There are regulations stipulating conditions where claims may be submitted, how to solve them.	There are regulations stipulating conditions where claims may be submitted, how to solve them.	Criterion 5. Preventing and punishing cheating and plagiarism

In Denmark using the scoring system based on scales 7, which consists of five positive grades 0,2,4,7,10,12 and 00 and two negative marks -3.	In the UK grading system is expressed in percentages and letters. Such a mark is equivalent to 70-100%, 60-69% - B; -C 50-59; 40-49 - D. They are passing marks. Below 40% there is no promotion	Criterion 6. Complaints students Criterion 7. The current grading system
External examiner is required in both universities for greater objectivity of student assessment.	In UOG practiced phenomenon "Externality" - each course is assigned a teacher from outside (another university) will assess the evaluation method and the results provided by internal teacher students. Also in this process, external teacher will give his colleague suggestions for improvement.	Criterion 8. The role of external examiner
The University of Aalborg practice project development under real businesses with real problems.	In UOG welcoming and stimulating internship during the year. It develops several initiatives that aim to contribute to better employment of graduates	Criterion 9. Employability of graduates

1st Cycle Bachelor's Degree in Public Administration:
Benchmarking Analysis on Institutional Study Program

Balti State University „Alecu Russo"

Work Package 2

Editors: Pojar Daniela (Team Leader), Lecturer, SUARB

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Assessed: Louise Faber, Associate professor AAU

Sharon Harvey, Associate professor UOG

Chisinau, 2016

Table of contents

List of tables

1   INTRODUCTION

,, ... the idea of knowledge is not a stock, but a flow in which the creativity and experience of individuals are combined, and knowledge can not be measured, but only its effects ... "

(L. Prusak)

The purpose of this study is to conduct a comparative analysis of law studies programs at Aalborg University and Gloucestershire University, whose experience and best practices will serve as a basis for drafting proposals to modify the study program in the Public Administration specialty, the Faculty of Law and Social Sciences of the State University "Alecu Russo" from Bălţi. The experience gained from these universities will essentially contribute to the implementation of new and modern teaching methods, centered on the student. These methods mean that all students are trained to apply theoretical knowledge in practice, solving a problem. At the same time, this model encourages students to develop their communication skills, group work, and analytical vision on how to solve the problem.

Higher education in these two European countries is indissolubly linked to research activity, and is also geared towards the graduate employment of graduates. Each member of the academic community is concerned with the implementation of the mission and vision of the university in everyday work. The University's strategy is that document which draws the development directions of the university for the coming years. Strategies are developed at faculty level to be integrated into the overall strategy of the institution. All members of the academic community (academic staff) participate in the development of this document, being motivated to participate as actively as possible in its implementation. The use of innovative teaching methods is an important part of the strategy of the universities visited, as these methods bring benefits both to higher education institutions in general and to academic staff and students in particular.

Table 1: Composition of the team working on the study program

Name	Statute	Responsibilities
Pojar Daniela	Team Leader Study Program	Enhancing the report, benchmarking, setting criteria, conclusions.
Odinokaia Ina	Team member	Analysis of the curriculum Denmark Aalborg University
Boca Sergiu	Team member	Analysis of the curriculum United Kingdom University of Gloucestershire

Table 2: Composition of the team working for teacher training program

Name	Statute	Responsibilities
Valentina Priţcan	Team leader Pedagogical training program	Strengthening the report, benchmarking, setting criteria, and conclusions.
Pojar Daniela	Team member	Analysis of Training pedagogical Germany Siegen University
Pînzari Veaceslav	Team member	Analysis of Pedagogical Training Program Sweden Royal Institute of Technology

2 METHODOLOGY

2.1 METHODOLOGICAL BACKGROUND

In order to achieve the objectives of the study, initially an office research took place. Analyzing the current research on modern and innovative teaching methods centered on the student, the criteria (and subcriptions) used to describe the institutional framework of the study program were identified.

The primary stage described the institutional context of integrating a study program at the University of Aalborg and the University of Gloucestershire.

In the second stage, the data derived from the normative acts that directly or indirectly regulate the higher education system, the statutes and other institutional acts of the universities from the EU partner countries in the project were collected and analyzed.

A comparative analysis of the criteria was then carried out, pointing out common points and differences.

As mentioned, this comparative study is based on the criteria and subcriptions presented in the table below, which, in our opinion, broadly characterizes all aspects of student-centered learning within the study program.

2.2 DATA ANALYSIS

The data were analyzed following study visits in Denmark and the United Kingdom, discussions with partners in these countries. Last but not least, an analysis of the legal framework and of the methodology of the study programs present on the institutions' websites was carried out.

Tasks were delegated as follows:

Chapter 3, Section 3.8. was elaborated by Mrs. Ina Odinokaia, Chapter 4, points 4.1-4.8, Table no. 3 of Chapter 2 (UoG) were drafted by Mr. Sergiu Boca, Chapter 1, Chapter 3, Section 3.1.-3.7., 3.9., Chapter 4, Section 4.9, Chapter 5 and Chapter 6 were drafted by Mrs. Daniela Pojar.

Table 3: Template for comparative criteria development, properties and indicators

AAU	UOG	Criteria properties, indicators
Fundamental findings on levels Cross-sectional analysis criteria, indicators, etc.	Basic appreciation on levels	L1 criteria etc.

Table 4: Data reduction template

	Common points	Differences
L1: System level		
Criterion 1	Pattern	Differences
Criterion 2	Pattern	Differences
Criterion 3	Pattern	Differences

3   BACHELOR DEGREE IN PUBLIC ADMINISTRATION AT THE UNIVERSITY OF AALBORG

3.1   INTRODUCTION

Problem based learning is one of the strategic objectives of the University of Aalborg for the period 2016-2021, and its principles represent the fundamental principles that develop design, independent thinking and professional training. The integration into the organizational context of the University of Aalborg of PBL principles takes place in the following way:

- Explaining explicitly the principles of PBL as a result of learning in curriculum content and all study programs;
- Professional development of academic staff according to PBL principles and use of ICT in the teaching process.

In general, the problem is the starting point in a student's learning process. This may be both theoretical and practical, and its typology may be authentic or scientifically substantiated and can be interdisciplinary. This philosophy of teaching is based on the following principles:

- The PBL organization framework is always based on the project. The purpose of a project is always determined by the formulation of the problem;
- In order to be able to complete a project, students need fundamental theoretical knowledge that they will gain in courses, seminars, etc .;
- Cooperation is the driving force of PBL, as students work in a group, and each individual activity contributes to the consolidation of the overall outcome;
- The project contributes to the development of students' skills, insisting on the formation of professional skills, as the problem must be close to a problem that may be possible in practice;
- Students are responsible for their own learning goals, organizing their activities independently and being guided by a supervisor;
- By applying the PBL, Aalborg University, Denmark is geared towards producing learning, taking responsibility for the extent to which it is produced in a genuine way. Thus, the responsibility of Aalborg University changes from that of the quality of teaching to the extent to which the students have learned. In this model, students are seen as co-producers of learning, assuming their own responsibility for their own learning.
- One of the priority directions for consolidating the training of Aalborg University students within the PBL philosophy is the feedback on learning outcomes, which is a very important element in the new model, both at the level of the teaching staff and the institution. The learning outcomes include everything students achieve as a product of learning experience. From this perspective, any measurement of students' products obtained from a learning experience is a way of measuring learning outcomes, which is much more useful to consider than any other input-type resource.

3.2 SYSTEM LEVEL

According to the University Law of Denmark, universities are independent institutions, funded by the public sector, by the Ministry. There are four types of higher education institutions: professional academies and colleges offering professional bachelor studies; universities offering study programs at bachelor, master's and doctoral level; institutes offering arts study programs.

The line Ministry sets out general rules on: admission, evaluation, including by external evaluators, the award of titles, etc.

The language of instruction is Danish, but institutions are free to decide which study programs can be offered in English, especially at Masters and PhD levels.

The initiation of new study programs takes place at the initiative of the HEI, provided the Ministry of Health complies with the requirements of the ministry. The study programs provided must be accredited by the Accreditation Council, which operates under the Higher Education Accreditation Act of June 2013.

Institutional accreditation and study programs. It is clear from the above-mentioned law that the accreditation task will be taken over by institutional accreditation and establishes the legal framework for accrediting existing programs. It also sets provisional rules for the accreditation of programs that will, in particular during the transition phase, be carried out in parallel with institutional accreditation. Finally, the Act specifies that all requests for the creation of new programs and programs accredited under provisional rules under the new accreditation system must be submitted in order to obtain pre-qualification from the Ministry (authorization) and prior approval prior to the accreditation procedure.

Institutional accreditation aims to strengthen the efforts made for the development of higher education institutions, including through the opening of new study programs, which is an essential element of competitiveness and relevance. Institutional accreditation delegates responsibility for the quality of programs to the institution and management. This means that the institution must have developed an internal quality management system, reflecting all the curricula at the institution. The internal quality management system must be organized in a manner that reflects the five performance, relevance, and quality criteria described in the Law. The five criteria relate to the following:

- Criterion I: Policies and quality assurance strategies;
- Criterion II: Quality management and organization;
- Criterion III: Study programs are based on a set of knowledge;
- Criterion IV: Level and content of study programs;
- Criterion V: Relevance of study programs.

Regarding Criterion V, the relevance of study programs, it is worth mentioning the following issues which are subject to evaluation and which need to be demonstrated by the institution:

- the programs reflect the needs of the labor market and the students acquire the necessary skills;

- the content of study programs (including objectives and outcomes) is subject to evaluation by external beneficiaries, including potential employers, by graduates, and the results of this assessment serve as a basis for modifying the content of study programs;
- inclusion of potential employers in working groups for periodic review and adaptation to the new realities of study programs;
- monitoring graduate employment at study program level and Denmark's labor market trends serve as a basis for periodic review of programs, including key changes.
- all higher education institutions must comply with the provisions of the Law on Institutional Accreditation. The report model is unique to all institutions. The Law on Accreditation of Higher Education in Denmark is in line with European Guides and Standards in the field.

Decisions on accreditation of institutions are made taking into account the self-evaluation raport presented by the institutions. Depending on the results of the self-evaluation presented in the report, the decision of the Accreditation Agency may be:

- **Positive**, according to Section no. 9 of the Accreditation Act, which means that the institution is entitled to initiate new study programs, elaborate its own criteria for the elaboration of the study programs and adjust the existing programs;
- **Conditional**, according to Section no. 10 of the Accreditation Act, which means that the institution may initiate new study programs, subject to their prior accreditation.
- **Refuse**, according to Section no. 11 of the Accreditation Act, which means that it can not initiate new study programs, and the existing ones must be subject to evaluation and accreditation. In this situation, the Council will develop criteria for their accreditation.

In case of refusal to accredit, the decision must be well motivated and contain recommendations for remedy.

- Institutional accreditation itself takes place in four stages:
- The preparatory phase, when initiating the initial dialogue with the institution and determining the members of the Accreditation Commission;
- The documentation phase. At this stage the institution develops the self-evaluation report and two visits to the institution;
- The reporting phase, when the accreditation report is drawn up, the consultations with the institution, and the accreditation report is submitted to the Accreditation Council;
- The decision-making phase in which the final accreditation decision is presented.
- Regarding program accreditation, this differs as it relates to existing programs or to launching new programs.
- Accreditation of existing programs may take place either in the case of refusal of institutional accreditation or in the case of provisional accreditation.
- Accreditation of existing programs is based on five criteria:
- Criterion 1: Application and relevance: The program is relevant to labor market requirements. The following should be taken into account: graduates are employed or follow the next level of education; the institution carries out a continuous dialogue with employers' representatives to ensure that study programs are relevant to the labor market;

- Criterion 2: Knowledge Based: The program is developed in accordance with the legal requirements and the requirements of the relevant Ministry for a particular type of program. This refers first of all to the fact that academic staff trained in teaching have the necessary training and fundamental knowledge, based on long-lasting research, in which both teachers and students are trained;
- Criterion 3: Objectives of learning outcomes: The objectives are in line with the descriptors of the National Qualifications Framework; there is a connection between the structure of the program, the learning objectives, the admission criteria and the objectives of learning outcomes;
- Criterion 4: Organization and performance: The program is organized in such a way that the learning outcomes and objectives corresponding to a specific study period are achieved, for which a specific study assignment for the program's students, expressed in transferable credits (ECTS); the staff trained in the teaching process has the necessary pedagogical training; the possibility of international mobility by students; the equivalence of internships conducted outside the country and periods of mobility;
- Criterion 5: Internal quality assurance and development system: takes into account the assessments received from the external beneficiaries of the content of the programs; the work of academic staff is assessed by students; components of studies conducted outside the institution, including internships, are subject to evaluation; logistics (the physical environment and the necessary material resources) serve to achieve the objectives of the programs.
- The accreditation of new programs takes into account four of the five criteria, except for the first criterion.

3.2.1   National qualifications calendar (nqf-he)

- It was revised and adapted to needs in July 2008. In 2010 it was certified and designated as compatible with the European Qualifications Framework in the Bologna Process, and since 2010, Denmark's higher education institutions issue diploma supplements, indicating levels of study under the Bologna Process . It includes the 8 levels of qualification, of which 4 refer to higher education;
- It is structured in 3 elements:

    1. Description of learning objectives, skills and competences;
    2. Description of levels;
    3. Description of grades awarded.

Universities design their study plans in strict accordance with the National Qualifications Framework, so that each student achieves the described goals.

3.3   LEVEL OF UNIVERSITY MANAGEMENT

Under the Law of the Universities of Denmark, The Board is the supreme authority of the higher education institution, with the role of protecting the institution's interests and determining its long-term development and activity policies. For example, at the University of Aalborg the Council

is responsible for hiring the rector and top managers. According to *the Danish (Consolidation) Act* on Universities, *the Council* is the governing body of the university.

Academic activity is managed by the Academic Council at university level. The Rector may establish one or more academic councils to provide academic management. Academic councils can be set up at different levels of organization (university, faculty, department).

At the University of Aalborg, Academic Councils are constituted at the faculty level and have an advisory role. The academic council has the right to rule on all aspects of academic activity in the faculty. Likewise, the rector may submit various questions related to the academic activity of the respective faculty for consideration by the respective academic council. One of the tasks of the Council is to expose the content of the study programs, including with reference to how they meet the requirements of the National Qualifications Framework.

Among other things, the Academic Council is entitled to award advanced doctoral and doctorate degrees.

Each Council is composed of 15 or 8 members, the Dean having the office of ex officio. The rest of the members are elected from academic staff, including PhD students and students in a proportion of 5 to 2.

3.4 THE FACULTY / DEPARTMENT LEVEL

The operative management of the faculty is done by the dean. The Deans are employed by the Rector. The vacancy is announced publicly and the Employment Commission meets under the rector's chair. It consists of representatives of academic, technical and administrative staff and representatives of students. The employment of the Dean is made for a determined period, the actual duration of the Dean is decided by the Rector. The Commission will evaluate the candidates' files and the rector will be offered an application for approval. The Deans, in their turn, are responsible for the employment of study program directors at the proposal of the respective study council. The Dean can consult the department involved in the program of the respective study program on the applications of the program directors. At the same time, the Dean must ensure that the staff recommended must have the skills required to occupy the post.

At the department level, leadership is done by the head of department, which ensures the quality, continuity and development of study programs offered by the department as well as teaching, research and knowledge sharing activities. Being assisted by study boards and study directors, the head of the department monitors the process of evaluating departmental and teaching activities.

3.5 STUDY BOARD LEVEL

In accordance with the Danish University Act of 2012, 18, in order to solve academic, research and collaboration problems between various faculty structures, the Rector may establish study councils that manage one or more programs. The number of members of the Academic Council is determined by the Dean following consultation with the members of the departments responsible

for these programs. Each study council must include an equal number of teachers and students' representatives elected by academic staff and students respectively.

The board of directors is headed by the president, elected for one year of teaching staff, members of the board of study, working on a full-time basis, and a vice-president elected among the student students.

The main task of the councils of study is to organize and ensure an educational and training process focused on performance and development through:

- quality assurance, evaluation and development of study programs and the teaching-learning process;
- elaboration of draft academic regulations, as well as their modification;
- monitoring the teaching-learning-evaluation process by approving the course units, evaluation forms and evaluation tests;
- consultation on the improvement of study programs and didactic activities, etc.

In some Danish universities (for example, Aalborg University), study boards of study programs related to a training area can be organized in schools, which are approved by the Rector at the Dean's recommendation and are headed by the head of the school.

The dean, on the recommendation of the study board, appoints or dismisss the head of the school. The candidate for the post of head of the school must be a recognized researcher, who knows the academic fields that school is responsible for, to have managerial skills and didactic experience.

The school head is responsible for:

- developing and implementing school policies and strategies;
- presenting the recommendations of the faculty dean on the budgets of the school and its councils;
- coordinating all school activities and ensuring their quality;
- in collaboration with the study councils, approve the deadlines and deadlines for presenting master's theses, as well as the calendar plan for monitoring students' activities on master theses;
- in cooperation with the study councils, ensure the planning and practical organization of the teaching process, tests and other final evaluation forms;
- together with heads of departments and study boards, the head of the school monitors the evaluation process of the study programs and the teaching process.

At the Faculty of Social Sciences of Aalborg University, law school and a board of 8 members (50% - teaching staff and 50% - students' representatives) are active.

The President of the Council of Studies coordinates the operational work of the Council and is responsible for organizing the Council's working sessions. He is responsible for funding and reporting student fluctuations.

The tasks of the Council are as follows:

- Formulating proposals for changing the curriculum;
- Approve plans for organizing teaching, current and final assessments;

- Quality assurance by organizing various training for staff;
- Participate in consultations on improving and strengthening teaching-learning activities.

At the Council level, assignment of teaching hours per student is allocated. This takes place in the following way: for I semester - 16 h; the rest of the semesters at the license level - 19 h; at master level - 23 h student per semester. These classes should include all teaching activities, including internal assessments. External evaluations and other activities are funded from the money allocated to the Program. Teaching activities are divided into two parts: auditorium hours and supervision hours. For teaching hours 27 hours are allocated for ECTS (including exams), 55 hours are allocated for supervision for 7-8 meetings with one group

3.6 INTEGRATING STUDENTS WITH SPECIAL NEEDS

The University of Aalborg is a relatively new university located in the north of Denmark, founded in 1974. Since its inception, part of its mission has been to recruit students whose family members did not come from the university. The pedagogical process has been developed in such a way as to facilitate the recruitment of a large number of students, which exceeds the level of recruitment in other Danish universities. Their number is approximately 80% of the total number of students. According to the internal statistics of the University of Aalborg, their graduation rate is about 90%. The key to success and the fact that higher education is attractive to them is the cumulative presence of the following factors: the pedagogical process involves working with a concrete project, working in a group, outside the institution within a company or a potential employer. The student's task of working on a case in everyday life builds that bridge between their lives and university. All of these factors contribute to the recruitment of students from amongst the non-relatives in the academic field.

3.7 INFRASTRUCTURE

The Aalborg University Campus has an infrastructure (study blocks, offices, auxiliary buildings) developed horizontally with a little architectural concept, campus access is free, without boundaries, campus boundaries are not delimited, and entry into buildings is through access electronic cards. All buildings are thermo-insulated, equipped with air conditioning systems (hot weather) and heating (cold weather), underground electrical networks, communications, etc.

Courses are equipped with modern furniture. Equally, ICT equipment and equipment facilitates the use of modern teaching technologies. The classrooms are designed for large groups as well as for team work in groups of 5-6 people.

3.8 STUDY PROGRAM LEVEL

3.8.1 Generalities

The initiative to create new study programs usually comes from a teacher or a group of teachers. Within faculties, there are people who have the necessary knowledge of the rigors and the set of documents to be drawn up for the opening of the new programs. The Dean signs the document

package after a thorough investigation. After the dean's approval of the program, it is assessed by the Council of Studies.

At the Aalborg University Faculty of Social Sciences, the School of Law is active, which offers the opportunity to study Danish law.

The particularities of the study programs in the field of law consist in the fact that they are integrated studies, making the second cycle studies in the field of law being a mandatory condition for employment. Duration of studies including cycle II is 5 years (4 + 1). As in other study programs, the raport between the volume of subjects taught according to the classical model and the group work on the project is 50 to 50, the distribution differs only during the years of study. Group work on the project is distributed annually progressively, so that in the last year - the work on the project - the license is 100%.

The achievements of the study programs in the field of legal sciences are achieved by achieving the following objectives:

- operating with the theoretical knowledge specific to the legal sciences;
- understanding the doctrines and fundamental principles of Danish law;
- Understanding the correlation between the economic, political, social and legal contexts;
- development of the intellectual and practical skills necessary for the graduation of the graduate;
- developing the intellectual, critical and practical skills needed to promote education and lifelong learning, including research.

The graduate in legal sciences at the end of studies must:

- understand the doctrines and fundamental principles of Danish law and its correlation with European Union law;
- know and interpret the sources specific to the Danish law, the way they have appeared and developed and the institutions that form their content;
- understand the social, political and economic context in which law operates, and form critical thinking in areas of controversy within the topics studied;
- expand their understanding of Danish or international law by studying optional modules;
- be able to apply research skills to plan and conduct independent research;
- be able to critically analyze, interpret, evaluate and synthesize information from a variety of sources;
- be able to analyze practical legal issues, differentiate between relevant and irrelevant information, and apply legal rules and legal principles to generate solutions;
- be able to evaluate competing arguments and make rational judgments;
- be able to communicate clearly both verbally and in writing, using the legal terminology correctly;
- be able to think and work both as a team member and individually, reflecting on the learning process.

The teaching and learning strategies are correlated with the university ones, developing the team's learning and team-building capacities for training the professional skills needed to work in the field, focusing on the spirit of analysis, planning and solving of the existing problems.

Law-specific are case studies that allow students to analyze legislation and find legal solutions to resolve existing problems.

In order to achieve the objectives of the study program, various teaching and learning methods and procedures are used, such as lecture, lecture-debating, seminars, role-plays, simulated processes, case studies and presentations, etc. through which the intellectual abilities of the students are developed.

Assessment of students' knowledge is done through written and verbal examinations, projects or other appropriate forms of assessment. Mandatory modules are evaluated partly through written exam (50%). Students are given the opportunity to promote current examinations to prepare for summative assessments.

Group work on the project is distributed annually progressively, so that in the last year - the work on the project - the license is 100%. In general, the project in the field of legal sciences is designed in the following way:

1. A question is raised in the field of law (e.g the analysis of a legal concept or a question that can be answered with yes or no);
2. A delimitation is made either negative or positive;
3. Identify the relevant sources of law;
4. A structured answer to the question is formulated, using relevant sources of law;
5. Compare the result of the analysis made with the results of analyzes of a previous theory of law;
6. Conclusions.

The role of the supervisor within PBL in law study is achieved through teaching in small groups (2-5 people) in the following way: formulating the concept of a project; determining the relevant resources of law; determining the relevant legal theories; questions of law are discussed; the theory is based legally, both in writing and oral, and the description takes place in an academic, grammatically correct manner. The supervisor is not obliged to read or discuss all aspects, his role is limited to involving students and enhancing students' capacities and skills.

Group members working on a project (the group consisting of 5-7 students) form a unit with a common responsibility. Each member of the research group has a set of tasks to be carried out, on which the outcome of the joint scientific project depends. Thus, the "group work" method develops communication, planning, decision making, social responsibility, conflict resolution, and so on. An important role in the process of group work lies with the supervisor (facilitator), who must closely follow all the phases of the project: a) the understanding of the subject (the research object) by the members of the group; b) division of work tasks; c) the election of a group coordinator; d) involvement of members; e) monitoring the fulfillment of tasks, etc

3.8.2. Evaluation of study programs

Current and new study programs are subject to external accreditation by the Accreditation Agency for Higher Education based on evaluation criteria approved by Ministerial Order. The assessment is based on five fundamental criteria: the study program's consistency with the needs of the labor market; research-based program; the academic profile and the objectives of the study program; structure and organization of the study program; continuously assuring the quality of the study program.

Based on the decision of the Accreditation Council, the study program is accredited; conventionally accredited or non-accredited. Repeated evaluation of study programs is entrusted to universities, being subjected only to new accreditation.

3.8.3. Curricular Design

Bachelor and master programs are structured on modules and are based on the principle of problem-based education. Study programs are subordinated to a department (schools) within the faculty and must correspond to the Danish Qualifications Framework, providing skills training on descriptors for each student. The basic document for a curriculum is the curriculum, drawn from the following compartments:

- legal basis (ministerial orders or papers, faculty and board of study to be affiliated with);
- admission requirements;
- the qualification offered;
- duration and skills (professional and transversal);
- description of modules (pre-requisites, objectives, activities, forms and evaluation criteria);
- rules on written work, including the draft of the thesis;
- rules on credit transfer, including the possibility of choosing modules at another Danish or foreign university;
- Rules for continuing studies at another cycle.

The curriculum includes PBL based on project activity, credited with an "n" number of ECTS as a central and mandatory element. The curriculum contains an exhaustive description of the educational objectives, including the skills and competences (knowledge, skills and competencies). The curriculum is a combination of fundamental and mandatory modules, optional subjects and the project. The role of the supervisor is well defined. Last but not least, it is important that the curriculum set the premises for working with employers, including internships in national and international companies and organizations.

3.8.4. Ensuring the realization of study programs

A study program is provided by the program team within a department, but, as required, other departments can also be called. An important role in the implementation of the programs is the involvement of employers' representatives, as providers of problems and projects necessary for the organization of research studies, which is why the internships are an important part in the formation of professional competences.

The study program will hold 15 ECTS credits each semester, outlining 4-5 modules, of which at least one will be examined externally, the other internally.

The project of the bachelor thesis is appreciated with 15 credits, being made in a group of up to 4 students, and the master thesis - 30 credits, being examined externally and executed individually or in a group of 2-3 students.

3.8.5. Evaluating learning outcomes

The project is based on the individual assessment in the team work, insisting on the skills and aptitudes achieved in this context and is carried out by an external examiner with the group supervisor. As far as the basic and the optional modules are concerned, the evaluation takes place individually. The learning outcomes of each course unit must be clearly defined from the outset; all the activities in which the participants are engaged are aimed at achieving these goals. Within the PBL teaching method, student testing and assessment of their activity is complex and includes the following components: a) Final student assessment focuses largely on the scientific project developed by the research group (60% of the grade - the quality of the project, 40% - the student's answer to the topics from other themes); b) when assessing knowledge and skills, students who come up with more solutions to solve a concrete problem are highly appreciated and, in addition, select the optimal solution (solution) for cutting it, and so on.

3.8.6. Involvement of students in the educational process

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

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

Students are motivated to take responsibility for implementing a problem-based approach throughout their studies. They are also motivated to create synergies between different types of cooperation through collaboration with external partners as well as through the interdisciplinary approach of the learning environment. Their role is an important one, being emphasized by the fact that they participate in curricular development through their proactive role in the Study Board and through periodic evaluations of the contents of the curriculum.

3.8.7. Student-supervisor correlation and research problem solving

In the process of learning a student, the problem is the starting point, and the PBL combines the theoretical knowledge with the practice and allows the student to develop his / her skills and research skills through semestrial group projects.

The pedagogical philosophy of PBL focuses on the following criteria: the teacher is the supervisor (guide, mentor); 50% of the program is direct contact hours and 50% projects; the themes of the projects proposed for research must be current, important and relevant; when developing the projects, the students, grouped 3-5, must be oriented towards a profound and consistent analysis of the researched problem; group work allows for intensification: Diversity-based cooperation and

finding a common denominator to solve the problem; studying the problem at a high logistical, creative and multi-level level; the theoretical and practical integration of the student by the teacher ensures the implementation of the formula {research + experience = knowledge} and requires the following steps: remembering - understanding - application - analysis - evaluation - creation.

3.8.8. Structure of the academic norm

The norm of the work of the academic staff consists of the teaching and the research activity. The share for teaching activities is 50%, the research activity is allocated 40% and the remaining 10% is for administrative activities. This is the rule, but in practice there may be some differences, depending on the position held, the specific job obligations and the rules of the institution.

Academic staff enjoy teaching freedom, which includes the right to choose the teaching material required for teaching and to select their own teaching style.

The Education Council is responsible for monitoring the teaching activities, ensuring that they are in line with quality indicators.

Research activity represents 40% of the work of academic staff. These activities generally involve scientific publications in nationally and internationally recognized journals. At the same time, academic staff have the right to choose the research topic and methodology.

3.8.9. Collaboration with potential employers

In the process of recruiting employers who would like to collaborate with universities in order to combine theory and practice in the educational process, each actor (employer - university - student) is clearly assigned roles from the start, companies perceiving that, by guiding them, become part of the teaching process, contributing to the formation of the professional skills of future employees.

Interestingly, the reciprocal selection method, based on a secret survey by which companies assign scores to each work group (students), indicating preference with which group they would like to work together. The same procedure is done by working groups (students), pointing to the companies they would like to work with for the group project. In this regard, prior to selection, a meeting takes place between employers, who briefly present their research issues in relation to the work done by them and the working groups (students), who present their group in the way they consider it necessary. Surveys collected are analyzed by supervisors and they set for the semester the company and the working group that will work together to complete the project.

3.9 THE TEACHER TRAINING PROGRAM LEVEL

According to the Order of the Ministry of Higher Education of Denmark, universities set their rules on the academic evaluation of candidates at different positions within the institution.

The purpose of the assessment is to determine whether the candidate meets the occupational requirements described in the job structure and the requirements for the job applicant described in the employment notice.

In particular, the candidate's competencies in teaching, research and communication will be assessed. The results of the evaluation will be recorded in writing and presented to the Rector. If

there is a different opinion within the evaluation committee, it will be indicated in the minutes. The composition of the evaluation committee is decided at university level. In general, experts in the area under assessment will be appointed as members, who will at least have the competences required for the assessed position. Only members of the evaluation committee may be members who hold at least the position of university lecturer. Only the president, the secretary and the regular members can take part in the evaluation committee's work. Everyone is required to work under the principle of confidentiality and gender equality.

The activity of the invited teachers is not evaluated.

The appointment of the Chairperson and the members of the Evaluation Committee is within the competence of the Academic Council, and the Rector will set the deadline for submission of the Evaluation Report. Criteria for evaluation are those set out in the Job Structure Memorandum.

The outcome of the evaluation, which will be qualified (when the candidate corresponds to the post) or unqualified (when the candidate does not correspond), will serve as a basis for the employment or, as the case may be, promotion of the employee in the academic career.

The task of the Evaluation Committee is to ensure an impartial, qualified and objective assessment of the academic competences of candidates for academic positions, with a detailed description of the competencies of teaching, research and knowledge transfer and other relevant competencies needed to carry out a particular activity. The Commission does not prioritize candidates for certain positions and each candidate is assessed individually.

To meet training and / or promotion requirements, the requirements of the Danish Accreditation Agency, the University of Aalborg has created the Learning Lab, the purpose of which is to contribute to the mission of the University, excel in teaching and learning in higher education. This laboratory (Training Center) collaborates with academic staff, instructing them on best practices and modern trends in teaching. The Center provides support to academic staff to develop their skills, pedagogical skills to deliver teaching at high quality standards. In principle, the Center's activities are geared towards the following categories of beneficiaries:

- Higher education pedagogy for university assistants certified for higher education pedagogy;
- Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ;
- Continuous training of staff with work experience;
- Various seminars, workshops, individual training, etc.

4 BACHELOR'S DEGREE IN PUBLIC ADMINISTRATION AT THE UNIVERSITY OF GLOUCESTERSHIRE

4.1. INTRODUCTION

The University of Gloucestershire is a public university in the UK, located in three campuses, two in Cheltenham and one in Gloucester, Francis Close Hall, Park and Oxstalls. The University is a recent successor to a large number of secondary and higher education institutions that were merged and reformed, obtaining university status in October 2001.

From the point of view of the institutional structure, the University of Gloucestershire has three faculties: the Faculty of Applied Sciences, the Faculty of Business, Education and Professional Studies and the Faculty of Media, Art and Technology. Each faculty is responsible for certain areas, offering university and postgraduate courses, promoting research in related fields. The faculties are responsible for developing and implementing study programs, leading the research and commercial activities of the university in their fields. Students benefit from this combination of learning, research and partnerships with external organizations, which ensures that curricula are relevant and up-to-date.

Teaching in the field of legal disciplines is predominantly classical, being done through lectures and seminars. During the lectures, the teacher presents students with the necessary information to be assimilated by providing a list of the main bibliographical sources and referring to the legal framework and the judicial practice in the field. As far as the seminars are concerned, they are done through discussions, debates in groups for a good understanding of the practical aspect of the discipline. Such a method is called Mooting - Debates. Using this method offers the experience of participating in an imaginary court and developing the skills to make a speech, to present a pleading. Moreover, there are famous speeches by well-known lawyers, whose speeches have solved certain theoretical problems of law. This stimulates research-based learning. Similarly, process simulations are used (I attended one of these seminars where a labor dispute was simulated in a specialized court). Certain seminars are conducted by experienced parkers in the field. Each group has appointed an academic tutor to provide academic support and help each student develop their careers according to each one's interests.

In the University of Gloucester, studies are indissoluble in research, and are also geared to the employment of all graduates of this institution. Each member of the academic community must be concerned about the implementation of the mission and vision of the university in everyday work. The use of innovative teaching methods including the widespread use of ICT is a component part of the University's strategy, as these methods bring benefits to both higher general and academic staff and students to the particular.

The use of ICT in teaching facilitates the widespread implementation of student-centered teaching methods. In this process, students are trained in various activities that promote the analysis, synthesis, and evaluation of classroom information. The activities are carried out in the form of an umbrella and consist mainly of:

- Simulations;

- Group projects;
- The formulation of a problem;
- Investigational projects;
- Case studies.

In such situations, students will make extensive use of the tools that ICTs provide. Similarly, teachers are to use new ways to make learning as active as possible. For example, use the Adobe Connect, Moodle platform and an interactive evaluation method with a problem: KAHOOT! Generally speaking, active grouping (group) is essential in the active learning process. As to the formulation of the problem, it must be very reflective, with complex content. Students should be faced with situations with many unknowns, and the fact that they will use the knowledge they possess is more important than the result they will get. Regarding the learning outcomes there is a balance between their orientation towards both content and process.

4.2. SYSTEM LEVEL

Higher education in the UK is recognized as one of the best educational systems. It is provided by three types of institutions: universities, colleges and other higher education schools, such as colleges of music and art.

Higher education in the UK is divided into two stages. In the first stage (Undergraduate), students generally learn for three years and get a bachelor's degree. The second stage consists of master's degrees and doctoral studies. Master studies usually last one year, and doctoral studies - three years.

4.2.1. National Qualifications Framework

All diplomas and certificates of study relate to a national credit system and qualification, independent of the Scottish National Credit and Qualification System (SCQF). The national credit and qualification system used in England, Wales and Northern Ireland is called the Qualifications and Credit Framework (QCF).

National qualifications frameworks have been created in the UK to offer: homogeneous standards and qualifications, recognized at national level, recognizing the accumulation of knowledge and skills, as well as a basis for possible revisions of existing and future qualifications. The UK national qualifications system is compatible with the European one, called the European Qualifications Framework (EQF).

Higher education institutions in the UK offer the following **qualifications:**

- Doctorate (PhD) - with a duration of three to four years, Doctoral studies can be accessed by Master's degree graduates, but also by Bachelor Honors degrees;
- Research based programs (MPhil, MRes) - this kind of programs have as main activity the research in order to prepare the dissertation;
- Taught master's (MA, MSc) - such a program lasts between one and two years and has two parts: a) attendance at courses and seminars, passing exams and presenting the essays, b) preparing and submitting the dissertation;

- Master of Business Administration;
- Postgraduate Diploma / Postgraduate Certificate - usually these courses do not include research or dissertation elements. The programs last up to one year. After graduation, holders of a PGDip can transfer their accumulated credits to a relevant master program;
- Bachelor degrees - the duration of these courses varies from three to four years, while programs in architecture, dentistry, medicine, veterinary medicine last for five to six years. In the British system, bachelor's degrees are classified according to the final average and the grade at the dissertation.
- Foundation degrees - represents a higher professional course requiring between two and three years (day) or between three and four years (without frequency) to be achieved. To provide the necessary skills for employment, these courses have been developed in partnership with employers. After completing such a course students can continue their studies for another 12-15 months, at the end of which they can obtain a Bachelor degree.
- Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE) - programs of this type are offered in general occupational fields such as engineering, health, social work or IT. The courses aim to prepare senior managers and technicians. HND is at the same level as DipHE and equivalent to the first years of study in a Bachelor's degree program of three years. At the end of such courses, students can access the third year of study from a bachelor degree in the same field.
- Foundation courses, foundation years or access / bridging courses - generally, these courses last for one year and cover the gap between the qualification of the student and the program (qualification) he / she wants to follow. This type of program offers the student the possibility to expand his / her qualification to another field, or can help him / her meet all the conditions to apply to a specific program.

4.2.2. Accreditation in higher education

Monitoring and counseling on standards and quality in higher education in the UK is carried out by an independent body - the Quality Assurance Agency for Higher Education (QAA). The agency is independent of the government and higher education institutions, having the vocation to act in the public interest and for the benefit of the students.

The Agency was founded in 1997. Initially, the accreditation was at the level of a study program, and since 2002 the University is also accredited. The agency is an independent organization in whose work the Government can not intervene. Employees are about 180 people and the number of evaluators -400. Among them are: top academic staff, quality managers, active students (about 20%). Their experience is relevant. In the QAA before the start of the evaluation procedure, a 3-day training for assessors is carried out. The evaluation teams consist of + 2-6 members depending on the size of the HEI. The sources of funding for the Agency are in principle contracts with the Financing Agency in England, Wales and Northern Ireland and Scotland; of contributions paid by members who are in principle public institutions and the provision of services internationally at the request of non-UK HEIs.

The Agency's activity pursues the following objectives:

- improving the quality and ensuring standards in UK higher education in order to maintain public confidence;
- promoting management through knowledge and resources in assuring and enhancing the quality of higher education in the UK and internationally;
- expanding and increasing the value and access to the Quality Assurance Agency's services in higher education in the UK and beyond.

The main areas of activity of the Agency are:

- publishing and implementing the Quality Code for Higher Education in the UK;
- conducting external evaluations of higher education institutions and reporting publicly;
- examining aspects of academic quality and standards;
- conducting research and exchanging information on good practices to improve quality;
- collaborating internationally with other agencies on common criteria in the field of standards and quality;
- organizing training and training measures to help higher education institutions develop and improve their own quality assurance processes;
- advising the government on applications for university status in the UK and on competences for awarding degrees and qualifications.

At country level, a Quality Code for universities is being drafted, with all universities participating. The code consists of 3 sections: Standards; Ensuring and maintaining academic quality; Information required to be submitted by HEI.

The core activities of the QAA are:

1. Evaluation of HEIs that are funded from public funds;
2. Evaluation of transnational education (validation partnerships, franchise partnerships);
3. Evaluation of private HEIs wishing to take students from outside the European Union;
4. Evaluating private HEIs in which students who want to benefit from state loans will be trained;
5. Accreditation of those entities wishing to issue diplomas.

There are also professional unions (guilds) that accredit certain programs. For employment, this accreditation is mandatory (eg Medicine, Engineering). This way reflects the link with the business environment.

Evaluation process (it is done every 6 years):

1. Self-evaluation (a report with justifications on what is presented in this report is being drafted). Students participate in program evaluation;
2. Analysis of the self-assessment report by the Agency team. Initially, an office analysis, then a field visit (3-5 days) to convince the veracity of what was indicated;
3. Elaborating the Report, which contains the team's reflections on what you have seen. In the form of a draft, it is sent to the university, which acquires knowledge, then the final report is produced.
4. Elaborating the action plan.

Qualifications obtained according to the evaluation results:

- ✓ Very good; Excellent; Exceeded expectations);
- ✓ Complies with expectations;
- ✓ Some improvements are needed to match;
- ✓ Does not match.

It is worth highlighting the individual assessment approach for each university, including the results of the evaluation.

Principles of assessment:

- ✓ Based on evidence;
- ✓ On risk assessment;
- ✓ Centered per student;
- ✓ Targeting for improvement;
- ✓ Transparent and justified;
- ✓ Collaborative.

The evaluation of the research is done through a sophisticated mechanism. It has been emphasized that emphasis is placed on the evaluation of research in abstract terms and not the impact of research. This will undergo some changes until 2020, so that the impact of research is prioritized in the science evaluation process, and HEIs will be ranked accordingly. Evaluation of research facilitates the classification of universities and financiers have the opportunity to see for which institution the money is spent. The research is funded by a state agency according to results. The information is public and everyone can see what each HEI presents on the research plane.

The research findings are evaluated on the basis of the following factors: Research results, PhD number and scholarship volumes, Research income, Research environment (as perceived in business research), Outcomes of publications that identify areas of excellence.

Similarly, reference standards for different areas of study at the level of the first cycle are being developed at the system level and are an integral part of the UK Quality Code. These papers define what we can expect from a graduate of a higher education institution about what they might know, what they could do and what they could understand at the end of their studies, being consistent with the qualification descriptors relevant. Additionally, these papers explain what gives a certain discipline coherence and identity. These papers are part of Chapter A of the Quality Code to cap the academic standards to a safe level. Standards are used as reference points for designing, launching and reviewing study programs.

For certain areas, educational institutions must also take into account other standards for designing, launching and revising study programs. These may contain requirements submitted by different professional unions, and the observance and adjustment of study programs to these expectations is left to the higher education institution.

4.3. LEVEL OF UNIVERSITY MANAGEMENT

The governing body of the university is the University Council, which is responsible for the educational activity and the mission of the university, approving annual estimates of income and

expenditure, appointment of management personnel, and establishing the management arrangements for the university. The University Council currently comprises 18 members: 14 external members and 4 members of the university community, including the deputy chancellor, one representative of the teaching staff and auxiliary staff and the president of the Students' Union.

The following committees were set up within the University Council: Audit Committee, Standing Council and Foundation Group, Employment Policy Committee, Committee on Finance and General Purposes, Management and Appointments Committee, Remuneration Committee.

The main attributions of the University Council are:

- approving the institution's mission and strategic vision, long-term academic and business plans, and key performance indicators,
- delegating the head of the institution, as an Executive Director, to ensure the institution's academic, corporate and financial management;
- establishing and monitoring control and accountability systems, including financial, operational and risk assessment controls as well as internal dispute resolution and conflict of interest procedures;
- -establishing procedures for monitoring and evaluating the performance and efficiency of the Council's work;
- pursuing its own business in line with best corporate governance practices in higher education and the principles of public life developed by the Standards Committee in Public Life.
- protecting the good name and values of the institution;
- appointing the head of the institution, other senior management and implementing appropriate measures to monitor their performance;
- establishing the institution's financial and business policy, efficient management of the institution's accounts, approval of the annual budget and financial reports, management of the university's heritage.

The president of the University Concil is responsible for the Board/Council's leadership, ensuring that it offers the University a clear and strategic direction so that the University develops and thrives in a dynamic and competitive environment.

4.4. THE FACULTY / DEPARTMENT LEVEL

The Law School of the University of Gloucestershire offers the opportunity for students to know the fundamental principles of law in England, Wales and the European Union. As progress is made, students have an interesting list of study options that are appropriate to their career interests and choices, such as commercial law, medical law, human rights and family law.

Students have the opportunity to develop their key skills in the field of legal practice, such as how to efficiently support a case in court, how to interview clients and how to negotiate legal arrangements. Students also have the opportunity to take part in simulated processes, as well as customer interviews and contests.

The Law School of the University of Gloucestershire contributes to the students' ability to critically analyze and synthesize information, abstract thinking, assessing competing arguments and motivating decision-making in problem solving. All of these skills are essential to the field of law. At the same time, they are also life skills and are highly sought after by other professions where students decide to choose a different path from the field of law.

In addition to academic and practical studies, students follow their own 4-level formal employment program. This is unique at the University of Gloucestershire and gives students the first opportunity to engage in practical legal work.

The Law School of the University of Gloucestershire is driven by a main goal: its graduates must be ready for their career. This means that the student graduates with academic excellence and substantial experience in the real world. It is an important combination for future employment and the graduate will be able to quickly draw the attention of potential employers.

In 2015, The Guardian ranked the Law School of Gloucestershire University as the Best Law School in England and Wales in terms of the satisfaction of teaching students. This distinction is proof of the high qualification of academic staff and a competitive learning environment that faculty provides for students. Most teachers come from professional backgrounds with a variety of specializations, including in the field of commercial law, intellectual property, international law, and human rights. Their experience anchors students' theoretical knowledge to practical real world realities, providing them with a constant understanding of the issues of legal practice.

4.5. STUDY BOARD LEVEL

The University of Gloucestershire has the Academic Board with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students; designation and removal of external examiners; policies and procedures on the current and final assessment of students' academic performance; content curricula; academic standards, validation and assessment of courses; awarding qualifications and academic degrees; the expatriation procedure of students, etc.

4.6. LEVEL OF INTEGRATION OF STUDENTS WITH SPECIAL NEEDS

Within the University of Gloucestershire, the Student Services department (Helpzone) provides students with a wide range of services, information and support in the university accommodation process and helps them make the most of their student experience. Thus, from the range of services and assistance that the department offers to students, we can list:

- Providing a personal tutor to benefit from academic advice throughout studies;
- providing support in finding a place to live, inside or outside the campus;
- offering support to apply for funding, payment of fees and application for scholarships;
- providing counseling for people with disabilities, childcare counseling;
- providing information on university services such as sports, music, religion and the Students Union, etc.

In order to protect the interests of students who have children, the University of Gloucestershire collaborates with local nurseries, thus contributing to ensuring adequate childcare conditions. In this way, the University ensures that children are in a comfortable care environment as long as their parents are at school. For current or future students with school-age children, the issue of choosing local schools is, of course, a very important one. In this regard, in Gloucestershire children will be assigned either to the nearest state school or may be accepted through admissions of a school.

To help students make the most of their time at the university, the counseling service gives them support in any emotional, psychological, or mental health difficulties they may encounter. This service is free, confidential and provided by qualified and professional counselors who understand the pressures of university life. The counseling service of the University operates in accordance with the Ethics Framework of Good Practice of the British Counseling and Psychotherapy Association.

Within the Gloucestershire University also operates the Disability, Dyslexia and Learning Support Service, which provides confidential support for students with disabilities, learning difficulties and medical conditions. This Service can help students with:

- university consulting visits before submitting the application file;
- advice on the diagnosis of specific learning difficulties, such as dyslexia, dyspraxia or discalculia;
- support to apply for allowance for students with disabilities;
- advice on access for disabled people;
- liaising with academic staff and student services in support needs.

Employees involved in helping students work in the following directions:

- Ensuring students' well-being (medical insurance, mental problems in different periods of life, etc.)
- Developing student activism (developing skills for employment, volunteering, learning abilities)
- Students' life (guides them how to arrange their life, financial resources, accommodation, faith, etc.)

4.7. LEVEL INFRASTRUCTURE

The University of Gloucestershire is located in three campuses, two in Cheltenham (Francis Close Hall and Park) and one in Gloucester (Oxstalls).

Francis Close Hall Campus hosts the School of Humanities, the School of Natural and Social Sciences, the School of Education Sciences, the School of Art and Design. The Campus offers qualified help and advice in using the full range of resources available to support the studies. Designed to provide an adequate and secure entourage for individual and group work, the campus libraries are open 7 days a week with a long-term program. Along with a number of improvements to study spaces and facilities, design studios for design and architecture students have recently been designed.

Originally designed as a botanical garden, the Park campus astonishes its visitors with splendidly landscaped parks and lakes that surround this modern academic center. Within the Park campus, the Business School, the School of Computer Science and Technology, the Media School, the School of Accountancy and the Law School are active. Campus Park includes a large number of study blocks, library, canteen, Helpzone, medical center, parking, smoking areas, etc. Being the location of a wide range of courses, Park Campus brings together students from various specialties, from accounting and right to music and film direction. As part of the expansion of the Media Center, new animation, film and TV studios, as well as computer and technology classes were opened in 2015.

The Oxstalls campus is located in Gloucester and hosts the School of Physical Education and Sports, the School of Leisure and Performing Arts. In the Oxstalls campus there are sports performance labs, sport halls, gymnasiums, fitness halls, sports therapy clinics, dance studios. With the help of high performance equipment and qualified staff, the Performance Lab has the ability to provide consulting services in a variety of sport, physical education and health science fields. Using state-of-the-art scientific equipment and research techniques, the Performance Lab offers testing services for individual athletes, sports teams and the general public.

4.8. LEVEL STUDY PROGRAM

4.8.1. General

Business School of Gloucestershire University offers the opportunity to study law in the program entitled "Legal Studies".

The objectives of the "Legal Studies" program are to offer the following opportunities:

- acquiring knowledge and understanding of the doctrines and fundamental principles of England, Wales and the European Union;
- developing a broad understanding of the economic, political and social contexts in which the legal system operates;
- development of the intellectual, practical and transferable skills necessary for the graduation of the graduate;
- developing the intellectual, critical and practical skills needed to promote education and lifelong learning, including research.

Taking into account the learning outcomes of the "Juridical Studies" program, at the end of the course the student must:

- understand some of the doctrines and fundamental principles of England and Wales law, especially in the field of contract law, tort law, constitutional and administrative law, criminal law and European Union law;
- know and understand the sources of these branches of law, the way they have developed and developed and the institutions that make up their content;
- understand the social, political and economic context in which law operates, and form critical thinking in areas of controversy within the topics studied;
- expand their understanding of English or international law by studying optional modules;

- be able to apply research skills to plan and conduct independent research;
- be able to critically analyze, interpret, evaluate and synthesize information from a variety of sources;
- be able to analyze practical legal issues, differentiate between relevant and irrelevant information, and apply legal rules and legal principles to generate solutions;
- be able to evaluate competing arguments and make rational judgments;
- be able to communicate clearly both verbally and in writing, using the legal terminology correctly;
- be able to think and work both as a team member and individually, reflecting on the learning process.

Within the "Legal Studies" program, **the teaching and learning strategy** is aligned with that of the University, which aims to develop students' ability to learn independently and collaboratively, prepare them for life and placement, develop critical thinking skills in planning and decision-making. Collaborative learning opportunities are provided in seminars, especially in group activities at the "Legal Methods and Skills" discipline, interviews and negotiation exercises at the "Advocacy Skills" module and simulated labor law processes. The teaching and learning strategy makes extensive use of case studies, which enables students to develop their skills in counseling individuals and organizations on law enforcement in dealing with practical issues.

Problem solving and teamwork is initially developed in seminars through focused discussion and problem-solving exercises.

4.8.2.   Teaching methods

Throughout the years of study, the timing of different teaching methods differs. At level 4 (first year of studies), 24% of the time is allocated to planned teaching activities according to the timetable, 2% of the time is allocated to internships, including abroad, and 74% to individual activities. Level 5 (2nd year of study) does not include time for internships, and the ratio between the planned teaching activities according to the timetable and the individual activities is 80 to 20. In the third year of studies - level VI is also lacking in the internships , and the raport between the planned teaching activities and the individual activities is 83 to 17.

The curriculum contains a series of compulsory modules, distributed during the three years of study, as follows: 1st year (Level IV) - 120 ECTS accumulated from compulsory subjects; 2nd year (Level V) - 90 ECTS cumulative from compulsory modules, and the remaining 30 ECTS is to be obtained from the study of two disciplines of 15 ECTS each, which must be selected from a 5-module shoulder to free choice . For 3rd Year (Level VI) - 45 ECTS accumulated from 2 compulsory subjects, and the remaining 75 ECTS will be accumulated from the optional 5 disciplines out of 9 at free choice. This flexibility allows students to focus on disciplines they will need in their professional work.

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

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

In general, knowledge is acquired through the course, seminars, tutorial classes and the guided and individual study, supported by printed material and the Moodle platform.

A teaching method used at the University of Gloucester is "Flipped Classroom" - which in a free translation means an unbalanced, irregular class. The point is that this pedagogical model assumes that the roles of teaching in the classroom and the homework preparation are reversed. For homework, students watch the video of the lesson, and in the classroom they solve the exercises with the teacher. Video lessons are the key ingredient of the so-called "flipped-classroom," which is either created by the teacher and posted on-line or taken from an on-line repository. In the classroom, the lesson is transformed into a workshop, an interactive discussion through which students can specify certain aspects of the subject matter, can test their own abilities and interact with one another.

4.8.3.   Evaluation of learning outcomes.

Students' **intellectual abilities** are developed during lectures, seminars, and individual studies, especially in the process of discussion and debate in seminars, participation in problem solving and case studies. Seminars will have a more critical approach within the Level 6 modules. Guidance in the use of law libraries and the electronic resources of the University is provided by the Level 4 "Methods and Skills" module. The research skills are further developed within the modules mandatory and optional. At Level 6, students develop an expanded essay module that develops their skills in planning and conducting independent research.

Written communication skills are developed through specific teaching activities within the Level 4 "Methods and Abilities" module; opportunities to develop these skills through their implementation are provided under the optional "Advocacy Skills" module. They are further developed by developing the assessment course and developing the 6th Level Extended Essay Module.

Verbal communication skills are developed in seminars and workshops in all modules, especially in the presentation, discussion and debate process. In addition, new opportunities for developing these skills are provided in the "Legal Methods and Skills" Module and the Optional "Level 4 Skills" module.

The skills to solve practical problems and team work skills are primarily developed in seminar activities and tasks.

As for **the evaluation strategy** , the students' knowledge is evaluated through written examinations and coursework or other appropriate assessment forms. Mandatory modules are evaluated partly through written exam (50%). Students are given the opportunity to promote current examinations to prepare for summative assessments.

Research skills are evaluated in the Compulsory Essay Module of Level 6. Writing and problem-solving skills are evaluated through written exams and coursework. Verbal communication skills are evaluated in the concrete optional modules in accordance with the module descriptors.

An active method of teaching is used in the subject of Legal Method and Skills - a fundamental discipline aiming to develop skills specific to the profession and to initiate in the lawyer / civil servant. This method is called a simulated process contest. Thus, students being divided into small groups have the task of presenting the pleading of the defense and prosecution in a criminal trial,

invoking as many arguments as possible in support of his position. This interactive method of organizing the practical classes is very effective in the disciplines of Criminal Procedural Law and Civil Procedural Law, Legal Rhetoric, Ethics and Professional Ethics, etc. because it offers students the opportunity to personally apply their theoretical knowledge, simulating a judicial process and interpreting the role of prosecutor, lawyer, judge, official, etc.

Some seminars are conducted by practitioners with experience in the field. Each group has appointed an academic tutor to provide academic support and help each student develop their careers according to each one's interests. In order for the learning to be successful and the students to acquire the skills necessary for the labor market, the teachers focus in the seminars on the following aspects:

- Group dynamics are of particular importance;
- Explaining in the seminars what is the way to go in order to reach certain decisions;
- The challenge to think about how to make a decision;
- There is no unambiguous answer, but it is important to understand how this answer has been reached.

4.9. LEVEL OF PEDAGOGICAL TRAINING PROGRAM

In the United Kingdom of Great Britain and Northern Ireland there is at the state level Framework of Professional Standards for teaching and supporting learning in higher education. The purpose of this framework of standards is:

- providing support in the initial and continuing training of staff trained in teaching and learning activities;
- enhancing the dynamic approaches of the teaching-learning process through the perspective of creativity, innovation and continuous development in various professional situations;
- showing students and different beneficiaries of professionalism in academic activity;
- learning the various learning, teaching and evaluation practices that support and highlight the student learning activity;
- Facilitating at the individual and institution level to obtain formal recognition for qualitative teaching and learning support, including in managerial and research activities.

Placement of the student in the center of the learning process creates new requirements for academic staff. First of all, staff need to address teaching through methods that they do not know. Secondly, academic staff is required to design learning and evaluation goals, to express their views and to ask for the same from students, to include a number of specific competences in the curriculum, to focus on opportunities associated with differences who are in classrooms and ethics. In the context of the above, academic staff can not be expected to perform their activities effectively without support and training in the pedagogical field. That is why the UK institutions are focused on meeting these needs by implementing various pedagogical training programs and developing the pedagogical skills of academic staff. In principle, pedagogical training takes place through the following activities:

- Teaching courses and organizing informative seminars for teachers (not only for young specialists but also for more experienced teachers);
- Establishing support subdivisions for professional development;
- Assessment and attestation of pedagogical competences in employment and promotion;
- Motivating academic staff to participate in various mobility, informative seminars, etc.

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

5 DATA ANALYSIS AND INTERPRETATION

5.1. INTRODUCTION

This table with inserted text is an appendix, but in section 5.2. each criterion including properties and indicators will be described.

AAU	UOG	Criteria properties, indicators
Fundamental findings on levels Cross-data analysis will generate criteria, properties and indicators on each level	Fundamental findings on levels	L1 Level, criterion etc.

5.2. CRITERIA, PROPERTIES AND INDICATORS

Table: University of Aalborg

Problem formulation	Sources consulted	Appreciations	Reflections
L1: System Level	http://akkr.dk/wp-content/uploads/akkr/Guide-to-institutional-accreditation_final.pdf; http://studyindenmark.dk/portal; http://english.eva.dk/higher-education; http://ufm.dk/en/education-and-institutions/higher-education/accreditation-and-quality-assurance/accreditation-and-evaluation; www.uddannelsesguiden.dk	The existence of the national qualifications framework (NQF); The legislation governing the accreditation of higher education was adopted in 2013.	**CNC:** • Set up in 2008; • It is divided into three elements: • Universities designing study plans in strict compliance so that each student to achieve the aims described in the NQF. **Accreditation of higher education:** • Institutional accreditation aims to strengthen the efforts made to develop higher education institutions, including by opening new study programs, which is an essential element of competitiveness and relevance. • Program accreditation differs as it relates to existing programs or to initiating new programs. • Accreditation of existing programs may take place either in the case of refusal of institutional accreditation

			or in the case of provisional accreditation. l
L2: level university management	Danish Universities Act 2012	Academic Council - Academic Management body	• According to the Danish Act (Consolidation) Universities Council is the governing body of the university. • Managing academic work is performed at university by Academic Council;
L3: Level of Faculty / Department	Aalborg University website		• Head of Department ensures quality, continuity and development programs of study offered by the department and the teaching activities, research and knowledge sharing.
L4: Council level studies	Danish Universities Act 2012	To solve the problems of academic, research and collaboration between various structures at faculty, the Rector may establish study boards, which manage one or more programs.	The main task of the councils of study is to organize and ensure an educational and training process focused on performance and development through: • Quality assurance, evaluation and development of study programs and the teaching-learning process; • elaboration of draft academic regulations, as well as their modification; • monitoring the learning-evaluation process by approving the course units, evaluation forms and evaluation tests; • Consultation on the improvement of study programs and didactic activities, etc.
L5: The level of integration of students with special needs	Aalborg University website; http://www.oecd.org/edu/imhe/Fostering-inclusion-of-disadvantaged-students.pdf	Facilities for students with special needs. Integration of students from families where parents did not have higher education	Ensuring non-discriminatory implementation of policies.
L6: Level Infrastructure	Aalborg University website	Modern infrastructure adapted PBL teaching method PBL.	Classrooms for group activities. ICT equipment for evaluating online students.

L7: Level of study program	University website; Discussions with dr. Louise Faber, professor at the School of Law; Discussion with Professor. Olav Jull Sørensen	Clearly defined learning outcomes; Closely linked to potential employers; Teamwork influences students' vision.	• The curriculum includes PBLs based on project activity as a central and obligatory element and contains an exhaustive description of the educational objectives, including the competences and skills gained; • The project is assigned an "n" number of ECTS; • The curriculum is a combination of fundamental and compulsory modules, optional subjects and project; • The role of the supervisor is well defined. He becomes mentor, guide; • The pre-requisites for working with employers are set in the curriculum, including internships in national and international companies and organizations.
L8: the level of teacher training	http://ec.europa.eu/education/tools/docs/2015/monitor2015-denmark_en.pdf http://www.learninglab.aau.dk/resources/ict-teaching-learning-online-environment+/	In order to meet the requirements of training and / or promotion, the requirements of the Danish Accreditation Agency, the Learning Lab is created within the University of Aalborg,	The Center's activities are targeted at the following categories of beneficiaries: • Higher education pedagogy for university assistants certified for higher education pedagogy; • Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ; • Continuous training of staff with work experience; • Various seminars, workshops, individual training, etc.

Table: University of Gloucestershire

Problem formulation	Sources consulted	Appreciations	Reflections
L1: System level	- discussions with Dr. Malcolm Maclean, associate Dean in the department of Quality and Standards; - wikipedia.org site consultation; - consult the website of the Agency for Quality	Higher education in the UK is divided into two stages. In the first stage (Undergraduate), students generally learn three years and get a bachelor's degree. The second stage consists of master's degrees and doctoral	Higher education in the UK is recognized as one of the best educational systems.

		studies. Master studies usually last one year, and doctoral studies - three years. UK Standards and Quality Monitoring in Higher Education is carried out by an independent body - the Quality Assurance Agency in Higher Education (QAA).	
	Assurance in Higher Education in the UK www.qaa.ac.uk		
L2: University management level	- discussions with representatives of the academic and administrative staff of the University of Gloucestershire; - consult the website of the University of Gloucestershire	The governing body of the university is the Avademic Council, which is responsible for the educational activity and mission of the university, approving annual estimates of income and expenditure, the appointment of senior personnel, and determining how the university administration.	
L3: Level of Faculty / Department	- discussions with representatives of the academic and administrative staff of the University of Gloucestershire; - consult the website of the University of Gloucestershire	The Law School of the University of Gloucestershire offers the opportunity for students to know the fundamental principles of law in England, Wales and the European Union. In 2015, The Guardian ranked the Law School of Gloucestershire University as the Best Law School in England and Wales in terms of the satisfaction of teaching students.	Students have the opportunity to develop their key skills in the field of legal practice, such as how to efficiently support a case in court, how to interview clients and how to negotiate legal arrangements. Students also have the opportunity to take part in simulated processes, as well as in interviewing clients and pleading competitions
L4: Council level studies		-	
L5: Integration of students with special needs	- talks with Luisa Jessup engaged in the service Helpzone;	Within the University of Gloucestershire, the Student Services department (Helpzone) provides students with a	To help students make the most of their time at the university, the counseling service gives them support in any emotional,

		wide range of services, information and support in the university accommodation process and helps them make the most of their student experience. Within the University, the Disability, Dyslexia, and Learning Support Service also operates, providing confidential support for students with disabilities, learning disabilities and medical conditions.	psychological, or mental health difficulties they may encounter. This service is free, confidential and provided by qualified and professional counselors who understand the pressures of university life.
	- consulting the website of the University of Gloucestershire		
L6: Level Infrastructure	- discussions with representatives of the academic and administrative staff of the University of Gloucestershire; - consult the website of the University of Gloucestershire	University of Gloucestershire is located on three campuses, two in Cheltenham (Francis Close Hall and Park) and one in Gloucester (Oxstalls). Francis Close Hall Campus houses the School of Humanities, School of Natural and Social Sciences, School of Education Sciences, School of Art and Design. Park active in campus School of Business, School of Computer Science and Technologies, School of Media, School of Accountancy and Law School. Oxstalls campus is located in Gloucester and the School of Physical Education and Sports, leisure and Performing Arts School.	Originally designed as a botanical garden, the Park campus astonishes its visitors through the splendidly landscaped parks and lakes that surround this modern academic center
L7: Study program	- talks with Sharon Harvey, Academic Director of the School of Business and School of Law;	Business School of Gloucestershire University offers the opportunity to study law in the program entitled "Legal Studies".	

	- consulting the website of the University of Gloucestershire	Within the "Legal Studies" program, the teaching and learning strategy is aligned with that of the University, which aims to develop students' ability to learn independently and collaboratively, prepare them for life and placement, develop critical thinking skills in planning and decision making. The program uses a variety of approaches, such as lectures, debates, seminars, role-plays, simulated processes, case studies and presentations, to ensure that learning outcomes of the program can be achieved and demonstrated.	
L8: Teacher training program	- Clegg, S. 2009. Histories and institutional change: understanding academic development practices in the global 'north' and 'south'. International Studies in Sociology of Education; http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf	In the United Kingdom of Great Britain and Northern Ireland there is at the state level the Framework of Professional Standards for teaching and supporting learning in higher education.	The purpose of this framework of standards is: • providing support in the initial and continuing training of staff trained in teaching and learning activities; • Enhancing the dynamic approaches of the teaching-learning process through the perspective of creativity, innovation and continuous development in various professional situations; • showing students and different beneficiaries of professionalism in academic activity; • learning the various learning, teaching and evaluation practices that support and highlight the student learning activity;

		Common patterns	Variations
			• Facilitating at the individual and institution level to obtain formal recognition for qualitative teaching and learning support, including in managerial and research activities.

5.3. EMERGING PATTERNS

Table: Emerging patterns

	Common patterns	Variations
L1: System Level Foreign Accreditation Agencies National Qualifications Framework (NQF)	Accredited institutions can initiate new curricula. NQF highlights the usefulness of each result individually in skills development. They encourage lifelong learning and facilitates the students in choosing a profession and studies. Help students to choose what they learn by goals each and can become an important aid for self-study. In both countries are compatible with the European Qualifications Framework	UK institutional accreditation takes place every six years in Denmark every five years. In the UK, the approval of study programs by professional unions is required. It is not necessary
L2: University management level Governance structures responsible for student-centered education Evaluation of academic staff The role of students	The existence of college structures responsible for academic activity. Staff assessment serves as a basis for career promotion and institutional accreditation, being part of the internal quality management system. Problem-Based Learning involves cooperation between students and academic staff, and it is necessary to cooperate to develop a common understanding of both learning issues and their problems as beneficiaries within their institution, proposing together solutions that could work for both groups. In both universities the role	Academic Council in Denmark is established at faculty level.

	of students is manifested in the following: • Taking responsibility for implementing a problem-based approach throughout the studies; • Creating synergy between different types of cooperation through collaboration with external partners and through the interdisciplinary approach of the learning environment. • Participation in curricular development and proactive role in the Study Board; • Periodic evaluation of curriculum content.	
L3: Faculty / Department level Relationship College-university management structures	At departmental level, the head of department is responsible for the quality, continuity and development of the department's study programs as well as teaching, research and knowledge sharing.	In Denmark the head of department is assisted by study boards/councils and study directors, the department head monitors the evaluation process of departmental and teaching activities
L4: Study Board level Academic governance body	In accordance with the Danish University Act 2012, 18, in order to solve academic, research and collaborative problems between different faculty structures, the Rector may establish study boards/councils that manage one or more programs.	It does not exist in the United Kingdom, but the University of Gloucestershire has the Academic Board with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students; designation and removal of external examiners; policies and procedures on the current and final assessment of students' academic performance; content curricula; academic standards, validation and assessment of courses;

		awarding qualifications and academic degrees; the expatriation procedure of students, etc.
L5: The level of the entire measurement of students with special needs Policy support for students, including the disadvantaged	In both universities there is institutional support for the integration of underprivileged students, and modern teaching methods of student-based learning contribute to this because these methods do not propose a solution that suits everyone. An essential element for integration is the understanding that, as all higher education institutions are different, so all teachers are different, so all students are different. Academic staff must be aware that students have different needs and interests.	
L6: Infrastructure level Support structures for students	Universities with a modern infrastructure, adapted to the requirements of student-centered education.	

L7: Study program level
 	
Integrate the curriculum into the university strategy
	Problem-based learning is one of the University's strategic objectives for the period 2016-2021, and its principles are fundamental ones that develop design, independent thinking, and professional training. The integration of PBL principles into the AAU's organizational context takes place in the following way:
	    • Explain explicitly the principles of PBL as a result of learning in curriculum content and all study programs;
	    • Professional development of academic staff according to PBL principles and use of ICT in the teaching process.
	
	These teaching methods pave the way for better jobs on the labor market.
		• Active Learning Methodology is an innovative method whose principle is student-centered learning. Within this process, students are trained in various activities that promote the analysis, synthesis and evaluation of classroom information. The activities are carried out in the form of an umbrella and consist mainly of:
		
		• Simulations;
		
		• Group projects;
		
		• Formulating a problem;
		
		• Investigational projects;
		
		• Case studies.

	Technology-rich online environments, which in practice serve as a physical space for student collaboration, discoveries and innovations, support the learning process that takes place inside the classroom.	
Focus on employability Digitalize the teaching process		
L8: Teacher training program level Structures responsible for pedagogical training	Taking into account the tendency of higher education institutions to focus on research, the status of the teacher can be improved by adopting a student-centered approach to teaching. It takes into account innovation and allows teachers to pursue their courses the way they want, while giving students the flexibility to grow in the way they choose.	The At the University of Aalborg there is a Learning Lab, the activities of which are: • Higher education pedagogy for university assistants certified for higher education pedagogy; • Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ; • Continuous training of staff with work experience; • Various seminars, workshops, individual training, etc. In the United Kingdom of Great Britain and Northern Ireland at the state level there is Framework of Professional Standards for teaching and supporting learning in higher education.

6   CONCLUSIONS

"I never teach to my students. I am just trying to provide them with the conditions they can learn. "

<div align="right">Einstein</div>

Following the realization of this report and the discussions with the academic staff of the two universities, the following principles underpin the innovative teaching methods (PBL at the University of Aalborg and Active Learning in the University of Gloucestershire) of student-centered learning:

- The PBL / Active Learning organization framework is always based on the project. The purpose of a project is always determined by the formulation of the problem;
- In order to be able to complete a project, students need fundamental theoretical knowledge that they will gain in courses, seminars, etc .;
- Cooperation is the driving force of PBL / Active Learning, as students work in a group, and each individual activity contributes to the consolidation of the overall outcome;
- The project contributes to the development of students' competences, influencing the formation of professional skills, as the problem must be close to a problem that may be possible in practice;
- Students are responsible for their own learning goals, organizing their activities independently and being guided by a supervisor.

PBL / Active learning is a philosophy, a culture within these higher education institutions, characterized by innovative teaching methods aimed at promoting learning through communication with teachers and other students involved in the learning process, methods that consider participating students active in their own learning, developing transferable skills such as problem solving, critical thinking and reflexive thinking. The advantages of teaching approach through the PBL / Active learning philosophy are as follows:

1. Working with potential employers: students will be able to find a job that suits them;
2. Students are motivated to study the theoretical aspects of the disciplines in order to identify the relevant institutions to solve the problem, in other words they are motivated to learn;
3. The role of the teacher is to guide the student to solve the problem, education is really centered on the learner;
4. Strengthening team work capabilities and the ability of students to identify themselves as free-riders from the faculty, preparing them for the realities of life;
5. External examination (by invited staff) excludes certain acts of corruption and will make the teaching staff accountable, emphasizing quality;
6. Students are more receptive to each other and will support each other during their studies;
7. Students have an active participation in curricular design;
8. Students are committed to continuously improving their own learning, constructive critique and impartial analysis of their own failures;

9. Academic staff will become more prominent outside the academic community due to their active involvement in determining the external organizations they will work with;
10. The study program (specialty) has a relevant impact in society due to the direct collaboration and involvement of external organizations.

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Comparative Analysis on Institutional Study Program of Business and Management

Cahul State University „Bogdan Petriceicu Haşdeu"

Work Package 2. Benchmarking Report

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Cahul, 2016

Table of contents

1   INTRODUCTION

The purpose of this study is to conduct a comparative analysis of law studies programs at Aalborg University and Gloucestershire University, whose experience and best practices will serve as a basis for drafting proposals to modify the study program in Entrepreneurship and Business and Administration , from the Faculty of Economics, Engineering and Applied Sciences, from Cahul State University. The experience gained from these universities will essentially contribute to the implementation of new and modern teaching methods, centered on the student. These methods mean that all students are trained to apply theoretical knowledge in practice, solving a problem. At the same time, this model encourages students to develop their communication skills, group work, and analytical vision on how to solve the problem.

One of the student-centered methods used in a number of universities in Europe are Problem-based Learning (PBL), where less emphasis is placed on memorizing a curriculum or pure theory, and mainly addresses issues specific projects. This type of educational approach includes individual research that promotes the individual characteristics of a student's creative initiative and thinking. Students learn strategies of thinking and knowledge in the field. The PBL aims are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem based learning is an active learning style.

The working team on this report consisted of:

Table 1. Composition of the working team on the report

Nr. do	Surname, Name	Title function in USC	Position in team
1.	Rosca- Sadurschi Ludmila	Lecturer super. prof., Head of Department EMAS	Team leader
2	Popa Andrei	DSc., Professor, USC Rector	Team member
3.	Gîrneţ Slavic	Lecturer super. prof.,	Team member

2   METHODOLOGY

2.1   THE METHODOLOGICAL BACKGROUND

The purpose of this report is to carry out a baseline analysis of problem-based learning in the partner countries of the European Union: Denmark and the UK. For this purpose a methodology was developed. It aims at exploring the relationship between the internal structures of the university and the study programs, including how the design and support of the study program are integrated across the university. The co-decision of the elaboration of the study program with its support will be examined at different levels of the institution: the level of the system, the level of management of the university, the faculty, as well as the level of the study program. Also, issues related to the integration of disadvantaged student groups as well as the available physical environment will be studied.

It is worth mentioning that the workshop organized in Chisinau from 19-22 January 2016, attended by the representatives of the University of Aalborg (Erik de Graaf, Claus Spliid and Lars Peter Jensen), was of particular importance in knowing the essence of problem-based learning, Denmark, as well as the representatives of six universities from the Republic of Moldova, including the State University. During this workshop the detailed features of the PBL method were discussed, the importance and the necessity of introducing this method at the universities of Moldova.

In order to achieve favorable results, the research activity was structured in several stages, namely:

- At the primary stage the institutional context of integrating a study program at the University of Aalborg and the University of Gloucestershire was analyzed.
- In the second stage, the data derived from normative acts regulating, directly or indirectly, the higher education system, statutes and other institutional acts of the universities from the EU partner countries in the project were collected and analyzed.
- A comparative analysis of the criteria was then carried out, pointing out common points and differences.

2.2   DATA COLLECTION

In order to collect primary and secondary data, study visits were made at AAU University of Denmark and UoG University in the UK. Also, the relevant information from the websites of the specified Universities was used, the literature was consulted. Some details have been specified via e-mail.

Table 2: Study visits to partners / universities in EU

No. d / a	University visited	Period	People involved
1.	University of Aalborg, Denmark	8 to 12 February 2016	A. Popa L. Rosca Sadurschi
2.	University of Gloucestershire	February 29 to March 4, 2016	L. Rosca Sadurschi S. Gîrneţ

Following the study visit reports were developed for each university by each person, and materials with those analyses, they were attached to this Report (Appendix 1).

3 BSc in Business Administration at Aalborg University

3.1. Introduction

The University of Aalborg (AAU) is one of the first universities to introduce the PBL methodology in 1974, applying it to some specialties, especially in the field of economic sciences. Today the PBL methodology is adopted at all faculties of the university. For this teaching-learning mode, the University of Aalborg is recognized at both national and international level. It is also worth mentioning that this university occupies the first place in the country as regards the employability of the graduates of the study programs. Problem based learning is one of the strategic objectives of the University of Aalborg for the period 2016-2021, and its principles are fundamental principles that develop design, independent thinking and training. The integration into the organizational context of the University of Aalborg of PBL principles takes place in the following way:

- Explain explicitly the principles of PBL as a result of learning in curriculum content and all study programs;
- Professional development of academic staff according to PBL principles and use of ICT in the teaching process.

3.2 System level

Universities are autonomous institutions within the public sector administration supervised by the ministry of Higher Education and Science. Universities offer higher-education studies based on research at bachelor, master's and doctoral levels. Each study program is accredited. There is professional and institutional accreditation. Changes are now being made to move from program accreditation to institutional (academic) accreditation. Accreditation of programs, including English instruction, is done by the accredited International Accreditation Agency for Higher Education (ECA). The Agency was created by the Ministry of Science, Innovation and Higher Education as an independent public body and consists of the Accreditation Council, the Council Secretary and the Academic Secretariat with evaluation functions.

The University in Denmark is free to choose bachelor's or master's programs, but these programs need to be accredited, so it is important for the university to be the Accreditation Council agreement.[1] (in accordance with the legislative provisions on the functioning of the Accreditation Agency for Higher Education).

Accreditation is done at the request of the institutions, based on a prepared package of documents, structured according to the provisions of the guide. It provides requirements with several criteria (student assessment, teachers' consultation). The Accreditation Advisory Board, consisting

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[1] ROMEO V.ȚURCAN, LARISA BUGAIAN, *Analiza comparativă a autonomiei universitare instituționale în Danemarca, Lituania, România, Scoția și Suedia,* Tipografia „Cavaioli", Chișinău, 2015. p.474-475. ISBN 978-4003-5-0

of auditing experts, evaluates at faculty-school - study boards levels, which are responsible for designing the study progeam and improving it.

The external evaluation procedures of the programs and the criteria of quality and relevance are approved by ministerial order.

Quality is largely ensured through accreditation, teaching and research. At the "study board" level, there is a counseling or monitoring committee, which includes business / employer experts.

The structure and functions of the continuous quality assurance system are predetermined by the criteria generally defined in the University Act and the Order of the Minister "Criteria for the Relevance and Quality of University Study Programs and on Procedures for Approval of University Study Programs". The institution providing study programs must demonstrate that it has:

- ✓ Policies and procedures for quality assurance;
- ✓ Approval, monitoring and periodic review of programs and titles;
- ✓ Evaluation of students;
- ✓ Ensuring the quality of teaching staff;
- ✓ Learning resources and student support;
- ✓ Informati systems;
- ✓ Informing the public.

3.3 Management University Level

University Aalborg Council is the highest authority at Aalborg University (AAU), and the University Rector is responsible for the day-to-day management of the AAU. The Rector is the Chief Executive Officer and sets out the tasks and responsibilities for the executive management.

Source: http://www.en.aau.dk/about-aau/organisation-management/
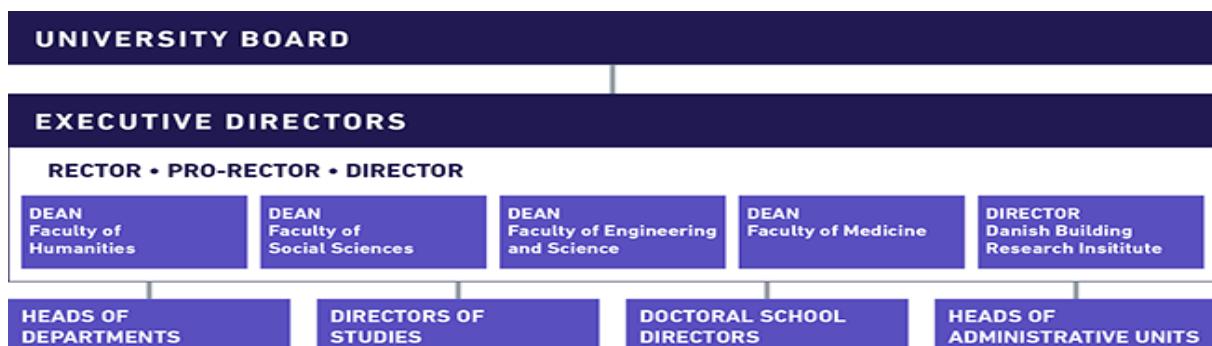
The majority of the Council, however, is represented by external members.

The Council elects its chairperson from among its external members. Within the framework set by the council, the Rector is responsible for the day-to-day management of the university. He is the chief executive. He delegates tasks and responsibilities to the members of the executive management team, consisting of the rector, vice-rectors, the university director and the deans. The management team is responsible for running the university, as well as for achieving the strategy and achieving the university goals. In order to effectively manage all aspects of academic activity, the Rector establishes one or more Academic Councils.

The Statute of the University describes the general objectives of the University and establishes the structure of the University's management and general organization. They also lay down rules on the election of members of the University Council, academic councils and study councils, and lay down general rules on accounting.
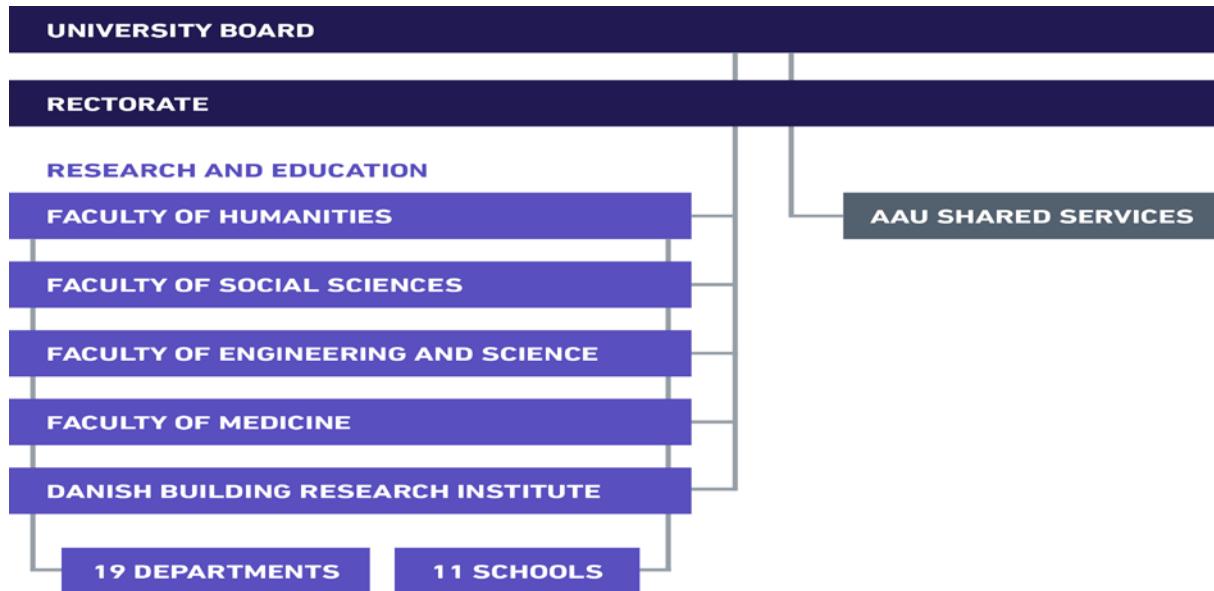
The academic environment at Aalborg University is organized in departments. Each department is headed by a Head of the Department and is responsible for research and teaching. Departments belong to faculties, and some departments belong to several faculties (cross-faculty departments).

AAU Board Councils are advisory councils at the departmental levels. Councils recommend, among other things, on issues related to the department's strategy and budget development, quality assurance and quality of the study environment and other general affairs related to the Department.

The Head of the Department determines the number of members up to 13. The Head of the Department is an ex officio member of the Council, while the remaining members are elected by and among the teaching staff, including PhD students, through and among technical and administrative staff, as well as by and among students in a ratio of 2: 1: 1.

Representatives of academic staff and technical and administrative staff are elected for a four-year term, while student representatives are elected for a one-year term.

The University is distinguished by the "Aalborg Model" study method, based on research and teaching technology based on the development of projects combining theory and practice. In each semester, students must prepare an extended project on a subject chosen by themselves (but within a predefined theme) under the supervision of a tutor teacher who monitors student's academic progress. The method of project development is characterized by teamwork, which has many advantages, including the development of collaboration skills or the implementation of partnerships needed to complete a complex project.

All students have access to university computers and MOODLE platforms (distance learning platform, with courses in different disciplines, individual work and other additional materials) and

DATABASE (database for research, scientific materials, publications, master theses and PhD). The library of the university is equipped with specialized periodicals and books necessary for personal development. One particular aspect of the university is that most students have their own working team's rooms, where students can work on their projects without disturbing or meeting their work team partners.

The philosophy of the university is that a good study environment offers the best conditions for professional development and that's why the university is trying to provide the best conditions, including a "buddy" (a tutor who will present the important aspects of student life, since your arrival to Aalborg). For a better familiarization with Danish cultural and linguistic environments, international students have the opportunity to join the free Danish language course offered by the university.

Through the International Accomodation Office (IAO), the university supports international students in finding accommodation.

The dean of the faculty after a public consultation which involves these departments may establish or abolish the **Study Boards**, which regulate one or more study programs. The number of members is determined by the Dean, but shall include an equal number of teachers and students' representatives, elected by and among academic staff and students. The Education Council elects (from among the full-time academic staff members , who are members of the study board) a chairman for a one-year term, and may also act as a study director.

A study council is responsible for ensuring the organization, performance and development of educational and teaching activities, including:

- ➲ Quality assurance and development of study programs/curricula, teaching activities and further evaluation of curricula and teaching activities.
- ➲ Approval of organization of teaching activities, and other forms of assessment tests that are part of the examinations.
- ➲ Issuing statements on all important aspects regarding curricula and teaching activities within its scope and discussion of problems related to study programs and teaching activities, presented by the Rector.

Study boards of a particular field are organized in **Schools,** which are approved by the Rector at the Dean's recommendation. Each School is **headed** by a Head of School, who can be appointed and dismissed by the Dean of the faculty.

The head of the school is responsible for and performs the following tasks:

- Development and implementation of policies and strategies for school;
- Secretarial services for school study councils, including assistance in preparing regulations in the field of study;
- Coordination of quality assurance activities in school;
- Performing transdisciplinary tasks, following the specific instructions of the dean;
- Approves the problem formulation and the deadline for presenting the master's thesis, as well as a student's supervision plan;

- In collaboration with the study board, aims at planning and carrying out the teaching activities, tests and other examinations included in the exam;
- Together with department heads and study councils, the head of the school will organize the evaluation of the study and teaching program.

The Study Board is created for each school, made up of the head of the school, the presidents and vice-presidents of the study boards belonging to that school. The head of the school presides over the school council.

At the "study board" level, there is a counseling or monitoring committee, which includes business / employer experts. For an existing program, the Academic Secretariat (SA) of the Accreditation Agency for Higher Education forms an accreditation team from relevant experts, including guests from abroad. On the basis of the results presented by the team, the SA draws up the evaluation report. The validity term of the program is set by the Accreditation Council (CA), usually 4-5 years. For new programs, the assessment report (by the SA) is based on the documents presented by the institution.[2]

The study program is initiated by the group of highly performing researchers based on the human potential and the materials already obtained from the research. Each program is guided by a team of professors (study board), and mainly a program coordinator. The basic document for a study program is the curriculum, which includes the following compartments: the legal basis; conditions of admission, admission conditions, degree offered, duration and field competencies; structure by semesters and modules; description of modules; rules on written works, including the draft license; rules on credit transfer; rules that relate to the progress of bachelor / master programs, project execution, examination rules.

The curriculum is elaborated following the provisions of the legal acts issued by the relevant ministry: the University Act; Examination order; Minister's Order on Study Programs; Admission Order; Ministerial Order on grading scale / scoring and normative acts at institution and faculty level.

The University is devoted to the "Aalborg Model" study based on research

and teaching technology based on the development of projects combining theory and practice. In each semester, students must prepare an extended project on a subject chosen by themselves (but within a predefined theme) under the supervision of a tutor teacher who monitors student's academic progress. The method of project development is characterized by teamwork, which has many advantages, including the development of collaboration skills or the implementation of partnerships needed to complete a complex project.

On the recommendation of the Dean, schools are set up, run by the school director, they guide the undergraduate and masters programs. At the initiative of the Dean, doctoral schools are also created.

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[2] ROMEO V.ȚURCAN, LARISA BUGAIAN,C*comparative analysis of institutional university autonomy in Denmark, Lithuania, Romania, Scotland and Sweden,* Printing House "Cavaioli", Chișinău, 2015. p.474-475. ISBN 978-4003-5-0

The site of the university offers extensive information on the history of the university, the presentation of the activities: training areas (study programs) structured in three levels: bachelor, master, doctorate; research directions, opportunities, partnerships. Here we also find the strategies and mission of the university, the specific methodology of the university - the PBL, the presentation of the curriculum structure and content and many other useful information for those who want to know this university, as well as for those who want to study it. http://www.en.aau.dk/about-aau/

Within the curriculum are also provided the forms of assessment of the modules at the end of the semester, as well as the finishing of the study program. Two kinds of examinations are provided: internal, conducted by one or more teaching staff within the university and designated by its management and external, as part of the evaluation committee of internal teachers must be at least a designated expert by the ministry. As for internships separated from other modules within the Bachelor's cycle, they are not highlighted. Practical internship is done through projects in separate modules or interdisciplinary projects. The Master, in general, is research-oriented, to pursue PhD studies.

The Ministry establishes rules / guidelines for career guidance for students, which must be offered by universities, as well as for employing graduates in the workplace, the university is responsible.

The Law on Universities and the Order of the Ministry of Higher Education on the appointment of academic staff establish the structure of academic functions, recruitment procedures for staff, and universities are entitled to develop these provisions by adopting internal normative acts that will describe these procedures in detail. Respectively, according to the Order of the Ministry mentioned above, universities set the rules for the academic evaluation of candidates at different positions within the institution. The purpose of the assessment is to determine whether the candidate meets the occupational requirements described in the job description and the requirements for the job applicant set out in the notice. The criteria for evaluation are set out in the Memorandum on Structure of Functions.

Student representatives are members of all management and advisory bodies. Being represented in academic councils at all levels and in study boards/councils, where students account for 50% of the membership.

Danish higher education is funded by the Ministry of Education. For each student who passes an exam, a certain amount is provided to the university. The allocation of funds is based on the exam passed according to the field of study and has three components:

✓ The funds allocated for educational expenses and equipment;
✓ The funds allocated for joint expenses (administrative);
✓ Funds allocated for practice activity.

Research in these universities is funded on a grant basis. In addition to this fundamental allocation, institutions can compete for additional project-based funding from the Danish Research Councils and the Danish Research Foundations.

An important issue arising in connection with this funding mechanism for universities is quality assurance. This is achieved through various mechanisms. The Danish Assessment Institute

performs periodic evaluations of educational programs. Another element contributing to quality assurance is the long-term external evaluation system.

Knowledge for the World / Environment is specific to the overall Aalborg University (AAU) strategy that will form the course base and university directorates by 2021. The strategy has been developed through an open and inclusive process involving staff members, students and business partners external as key contributors. The University Council approved the strategy on October 26, 2015.

AAU Strategy for 2016-2021 defines the overall mission and vision of the university as well as vision and actions in the following areas:

- Research
- Problem-based learning (PBL)
- Student centered education
- Collaboration for knowledge[3]

3.4 THE FACULTY / DEPARTMENT LEVEL

As previously mentioned, faculties and departments are components of the internal structure of the University of Aalborg. The structures of communication between the top management and the faculty level are: PBL Academy - academic and research groups -at the level of each department. They work to renew the teaching and learning strategy model PBL. At level of schools and study boards, the study programs are elaborated and improved, study each board of study must have an advisory committee to develop learning, student-centered teaching.

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[3] AALBORG UNIVERSITY OF STRATEGY 2016-2021*http://www.e-pages.dk/aalborguniversitet/383/*

HUMANITIES	SOCIAL SCIENCES	ENGINEERING AND SCIENCE	MEDICINE
Department of Communication and Psychology	Department of Sociology and Social Work	Department of Architecture, Design and Media Technology	Department of Health Science and Technology
Department of Culture and Global Studies	Department of Culture and Global Studies	Department of Electronic Systems	Department of Clinical Medicine
Department of Learning and Philosophy	Department of Learning and Philosophy	Department of Civil Engineering	
	Department of Business and Management	Department of Business and Management	
	Department of Political Science	Department of Computer Science	
	Department of Law	Department of Energy Technology	
		Department of Physics	
		Department of Biotechnology, Chemistry and Environmental Engineering	
		Department of Mathematical Sciences	
		Department of Mechanical and Manufacturing Engineering	
		Department of Development and Planning	
		Danish Building Research Institute	

Source: http://www.en.aau.dk/about-aau/organisation-management/

The faculties are subordinated to the Vice-Rector for Education. Under the Deputy Rector, the dean of the faculty establishes one or more doctoral schools, constitutes and dissolves the study boards and doctoral commissions. He appoints heads of departments, appoints school heads and heads of doctoral schools, approves presidents and vice-presidents of study boards and appoints presidents and vice-presidents of doctoral councils. Within departments there are departments and schools.
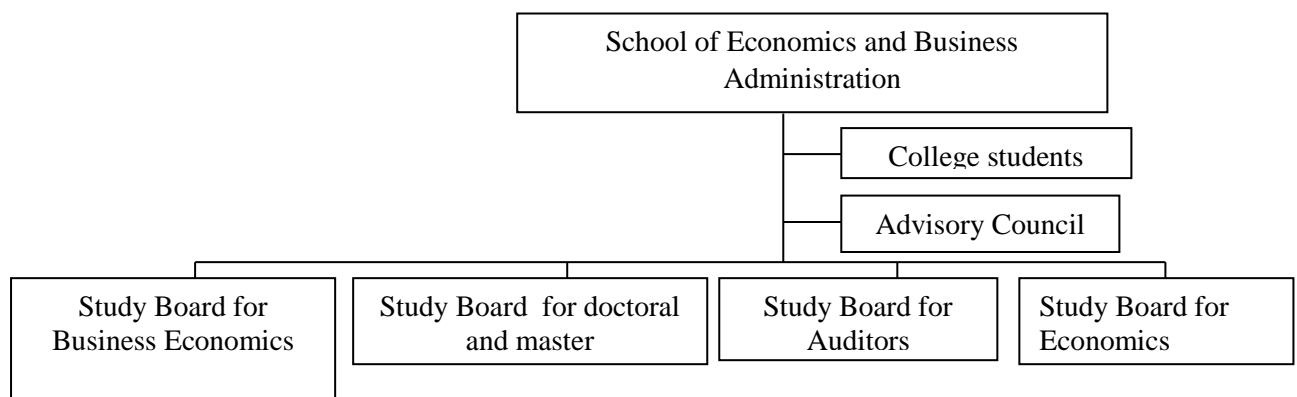
We highlight quality in the areas of research and education, problem-based learning (PBL), participation in departmental research groups, cooperation with colleagues, internationalization and dissemination of research.

Innovation and business economy research programs include: organization and strategy, accounting, auditing, international affairs and marketing, creativity and innovation, entrepreneurship and business models, operations management, economy and health economics.

Study programs are developed at school level by the study board. Evaluation of the programs and teaching activities is done by the head of the department with the involvement of the study councils and the study directors.

At faculty level, they have finances for PBL experience (training, practicing).

Within each faculty, there are a number of departments, doctoral schools, study councils and schools. During a fixed period the Dean is engaged by the head of the department, who ensures the quality, consistency and development of study programs, teaching, research and knowledge exchange within the department.

3.5 STUDY BOARD LEVEL

Study Boards Study boards regulate one or more study programs. Study boards of a particular field are organized in Schools, which are approved by the Rector at the Dean's recommendation. Each School is headed by a Head of School, who can be appointed and dismissed by the Dean of the faculty. The Education Council is created for each school, made up of the head of the school, the presidents and vice-presidents of the study councils belonging to that school. The head of the school presides over the study boards.

The number of its members is determined by the Dean, but shall include an equal number of teachers and students' representatives elected by and among academic staff and students. The Education Council elects (from among the full-time academic staff members who are members of the board of study) a chairman for a one-year term, and may also act as a study director.

A study council is responsible for ensuring the organization, performance and development of educational and teaching activities, including:

- ⊃ Quality assurance and development of curricula, teaching activities and further evaluation of curricula and teaching activities.
- ⊃ Approval of organization of teaching, and other forms of assessment tests that are part of examinations.
- ⊃ Issuance of statements on all important aspects concerning study programs and teaching activities within its scope and discussion of problems related to study programs and teaching activities presented by the rector.

There is no difference between developing new programs and interdisciplinary or multidisciplinary programs, the procedure is the same. Problems in creating programs can arise between faculties at the organizational level, not disciplines. In Cycle 1 and Study Cycle 2, there is no change from one specialty to another because there are problems with requirements and organization. They do not have common boards to develop interdisciplinary programs.

Within the curriculum are also provided the forms of assessment of the modules at the end of the semester, as well as the finishing of the study program. There are two types of examinations: internal, carried out by one or more teaching staff within the university and designated by its

management and external, in the composition of the evaluation committee under internal teachers must be at least a designated expert by the ministry. In case the students are in mobility during the evaluation period, the evaluation can be done online in the presence of the commission, including with an external expert.

There is no difference between the approval of programs at cycle 1-2-3. On cycle 1 and 2, it is approved by the study board - at school level - at college level. At cycle 3 (doctorate): at department level - doctoral school - faculty.

If small changes are made to the study plan, the councils approve, if larger changes (program endorsement) are approved at the faculty level, the departments have the role of checking the compliance of these programs with the pre-established rules. An already existing program is approved five months before the beginning of the academic year and is reviewed at faculty level for half a year. For the new program, it takes more time to develop it.

In the study board students are represented at about 50% for Cycle 1 and 2, PhD is not representation.

The procedure for developing new programs does not differ from what was outlined above.

Curricula are designed at the initiative of research groups with good results, based on human potential and material from research. Bachelor and Master programs are structured in modules and is ***organized on the principle of education based on issues and projects***. A study program is provided by the program team within a department, but some modules turn to other departments. Most of the modules are provided by the program team, but some foreign scholars are invited.

The review of the programs is done every semester (about 8 meetings a year for reviewing the programs). At the Business School there are 12 teachers who are involved in certain programs, their development and improvement.

The study board assesses the students, their opinion on the program, and the results are presented to the teachers. Complaints accumulate, after which teachers are being discussed in order to understand the structural problems.

3.6 INTEGRATION OF STUDENTS WITH DISABILITIES

Disabled students are provided with both physical and educational conditions. The study edifices and the conditions therein are provided for underprivileged students (the location of study rooms and the conditions in them, special elevators, even the bathroom room). Study blocks and libraries are equipped with wi-fi. Multimedia equipment (printer, xerox, stationery, etc.) are provided in each block of study with free access of students

In case these students can not submit to the evaluation, the evaluation is postponed for another date, or the online assessment is carried out.

3.7. PHYSICAL ENVIRONMENT

The University of Aalborg is equipped with modern study blocks, with modern technologies that allow the creation of a favorable physical environment for learning-teaching. They come in

support of problem-based teaching. The rooms are well arranged, equipped with the appropriate technique. There are both large and small rooms for teamwork. The library has enough sources to meet the needs of the students. Students have WiFi access on campus. Broad use of Moodle platform, social networking and Skype in particular in organizing group work, offering group study rooms at student choice, free WiFi connection within the campus, access to the university library by 10 am , IT support for students, as well as coordination of work with the supervisor, can facilitate the participation of people with disabilities. *The studies are financially secured by the state.* Students incur the costs of accommodation and maintenance. The study process favors learning by the fact, that students who fail to pass the examinations in the term, have the opportunity to support them in the coming years.

3.8. Study Program Level

To what extent does it reflect the institutional strategy?

At the institution level there are established strategies that each program reflects the provisions of these strategies.

Is it based on competence?

It is based on traditional competences - people who research,

- teachers who teach,
- Those who combine research and teaching.

The emphasis is on research; every teacher, whether teaching or researching more, all must investigate.

Is it based on employability?

Each program must be approved by employers.

Is it subject to professional or regulatory accreditation?

This program can not be accredited professionally, but institutionally. Each program is accredited.

The program's license is quite varied, it includes research-innovation at that level, here the emphasis on teaching is put on innovation. Accreditation of English programs is done by the Danish Accreditation Agency.

The MOODLE platform is used, but for economic specialties (eg Entrepreneurship and Business Administration), distance learning can not be applied as computer-assisted assessment can not be applied as there are many different, applicative questions. Distance assessment by video (a teacher and external expert) is practiced when students are in mobility.

What is the structure of the selected program?

General Information:
Title: Bachelor of Science (BSc) in Economics and Business Administration
Duration: 3 years full time
Location: Aalborg East Campus

Starting date: 1st of September
ECTS: 180 ECTS (6 semesters of 30 ECTS each)
In Cycle 2 - Master program is set to 4 semesters - 2 years of study - 120 ETCS.
Example: Master's program "International Business Economics"

	Test Type	ECTS
1st semester - Autumn		
Module 1: Theory of Internationalisation of Companies in Institutional Contexts	Oral Written based on a mini-project	10
Module 2: Cross-cultural Management and Leadership	Oral Written based on a mini-project	10
Module 3: - Semester Project- Business Research Methods & Theory of Science	Oral based on the semester project	10
Total ECTS - 1st semester		30
2nd semester - Spring		
Module 4: Managing International Business Functions	Oral Written based on a mini-project	10
Module 5: Electives	Written Examinations	10
Module 6: Semester Project	Oral based on the semester project	10
Total ECTS - 2nd semester		30
3rd semester - Autumn		
Module 7: - Traineeship abroad / in Denmark- Studies abroad / in Denmark	Oral based on the traineeship project	30
Total ECTS - 3rd semester		30
4th semester - Spring		
Module 8: Master's Thesis	Oral based on the Master's Thesis	30
Total ECTS - 4th semester		30

Is an advisory or monitoring the Study Board, which included experts from the enterprise. The development is approved by the following equation:

School
↓
Study board ⟶ Advise committed (with representatives of employers)
↓
Programme
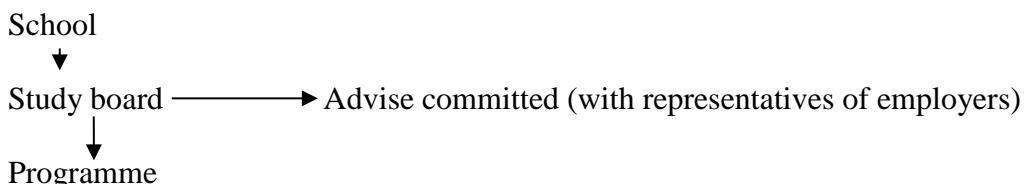
1 Core / Exam ⟷ External (examined) for industry

2 Project ⟶ Business.

Exam evaluation is done by an expert at the institution and at the enterprise. The programs are developed at the business school level. All changes to the program can come from different levels, including students.

Advise committed - is also organized by teachers, who can help improve the curriculum. This committee is concerned with the improvement of the programs, they are also linked with the labor office, and they record the employees.

Study Board - responsible for the development and improvement of the study program establishes general coordinator for all program coordinators semesters (intended that all courses be made) and coordinator for the course (of the teacher). All coordinators are teachers. This council is composed of students and teachers (50:50), who are elected for 3 years, as the main purpose is to improve the study programs according to the employers' requests.

Some of the graduates are part of Committed Advise, can be external observers examinations can be teachers.

Project coordinator guides students in choosing the theme of the project based on predetermined objectives and throughout the project. Coordinator semester must find teachers to schedule, check programs for teachers, set rooms and exam schedule.

What accompanying documents are in relation to the curriculum? ...

Rules of organization studies, curriculum development guide.

Study Board – is responsible for the development and improvement of the study program, establishes general coordinator for the whole program and the coordinators for the semesters (it follows all courses) and course coordinator (teacher). Advise committed is concerned with improvement of programs.

Total norm 980 hours / year, of these for: a) teaching   b) research

	a) teaching	b) research
1) for the teacher	60%	40%
2) for the Associate	60%	40%
3) for the assistant (840 hours)	50%	50%

respectively 420 hours of teaching include: Teaching (1 * 4), supervision (1 * 1) examination (1 × 1). For the exam coefficient is 4 (0.66 * 24). 10 hours- for setting the examination.

There is a set of rules, which are decided at university level, the norm: research - 60%, teaching - 40%, administration - 10%. Teachers' activity includes the following activities: teaching, supervision, coordination and examination. Everybody gets something besides the course coordinator.

If you teach more and the number of hours exceeds the norm, these hours go to a bank of classes, which is paid in the next semester. Assistants are regularly asked what they are investigating because they are part of the research group, and they have to apply to research to bring money through research, through research projects.

The bachelor's program involves the successful completion of 6 semesters of studies and the accumulation of 180 credits, so that the ratio between auditing activities and projects is 50:50. The first semester is mandatory and the projects. In the sixth semester - the 20 credits thesis is obligatory (the theme must reflect the practice, but also the theory). Without the 5th semester you can not focus on PBL. If students do not promote university exams, they do not receive sufficient financial resources from the state budget.

There are two types of examinations: internal, carried out by one or more teaching staff within the university and designated by its management and external, in the composition of the evaluation committee under internal teachers must be at least a designated expert by the ministry. In case the students are in mobility during the evaluation period, the evaluation can be done online in the presence of the commission, including with an external expert. Written assessments and oral assessments are carried out, the most important are the presentations of the projects. Evaluation can also be done on the Moodle platform.

The bachelor and master theses are placed on Moodle, where the secretary is not to be plagiarized.

There is a regulation or guide on appeals. The procedure is as follows: The student writes an appeal letter addressed to the Study board, who passes it on an internal or external exam, they respond in writing to the student and he or she already decides whether to refuse or insist on the challenge. Study Board creates a committee that decides whether it agrees with the student's opinion or re-examines it.

The scoring system is composed of 13 points, of which the actual value has 7 points, the admission / rejection or approved / unapproved assessment is also practiced. Bachelor's, bachelor's and master's projects, and master theses are valued according to the 7-point grid. The rules for recognizing credits and periods of study at another university in the country or abroad are established by the university and are part of the respective curricula of the study programs. Procedures for the recognition of qualifications obtained in foreign countries are governed by the Law on the Evaluation of Foreign Qualifications.

The external examiner represents the entrepreneurial environment or the employer.

The program / mobility time limit is not indicated. Undergraduate - semester 4 is recommended because in semester 5 is a project at the enterprise. People who leave for mobility in the fourth semester do not do the project, there are no restrictions on notes or arrears for those who leave for mobility.

The requirements of the academic requirements imposed on students to enter the program are provided in the program curriculum provided for each year.

Students are part of all university councils, including curriculum-makers, but graduates can also be part of the committed Advise, who are also consulted in developing the curriculum.

It is not a monitoring structure, it is taken informally from student unions or employers' union. The Linkedl union is created in which students enter voluntarily.

The MOODLE and VBN programs are used, Moodle's bachelor's theses and master theses, which are checked by the secretary for plagiarism, are placed on Moodle. VBN - is a scientific database where scientific papers are published, doctoral theses.

4   BSC IN BUSINESS ADMINISTRATION AT UNIVERSITY OF GLOUCESTERSHIRE

4.1   INTRODUCTION

Located in southwest England, just 2 hours from London and less than one hours from other cities such as Birmingham, Bristol, Cardiff and Oxford, Gloucestershire is famous as the birthplace of the author of Harry Potter, JK Rowling and the gateway to the Cotswold rural areas. Established in 1834, University of Gloucestershire has a history of 180 years in teaching and education. Friendly community and international support network conditions and facilitates easy integration of students into university life, where currently about 10,000 students are enrolled.

University of Gloucestershire is divided into three campuses located in Cheltenham and Gloucester, and comprises three faculties / departments - *Faculty of Applied Sciences; Faculty of Business, Education and Professional Studies and the Faculty of Media, Arts and Technology.* Faculties are responsible for developing and implementing the educational programs, to conduct the research and commercial activities of the university in their fields. Students benefit from this combination of learning activities, research and partnerships with external organizations which ensures that curricula are relevant and up-to-date.

4.2   SYSTEM LEVEL

The University of Gloucestershire is an autonomous and responsible institution in relation to the public and social interest in promoting social and economic well-being in the society. The autonomy of the university gives it the freedom to:

- Set up their own mission and strategy as well as strategic objectives and priorities;
- Set up their own research and teaching programs in accordance with academic freedom;
- Manage your own staff;
- Admit students on the basis of actual or potential academic achievements, consistent with its mission and leadership;
- Manage its own active budgets;
- Engage in innovative and entrepreneurial activities.

As an autonomous institution, the university also receives funds from a number of non-governmental organizations, both public and private, for which they are responsible regarding the use of these resources.

Specifically for UK universities it is that at the intermediate stages the student can obtain a partial study document: - *Higher Education Certificate* (credits equivalent to one year of study, *Higher Education Diploma* (credits equivalent to two years of full-time study) and a *Bachelor's Degree* (credits equivalent to three years of study).

Higher education institutions in the UK offer the following **qualifications:**

- Doctorate (PhD) - with a duration of three to four years, Doctoral studies can be accessed by Master's degree graduates, but also by Bachelor Honours degrees;

- Research based programs (MPhil, MRes) - this kind of programs have as main activity the research in order to prepare the dissertation;
- Taught master's (MA, MSc) - such a program lasts between one and two years and has two parts: a) attendance at courses and seminars, passing exams and presenting the essays, b) preparing and submitting the dissertation;
- Master of Business Administration;
- Postgraduate Diploma / Postgraduate Certificate - usually these courses do not include research or elements of ellaborating a disertation. The programs last up to one year. After graduation, holders of a PGDip can transfer their accumulated credits to a relevant master program;
- Bachelor degrees - the duration of these courses varies from three to four years, while programs in architecture, dentistry, medicine, veterinary medicine last for five to six years. In the British system, bachelor's degrees are classified according to the final average and the grade at the dissertation.
- Foundation degrees - represents a higher professional course requiring between two and three years (day) or between three and four years (without frequency) to be achieved. To provide the necessary skills for employment, these courses have been developed in partnership with employers. After completing such a course students can continue their studies for another 12-15 months, at the end of which they can obtain a Bachelor degree.
- Higher National Diploma (HNC), Higher National Certificate (HNC), Diploma of Higher Education (DipHE) - programs of this type are offered in general occupational fields such as engineering, health, social work or IT. The courses aim to prepare senior managers and technicians. GNI is at the same level as DipHE and equivalent to the first years of study in a Bachelor's degree program of three years. At the end of such courses, students can access the third year of study from a bachelor degree in the same field.
- Foundation courses, foudation years or access / bridging courses - generally, these courses last for one year and cover the gap between the qualification of the student and the program (qualification) he / she wants to follow. This type of program offers the student the possibility to expand his / her qualification to another field, or can help him / her meet all the conditions to apply to a specific program.

All universities are autonomous institutions, especially in the field of taught and guided courses.

The University of Gloucestershire offers higher-level research studies at the levels: Bachelor, Masters and PhD. The first stage of the university level lasts three or four years and leads to the award of the license in such fields as: - business, art, technology, law, engineering, etc.

The initiator of a new bachelor program (license) is the *department* in which a *program committee* is formed, which argues and develops the curriculum of the program. The program is discussed in the department, then in the *academic board of the faculty* and is approved by *the university management board*. Also, the study program for certain specialties such as medicine, accounting, etc., must also be approved by an external evaluator, *Specialist / Professional Councils,* but not for Business and Administration. Every five years there is a regular validation of programs already in place by the *university board of directors.*

The admission to the master is based on the bachelor's degree and the college graduates with bachelor's certificates for one year complete their studies up to the degree of university bachelor. New doctoral programs appear as a result of the development of research programs. Access to PhD studies is done by persons with a Master's degree in the field. Studies are conducted only in English.

The Quality Assurance Committee, composed of study persons (vice-deans, vice-deans, students, heads of departments, departments, etc.) is responsible for quality assurance in university. In the faculties, schools, the responsibility for quality assurance lies with the *faculty counselor, department heads, and program directors.*

The methodology of external evaluation, the procedures and evaluation criteria are described in detail in the UK *Quality Code*. Each quality criterion contains detailed guidance on the regulatory documentation that the institution must have and which it can present to the evaluators. The Code is an integral document that meets basic regulations for all stages of a life cycle of the university education process. Each institution must have its own quality assurance code.

4.3 UNIVERSITY MANAGEMENT LEVEL

The University of Gloucestershire is headed by a **Board/Council** of 20 persons, including: 14 external members, one vice-rector, two Council members, one member of the Academic Committee and 2 students. The 14 external members are appointed by the Council for a period of four years. The other members have a mandate that coincides with their position / status. The Council elects a president and a vice-president. The Board is responsible for determining the mission of the university and monitoring its work, the financial management of the university and the promotion of senior teaching staff. The Council may delegate some of its powers to committees set up by it.

The Board appoints the **Vice-Rector**, who is also the Executive Director of the University on the basis of a competition. The Vice-Rector conducts the administration of the university. The Council may also appoint a **rector or vice-rector (s)** to represent the university from time to time (these positions are more honorable and not remunerated). The Council may also appoint a **Secretary** and / or (Assistant Secretary) of the University, which will have the powers established by the Board. The Board approves the criteria for employing, remunerating and sanctioning teachers.

The main attributions of the University Board are:

- approving the institution's mission and strategic vision, long-term academic and business plans, and key performance indicators,
- delegating the head of the institution, as an Executive Director, to ensure the institution's academic, corporate and financial management;
- establishing and monitoring control and accountability systems, including financial, operational and risk assessment controls as well as internal dispute resolution and conflict of interest procedures;
- establishing procedures for monitoring and evaluating the performance and efficiency of the Board' s work;
- pursuing its own business in line with best corporate governance practices in higher education and the principles of public life developed by Standards Committee in Public Life.
- protecting the good name and values of the institution;

- appointing the head of the institution, other senior management and implementing appropriate measures to monitor their performance;
- establishing the institution's financial and business policy, efficient management of the institution's accounts, approval of the annual budget and financial reports, management of the university's heritage.

4.4 FACULTY / DEPARTMENT LEVEL

At the faculty level, there is a Committee on Academic and Quality Standards that ensures compliance and monitoring of quality standards in collaboration with the Faculty Council. Also, this Committee ensures that all processes related to quality assurance are carried out at the faculty level. The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Facility Plan, which is presented by the Dean. Validation of courses is done by the Validation Panel which is approved by *the Academic and Quality Standards Committee.* Each panel has a president from another faculty, members from different faculties and at least one external university member. Validation is based on the program specification. A summary of the validation report is submitted to *the Academic and Quality Standards Committee* and subsequently to the Academic Committee for Final Endorsement.

The Annual Approvals Modification Program allows course holders to propose changes to existing modules or courses. These changes are to be consulted with students and an external examiner. Approving is done through panel faculties. Monitoring is carried out annually by monitoring panels reporting to the *Academic Standards and Quality Standards Committee* of the Faculty.

The university also collects feedback from students through an external survey (National Student Survey). At the internal level, the individual assessment of each module is mandatory, but the university does not immune a particular model. The University of Gloucestershire has conducted a pilot project called the Gloucestershire Student Survey, based on the National Survey model. The purpose of these assessments is to identify students' views about the courses taught at the university, as well as familiarize them with the national survey through which they will pass at the end of the study years.

The mechanism by which students are told about how feedback is collected is the publication of a manual on the web-site on this process. Students are involved at all levels in the process of developing and monitoring academic strategies, and the university assists student organizations in training their members to participate more actively in the academic management process.

4.5 BOARD OF EDUCATION LEVEL

The University of Gloucestershire has the Academic Board (ACADEMIC BOARD) with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students; designation and dismissal of external examiners; policies and procedures on the current and final assessment of students' academic performance; curricula content; academic standards, validation and assessment of courses; awarding qualifications and academic degrees; the expelling procedure of students, etc.

As far as evaluation is concerned, the University has well-established rules in which it is mentioned how the student's examination takes place, ie what are the basic requirements. But it is the student who must take care to know these rules. Exams can take many forms and can be: Standard (written, unseen and closed book), Seen (written), open (written), digital, oral, and practical.)[4] Exams can take place at the end of a module or examinations (called tests), and the form of examination is approved through specific study program procedures. Examination can be individual or group work.

Also, the notion of coursework, which may be individual or group, appears, and the validated assessment will specify one of the following: Standard (written essays, reports, or similar works); Practical (creative, field or laboratory); portfolios; Presentations or other types of transient assessment; dissertations; Projects.

4.6 INTEGRATION OF PERSONS WITH DISABILITIES

1) Presence at the university of a department (Helpzone) to support and guide students on various issues related to the study process and everyday life.

2) The presence of the necessary facilities for access to the study process and the categories of underprivileged students (disabled, etc.)

3) The existence of common spaces, public rest, recreation, relaxation for both students and teaching staff.

4) People with disabilities can also benefit from financial facilities by applying to the Scholarship for Disabled Students. This scholarship is available to any student who wants to study and has a physical or mental disability, or learning difficulties such as dyslexia. In order to qualify for this scholarship, a form is readily available on the university's website. The student can apply to the scholarship after being already enrolled in studies or doing so early, completing the DSA1 form. Students with low frequency learning are also eligible for the scholarship as long as the course they are enrolled lasts for at least one year. Students who do postgraduate studies can also benefit from a scholarship (which will cover all the student's expenses), which is different from that offered to university students.

4.7 PHYSICAL ENVIRONMENT

The areas for teaching staff, technical and administrative staff are well-equipped with necessary equipment for work. Study and recreation areas as well as the University canteen are tastefully decorated.

The technical equipment of the institution facilitates the active learning process, Moodle platforms, social networks and Skype are widely used, and teachers are encouraged to make more use of information technologies in teaching-learning.

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

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[4]University of Gloucestershire at Cheltenham and Gloucester. **Assessment: Handbook of Principles and Procedures, 2015/16, p.4**

Each campus has over 150 free-access computers, either in libraries or dedicated rooms, some of which provide 24/7 access (every day throughout the day). Both Mac computers and PCs are available, and most of the software required to perform academic tasks. Students are provided with printing, photocopying, scanning, folders, etc.

Library on each campus with resources on relevant topics

Each campus has its own library with a dedicated service team and specialists on disciplines. Extensive libraries help students from first-year students to PhD students.

Students have up-to-date libraries and virtual libraries that work non-stop.

- ✓ Each library is open until late at night during the semesters.
- ✓ 24/7 access to a wide range of e-books, magazines and databases anywhere in the world.
- ✓ More than 100 laptops are available in the three libraries with borrowing periods from two hours to a week.
- ✓ Access to a range of media equipment, including cameras, camcorders, and dictaphones, as well as digital editing software is available on all library PCs.
- ✓ Access to borrow resources from other libraries.
- ✓ Online chat to answer students' questions.
- ✓ Group study areas with coffee facilities.
- ✓ Quiet research areas.
- ✓ Computers with open access and learning related.

4.8 STUDY PROGRAM LEVEL

The UK Quality Code at a national level is a benchmark for all those involved in delivering higher education programs that lead to a high qualification or academic credit from an institution that issues the UK diploma. It is developed and published by the Quality Assurance Agency for Higher Education (QAA) and has been developed in consultation with the higher education sector. The Quality Code includes Chapter B1 "Design, development and approval of programs" which only provides benchmarks without specifying socio-human and general disciplines.

The higher education providers decide by themselves what programs to offer in their mission to organize the teaching process according to employer and student requirements, as well as social, economic factors, etc. The study program consists of compulsory and optional modules. Optional modules allow the free choice of a study module. The totality of modules in the law course is termed the "course map".

The Business and Administration Study Program at Gloucestershire University aims to train business professionals by offering them a wide range of essential skills in modern business. For the first two years students learn the main functional areas of business and related fields. In the last year, they choose to expand and deepen their understanding in one of these functional areas. The program offers students the development of both theoretical knowledge in management, business, and practical, applicative skills. As a result, there is a strong professional focus, with emphasis on the application of knowledge in practical situations.

The development, validation, changes and review of the courses are done at 5 years.

Monitoring and evaluating courses (this is not about the process or methods of teaching but about success and student feedback) is done 1-2 times a year. Student involvement is encouraged. There are student trade unions and "Voice" (the status of a student to represent a community: specialty, faculty, etc.). Unions and "Voice" meet the administration monthly to discuss the current issue. The "Externality" phenomenon is practiced - an external teacher (another university) is assigned to each course to evaluate the evaluation method and the results provided by the student's internal teacher. Also in this process, the external teacher will offer suggestions for improvement to his colleague.

The Business and Management program is scheduled for 3 years of study in order to obtain the Higher Education Diploma. The total workload is 120 CAT (Credit Accumulation and Transfer Scheme) per year. 1 ECTS is equivalent to 2 CATS. A CAT is the equivalent of 10 hours of student effort. To obtain the Bachelor's Degree, you need 360 CATS. Each module has 15 or 30 CATS. There is no need for any professional association to accredit program. Reference points for the development of this program are the FHEQ and the General Affairs and Management Statement.

All the subjects taught are divided into obligatory, fundamental and others. The mandatory subjects are indicated. What we consider to be important is that it mentions the learning outcomes of each discipline and, on the other hand, which disciplines provide the expected learning outcomes. Each study discipline of the program specifies which learning methods to use and in what proportion.

The University also has clear rules on how to pass the exam, which is to be verified and how the process takes place. Detailed procedures are contained in **the Assessment: Handbook of Principles and Procedures, 2015/16.**

The form of assessment and the submission date are communicated to students at the module. The evaluation report, the evaluation program and the evaluation criteria are approved by a permanent group of the Examiners Board before the start of each module. Throughout the module, students will receive a brief assessment specifying the task to be completed and any further details about the assessment requirements. The evaluation assignments are designated in the courses as well. Students are required to undergo a formal examination at dates set by the Examining Board or another appropriate authority. Absence or failure of the assignment may lead to failure determined by the Board of Examiners.

Late submission of work without supporting documents shall be sanctioned in accordance with the following criteria:

- Up to and including seven days of delay - the maximum score will be 40%;
- More than seven days delay - 0%.

All papers submitted for revaluation by maturity date and without documents and approved attenuating circumstances will receive the 0%.

Also in the Regulation to which we refer, it is mentioned that the overall pass mark for a module is 40%. If one module includes two or more evaluation elements, the final score of the module is expressed as a whole number. The weighted average of the evaluation elements is rounded according to the arithmetical rules.

5 DATA ANALYSIS AND INTERPRETATION

	Common patterns	**Variations**
L1: System Level Foreign Accreditation Agencies National Qualifications Framework (NQF)	Accredited institutions may initiate new study programs. CNC emphasizes the usefulness of each result in the development of qualifications. They encourage lifelong learning and facilitate students in choosing a job and study. It helps students choose what they will learn according to their goals and can become an important help for self-study. Both countries are compatible with the European Qualifications Framework	In the UK institutional accreditation takes place every six years, in Denmark every five years. In the UK, the endorsement of study programs by professional unions is required. It is not necessary.
L2: level Uiversity Governance structures responsible for student-centered education Evaluation of academic staff The role of students	The existence of collegial structures responsible for academic activity. Staff assessment serves as a basis for career promotion and institutional accreditation, being part of the internal quality management system. Problem based Learning/Active Learning involves cooperation between students and academic staff, and it is necessary to cooperate to develop a common understanding of both learning issues and their problems as beneficiaries within their institution, proposing together solutions that could work for both groups. In both universities the role of students is manifested in the following:	Academic Board in Denmark is established at faculty level.
L3: Faculty / Department Level	At departmental level, the head of department is responsible for the quality, continuity and development of the department's study programs as well as teaching, research and knowledge sharing.	Denmark is head of department is assisted by the study boards and study directors , the department head monitors the evaluation process of the department and of teaching activities
L4: Study Board Level	Under the Danish University Act 2012, point 18, in order to solve academic, research and collaboration problems between various faculty structures, the Rector may establish study councils that manage one or more programs	It does not exist in the United Kingdom, but the University of Gloucestershire has the Academic Board (ACADEMIC BOARD) with the following responsibilities: general issues related to research, scholarships, teaching and academic process, including admission procedures for students;

		designation and removal of external examiners; policies and procedures on the current and final assessment of students' academic performance; content curricula; academic standards, validation and assessment of courses; awarding qualifications and academic degrees; the expatriation procedure of students, etc.
L5: Integrating disadvantaged students level Policy support for students, including the disadvantaged	In both universities there is institutional support for the integration of underprivileged students, and modern teaching methods of student-based learning contribute to this because these methods do not propose a solution that suits everyone. An essential element for integration is the understanding that, as all higher education institutions are different, so all teachers are different, so all students are different. Academic staff must be aware that students have different needs and interests.	
L6: Physical environment level Support structures for students	Universities with a modern infrastructure, adapted to the requirements of student-centered education.	
L7: Study Program level Integration of the curriculum into the university strategy	Problem based learning is one of the University's strategic objectives for the period 2016-2021, and its principles are fundamental principles that develop design, independent thinking, and professional training. The integration of PBL principles into the AAU's organizational context takes place in the following way: • Explain explicitly the principles of PBL as a result of learning in curriculum content and all study programs; • Professional development of academic staff according to PBL principles and use of ICT in the teaching process. These teaching methods pave the way for better jobs on the labor market. Technology-rich online environments, which in practice serve as a physical space for student collaboration, discoveries and innovations, support the learning process that takes place inside the classroom.	• Teaching methodology Active Learning is an innovative method, whose principle is student-centered learning. In this process, students are involved in various activities that promote analysis, synthesis and evaluation of information obtained in class. The activities are carried out under the umbrella-shaped and consists essentially of: • simulations; • Group projects; • The formulation of a problem; • Investigational projects;

L8: Pedagogical training level Structures responsible for the pedagogic	Taking into account the tendency of higher education institutions to focus on research, the status of the teacher can be improved by adopting a student-centered approach to teaching. It takes into account innovation and allows teachers to pursue their courses the way they want, while giving students the flexibility to grow in the way they choose.	At the University of Aalborg there is a Learning Lab, the activities of which are: • Higher education pedagogy for university assistants certified in higher education; • Courses for newcomers at Aalborg University: Fundamental Pedagogy, Problem Based Learning, ICT in Teaching, etc. ; • Continuous training of staff with work experience;

Appendix 1: Report on learning experiences and reflections

Study visit to the University of Gloucestershire

Between 28/02/2016 - 03/05/2016 I made a study visit and exchange of experience at the University of Gloucestershire, Cheltenham, within the project PBLMD, advocating a methodology of learning centered on student and guidance by teachers or supervisors, where the students are active participants in addressing and finding research problems on their own, coordinated by the University of Aalborg with EU support .

University of Gloucestershire is divided into three campuses located in Cheltenham and Gloucester, and comprises three faculties / departments - *Faculty of Applied Sciences; Faculty of Business, Education and Professional Studies and the Faculty of Media, Arts and Technology.*

During the study visit was made more categories of meetings and activities schedule determined in advance, which allowed me to know, to analyze certain aspects of the organization, planning, coordination institution study process and methodology and methods of teaching - learning that are used in University of Gloucestershire. This actually gave me the opportunity to highlight the following conclusions:

a) **At the university, faculty, department level.**

1) The existence of facilities necessary for the efficient and optimal learning process.
2) The existence of real relations of cooperation with the real sector of activity in society.
3) The multinational nature of the university in terms of student structures.

b) **Study program level**

1) The interdisciplinary character of projects and case studies as well as their relatively high weight in the study program.
2) The duration of the specialization (3rd year of study) and the possibility of making it abroad.
3) Internationalization of the study process.

c) **Physical facilities and support disadvantaged students.**

1) The presence of the university department (Helpzone) for supporting and guiding the student to various problems related to the degree and everyday life.
2) The presence of the necessary equipment for access to the educational process and students disadvantaged categories (disabled, etc.)
3) The existence of public spaces for rest, recovery, relaxation for both students and staff.

Motivation importance of the above-mentioned findings and the possibility of implementation within the USC "BPHasdeu"

a) Existence of necessary equipment for the efficient and optimal learning process- is actually one of the key conditions for conducting qualitative educational process, because material and technical basis appropriate and compatible with the educational process creates direct access to information, the various types of calculation and analysis, evaluation of various socioeconomic

indicators such as and enables the implementation of PBL methodology at the university of Gloucestershire.

USC "BPHasdeu" currently has a technical and material basis to conduct the study process (information specialist laboratories with Internet access, etc.), but not enough for the project PBLMD. I think this situation will be better for the USC during the project implementation at the USC "BPHasdeu".

b) The interdisciplinary character of projects and case studies as well as their share relatively high in the study program: - practical character of learning is more effective than theoretical character because the student learns more quickly when actually sees how to apply the problem, the formula, the definition of theoretical practice.

According to the survey program, Specialties economic profile of the USC "BPHasdeu" provided some practical activities (*economic project production practice, practice license)* but limited, fragmented and often theoretical because there is lack of cooperation with real sector of activity (economic) and this creates several problems in data collection and analysis needed to study.

Practice of the University of Gloucestershire, opens to us a new vision on projects and case studies, namely:

1) Increasing their share in the curriculum.
2) The interdisciplinary character of the project.
3) Working group of students to carry out projects.
4) Permanent cooperation with economy agents in the society.

Respective directions creates a number of advantages in learning the student:

1) Creating practical skills of applying theory in solving various problems because much of the curriculum is focused on individual work, projects and case studies.
2) Obtaining final results of the project as cumulative participating students from various specialties.
3) Creating teamwork skills, increase accountability achieving individual tasks in order to achieve a better result of the group, etc.
4) Individual skills development research to identify the problem and find the necessary solutions.
5) Creating skills to seek, investigate individual additional information necessary to solve the problem investigated.

Most things considered possible to implement and USC "BPHasdeu" for this purpose is required to change the structure of curricula, changing vision teachers on the essence and structure of case studies and not least the development of relations with traders.

Slavic Gîrneţ

senior lecturer. univ.
Department EMAS, USC "BPHasdeu"
11/03/2016

Report on study visit at University of Gloucestershire, UK

in the period
02/28/2016 - 05/03/2016

The study visit and exchange of experience was conducted at the University of Gloucestershire, Cheltenham, within the PBLMD project. This visit is based on two purposes:

- Analysis of study programs;
- Taking over the teaching / evaluation methods.

Since this study visit requires an institutional benchmarking report and study programs, I have paid more attention to the process of organizing studies at this university and the study programs that are tangential to the specialties from the University at we come (BPHasdeu University of Cahul).

I would like to mention that higher education in the UK is decentralized. Universities have autonomy in choosing curricula and curriculum development, which are coordinated with the external committee in order not to deviate from national development provisions.

Study programs are approved for 5 years and validated by business partners. The program is structured over 4 years of study, of which year 3 is planned for company practice. During these four years, the student must have an internship in another country (the country is selected by the student, but on the University's expenses).

In this university the teaching system is organized modularly. The ratio between direct contact and individual work is 1/3. The credit transfer system differs, here are 120 credits a year (60:60), examinations take place at the end of the study year, and at the end of the semester the assessments take place.

The positive aspects of the study, which could be taken over and implemented in our institution:

- Preparing and motivating students to work in groups;
- Provision of study rooms and individual training for students with technical equipment and programs. Students and teachers use the MOODLE and ADOBE Connect programs, the simulation games that underlie teaching, and provide ways to evaluate students during the game;
- The way in which projects are designed: the choice of the theme and the enterprise, the interdisciplinary character of the projects and the guidance of these projects by 1 or more teachers (each guiding the part of his or her discipline).
- I would like to take the experience of establishing cooperation relations with entrepreneurs, including representatives of enterprises in the process of elaboration of study programs, research themes and student evaluation process;
- The university infrastructure for both students and teachers (with equipment, the existence of a Helpzone department to support and guide students on various issues related to the process of study, accommodation, additional training, presence of the necessary equipment for students with disabilities) .

I think we have much to learn on how to organize studies, organize conditions for students to learn effectively, and how to organize good working conditions for teachers.

Generally speaking, I consider this well-organized visit with a predefined schedule in time, interesting and useful to learn many good things that, not totally but at least partially will be implemented in the State University "B.P.Hasdeu" from Cahul.

Rosca- Sadurschi Liudmila

State University "BP Hasdeu" in Cahul
12/03/2016

# Report on study visit University of Aalborg, Denmark

in the period
January 29 to February 7

The main purpose of this visit was the evaluation of study programs. For our University, the program which is of interest is "Entrepreneurship and Business Administration".

The Principles and Experience of the University of Aalborg, and in particular the way in which PBL functions in economic studies, were presented by Professor Olav Jull Sørensen and Professor Romeo V. Turcan. Thanks to these two professors and the team working on this project, we have taken the necessary documentation, information and experience to improve our higher education study system (Bachelor's degree).

I would like to mention the advantages and some disadvantages of this study visit:

- **I liked** how to organize sections, departments and to share responsibilities:

Faculty of Social Sciences

Schools ⟵⟶ Departaments

Study departments (50:50 Staff - Students)
Program Coordinator
Course Coordinator
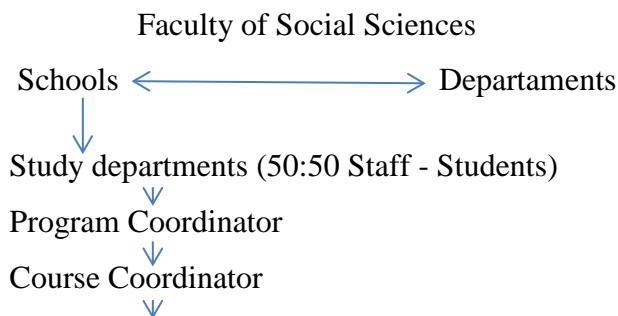
- Division of tasks and remuneration, both for coordinators and for teachers;
- I liked the study program at the "Business and Administration" specialty, the disciplines, the proposed projects;
- It is interesting how to work on the projects developed by students, how to guide the teacher (timely setting of the number of meetings with each group, how to consult the students); how to set and choose the theme for the project and the very structure of the projects, or how to approach a problem from general to particular.
- I was impressed by the library, visited by our group: equipped with literature, spaces for work in groups and for individual training, rooms in the library for training / seminars / conferences.
- The Research Portal - VBL and the MOODLE platform, used by students and teachers, are very useful both in the training and evaluation process, as well as in research.

- I liked the study rooms and equipped with the necessary supplies for the teaching-evaluation process, the university infrastructure for both students and teachers (supply with equipment, training rooms, relaxation rooms).
- I would like to take the Aalborg University's experience of establishing relationships with entrepreneurs, involving business representatives in the process of designing study programs, research topics, and student assessment.

- **I did not like** the duration of my studies for more than 10 months.
- I did not like the rating scale of 12 points, of which there are only 7 marks and it is very unclear the level - 3 and 00 points.
- I wish there had been a program of visits to know the culture, the history of the country and the city. I visited a beautiful city, but I think it is very rich in monuments or cultural and historical centers. Perhaps, if we had known more about this society, it would have been easier to understand why such an evaluation scale is accepted, why the entrepreneurs want to collaborate with the universities, but not in our country; why they circulate more with public transport than personal, why students feel sad and once again delighted with the studies they are doing.

In general, I consider this visit a well-organized, interesting (both thanks to the very pleasant and intelligent team from the Republic of Moldova and the host team, who were very hospitable) and very useful to learn many good things, not quite, but at least partially will be implemented in the State University "B.P.Hasdeu" in Cahul.

Rosca-Sadurschi Liudmila

State University "BP Hasdeu" in Cahul
18/02/16

Annex 2: Program structure at AAU and UOG

Program structure at AAU

6. SEMESTER	Elective ECTS: 5	Elective 2 ECTS: 5	Bachelor's Thesis ECTS: 20
5. SEMESTER	Corporate Finance ECTS: 5	Firm Analysis and Integrated Company Study ECTS: 25	
4. SEMESTER	Data Analysis and Statistics ECTS: 10	Market Analysis ECTS: 5 / Marketing ECTS: 5	Strategy and Strategy Project ECTS: 10
3. SEMESTER	Business Law ECTS: 5	Management Accounting ECTS: 10 / Scientific Methods II ECTS: 5	Organisation Theory and Project ECTS: 10
2. SEMESTER	Economics ECTS: 5 / Financial Accounting ECTS: 5 / Fundamental Business Economics ECTS: 5	Scientific Methods I ECTS: 5 / Information Management and Information Systems ECTS: 5	Project ECTS: 5
1. SEMESTER	Problem Oriented Understanding of Society ECTS: 12	Economic, Social and Political Development (including project) ECTS: 13	Social Science Methodology ECTS: 5

The description of each course from the table below is provided

Weeks credits	I		II		III		IV		V		VI		ARE YOU COMING		VIII		IX		X		XI		XII		XIII		XIV		XV	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
semester I																														
semester II																														
semester III																														
semester VI																														
semester V																														
semester VI																														

Share activities per semester (%)

Weeks	I	II	III	IV	V	VI	ARE YOU COMING	VIII	IX	X	XI	XII	XIII	XIV	XV
Courses (theory)															
Project															

Program structure at UOG

Business and Management Studies

	semester	CATS / hours	Course unit
Level 4	1; 2	30/300	**Personal and Professional Portfolio**
	1	15/150	**The Global Business Environment**
	1	15/150	**marketing Principles**
	1	15/150	**Report and Essay Writing for Non-Native Speakers of English**
	2	15/150	**management Contexts**
	2	15/150	**Understanding Business and Financial Information**
	2	15/150	**English For Academic And Professional Purposes**
		120/1200	
Level 5	1; 2	30/300	**Managing Business Operations**
	1/2	15/150	**Managing Human Resources**
	1/2	15/150	**marketing Management**
	1/2	15/150	**Managing International Business**
	1/2	15/150	**Finance and Accounting for Decision Makers**
	1	15/150	**Academic Writing for Non Native Speakers of English**
	2	15/150	**English for Academic Purposes 2**
		120/1200	
	semester	CATS / hours	Course unit
Level 6	1; 2	30/300	**And Sustaining Building Strategy**
	1/2	15/150	**strategic Marketing**
A minimum of 45 CATS	1; 2 or 2	30/300 or 15/150	*Research Dissertation or Investigational Study*
	1; 2 or 1 or 2	15/150 or 15/150 or 15/150	*Advanced Academic Skills or Managing Change or Corporate Financial Management*
	1/2 or 2	15/150 or 15/150	*Advanced Academic Skills or Strategies for Globally Responsible Leadership*
		120/1200	
	Which other CAN modules count Towards the Requirements		
Min. of 45 CATS	1 ; 2 or 2	15/150	*Corporate Accountability*
	1	15/150	*Managing Operations Globally*
	1	15/150	*Cultural Issues in Management*
	2	15/150	*New Business Enterprise*
	1	15/150	*Developing Business Through People*

CATS - Credit Accumulation and Transfer Scheme
1 point = 10 hours CATS

1st Cycle Bachelor's Degree in LAW: Benchmarking Analysis on Institutional Study Program

State University of Moldova

Work Package 2

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Chisinau, 2016

Contents

List of Tables

List of Appendixes

1 INTRODUCTION

THE GOAL

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

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

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

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

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

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

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

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

Table 1. Teamwork - MSU

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

2 METHODOLOGY

2.1 METHODOLOGICAL FRAMEWORK

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

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

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

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

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

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

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

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

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

2.2 COLLECTION OF DATA

In order to collect primary and secondary data, study visits were made at AAU University of Denmark and UoG University in the UK. Also, the relevant information from the websites of the specified universities was used, the literature was consulted, video conferences were organized with

the participation of the representatives of the Law School of USM and the partner universities in the project. Some details have been specified via e-mail.

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

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

1. Curriculum design.
2. Evaluating learning outcomes.
3. The role of students. Their role is an important one, being emphasized by the fact that they participate in curricular development through their proactive role in the Study Board and through periodic evaluations of the contents of the curriculum.

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

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

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

Table 2: Study visits to EU partners

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

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

Table 3: Model data reporting (reporting date template)

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

2.3 DATA ANALYSIS

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

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

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

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

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

Table 5: Model data reduction (Date reduction template)

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

3 LAW BACHELOR'S DEGREE AT THE UNIVERSITY OF AALBORG

3.1 INTRODUCTION

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

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

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

3.2 SYSTEM LEVEL

3.2.1. Accreditation of study programs

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

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

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

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

3.2.1.1. Accreditation body

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

3.2.1.2. Powers

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

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

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

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

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

3.2.1.3. Accreditation procedure: methodology and evaluation criteria

There is a distinction between institutional accreditation and program accreditation.

Program accreditation is based on five statutory criteria:

1. Necessity and relevance - an assessment conducted exclusively by the Danish Accreditation Institution in connection with the accreditation of existing programs. The assessment of relevance to the accreditation of new programs is carried out by the pre-qualification system of the Ministry of Higher Education and Science.

2. The knowledge base.

3. Objectives of learning outcomes.

4. Organization of the program and rate of completion by students.

5. Internal assurance and quality development.

Institutional accreditation is based on five statutory criteria:

1. Policies and strategy for quality assurance.

2. Organization and quality management.

3. Knowledge base of programs.

4. Level and content of programs.

5. Relevance of programs.

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

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

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

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

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

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

3.2.2. Quality Assurance System

3.2.2.1. Existence of a national quality assurance (QA)

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

- Rules and guidelines (curriculum) specifying common objectives, content and duration of individual programs and disciplines.
- Testing and examination system, using external evaluators.

- Ministerial approval of educational services and their inspection in different areas of education.
- Quality standards, which were introduced in a number of educational fields.
- Accreditation of study programs in higher education.

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

3.2.2.2. National QA body

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

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

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

3.2.2.3. External quality evaluation procedure: levels, criteria.

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

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

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

3.2.3. Double degree programs and recognition of professional experience.

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

In accordance with Article 6 of the Danish Act of Universities, the university can award a Danish diploma to students who have completed a program of study abroad. Also, the university can award a diploma to students who have completed part of the university study program without being enrolled in the university.

3.3   UNIVERSITY LEVEL

3.3.1.   Governing bodies of the university

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

3.3.1.1.   Body structure

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

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

3.3.1.2.   Powers of the Board

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

The Board has the following basic responsibilities:

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

3.3.1.3.   Selection procedure

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

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

- The procedures for the establishment of nomination and selection committees are drawn up by the Board. Their composition is stipulated in the Statutes of the Universities. They usually include representatives of the academic community of the university.
- The internal members of the Board are elected by the entire academic community and represent the teaching and research staff (including the PhD students), the technical, administrative and university staff of the university. Students are represented in the Board in a number of at least two members.
- External members are selected based on their personal qualifications. Candidates must have a perspective on issues related to research, education, dissemination and knowledge sharing, as well as experience in the field of management, organization and finance, including budget and account assessment.
- The external members of the Board may hold no more than two mandates of four years each. The internal members of the Board are elected for a period of four years and may be re-elected for another term. Representatives of students in the Board are appointed for a two-year term.

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

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

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

The academic board has the following tasks:

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

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

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

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

3.3.2   The bodies of university management / executive

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

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

3.3.2.1.   Powers

The main responsibilities of the Rector are:

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

3.3.2.2.   Selection procedure

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

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

3.3.3.   Organizational structure of the university

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

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

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

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

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

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

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

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

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

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

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

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

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

of the doctoral board's recommendation, the Dean appoints the president and, if applicable, the vice-chair of the doctoral committee.

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

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

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

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

- Elaborating and implementing school policies and strategies.
- Presenting the Faculty Dean's recommendations on the budgets of the school and its councils.
- Coordinating all school activities and ensuring their quality.
- Approving of the theses and deadlines for submitting master theses as well as the students' monitoring plan.
- In cooperation with the respective council of study, the head of the school ensures the planning and practical organization of the teaching process, tests and other assessments included in the examination.
- Together with department heads and relevant study boards, the head of the school monitors the evaluation of the study programs and the teaching process.

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

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

1. International recognition of the PBL and documenting the results of this approach: identifying the research results of the PBL practice at the AAU and launching a number of

research and development development projects related to PBL. One of the research topics is related to the use of IT in PBL, but also to the motivation and learning experience of students.

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

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

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

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

3.3.5.1. Powers and subordination

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

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

3.3.5.2. Structure / Composition

PBL Academy is an open network initiatives and the participation of all employees in Aalborg House, Bucharest, as well as external stakeholders.

The Academy has a board of directors, launching new initiatives related to PBL, facilitate, support and coordinate networks and activities, plans and coordinates international visits, trainings and seminars, manages and keeps record of budget.

3.3.5.3. Documents issued

3.3.5.4. Relations undergraduate academic structures (faculties, departments, etc.)

PBL Academy works with departments and faculties, in order to support the continued development of Aalborg PBL model. It organizes various semninare lessons, provides resources to promote the implementation of PBL in the university.

3.3.6. Education System Quality Assurance (QA)

3.3.6.1. Powers

Quality assurance system at the University of Aalborg ensure that work on quality assurance and development of study programs will result in University policy objectives described in quality assurance in education.

The quality assurance is defined eight domains of quality:

1. Key performance indicators for quality;
2. Structure and process;
3. Quality of teaching and student environment;
4. Scientific and research infrastructure;
5. Pedagogical skills development;
6. Key performance indicators regarding relevance;
7. Dialogue with graduates;
8. Cooperation and dialogue with representatives of the labor market.

In addition, the curriculum every three years are self-assessed through a process of self-assessment, which provides an overall assessment of the quality and relevance of curricula. Based on this process, relevant development initiatives are launched.

3.3.6.2. Structure

Quality assurance management system at AAU is provided (see: www.kvalitetssikring.aau.dk/kontakt/ university website):

✓ At the university subdivision "Management Studies" (Study Administration) of the Secretariat Rector - 4 employees.
✓ At college education group within the Faculty Office (ex. Faculty of Humanities www.en.hum.aau.dk/about-the-faculty/deanery-and-the-faculty-office/) 2-4 employees.

3.3.7. Introduction of Bachelor study programs

3.3.7.1. Structures empowered to initiate and develop a program of study.

Study programs University curriculum programs in Danish higher education institutions are usually designed at the initiative of research groups with high performance, based on the human potential and material obtained from the research.

Each program is under the responsibility of a program team (in the AAU - study board), subordinated to a department (schools), within a faculty.

3.3.7.2. Requirements of the folder (all documents) for new study programs

The basic document for a study program is the Study Plan / Curriculum that includes the following sections: the legal basis (ministerial orders or papers, the faculty and the board / board of study to which it will be affiliated); admission conditions, degree, duration and competences (knowledge, skills, professional skills); structure by semesters and modules; a brief description of the modules (prerequisites, objectives, activities, forms of examination, evaluation criteria); rules on

written work, including the draft license; rules on credit transfer, including the possibility of choosing part-modules of another program from a university in Denmark or abroad; rules that relate to the progress of bachelor / master programs, project realization, examination rules.

The curriculum is elaborated following the provisions of the legal acts and orders issued by the relevant ministry: the Danish Consular Act, the Examination Order, the Order of the Minister on Study Programs, the Admission Order, the Order of the Minister on Grading Scale and the Normative Acts at the institute and faculty level. The curriculum is accompanied by the following documents: Descriptions per semester of the program and Program module description.

Bachelor's and undergraduate study programs offered by AAU are structured on modules and are organized on the principle of problem-based learning (PBL).

3.3.7.3.   Body approving the folder

After a rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic council.

3.3.8.   Learning-teaching and evaluation methods used at university (differences between approaches to different faculties / fields).

Professors in the Faculty of Law enjoy freedom and independence in terms of choosing teaching methods. For example, associate professor Marie Jull Sorensen is using the so-called workshop method, which involves organizing work with students in the following way.

The workshop lasts 5 hours 30 minutes (8.00-13.30), starting with a theoretical lesson of about 30 minutes. Then there is group work, discussions, a break, theoretical explanations, group work, etc. This method allows the teacher to involve students more actively in the learning process, the role of the teacher being secondary. It is the teacher who only guides or traces the theoretical points of reference, and students have to engage actively in finding answers to curricular questions. Within the discipline taught by Mrs Sorensen, students prepare group projects according to the PBL method. According to Mary Sorensen, there are 3 key elements of PBL:

1. Project;
2. Supporting courses.
3. Cooperating.

The final evaluation takes place by supporting the project. Although the project is carried out in a group, the evaluation takes place individually, depending on the contribution of each project when elaborating it. 60% of the exam grade is the grade for the project and 40% of the exam grade is based on the student's answers to the questions related to the topics included in the curriculum.

An interesting teaching method, called master-class, is used by Professor Sten Bonsing in Administrative Law. After the theoretical and practical classical lessons, master classes are organized. The day before the master-class on Moodle, there appears a complicated and multiaspectual problem. Students just need to read the problem. In fact, the problem is solved by the teacher himself during this master-class. The problem is presented on two large screens in an enormous hall with the participation of over 100 students. The teacher emphasizes in yellow in the electronic document the main ideas that would help solve the case. There are several questions on

the electronic document, leaving an empty space between them. The teacher divides the assignments between the students. For example, some students answer a question, another part - another question. Students solve and search for solutions together. Master-class takes about 2 hours - 2 hours 30 minutes. This method helps the student to connect a practical problem with existing legislation.

The assessment of the administrative law discipline takes place through an examination that lasts 5 hours and consists in solving a concrete case according to the model showed in the master class.

There are 2 evaluators: internal and external (practitioner). In the exam, students have access to laws.

It is well noting, that there are several ways to evaluate students. Thus, some teachers use the 2 hours written exam. The test includes 5 more theoretical questions, but analysis or comparison. There is also the 24-hour written project, which involves solving a practical problem and requires knowledge of national and international legislation.

3.3.9.   The structure responsible for the Third Cycle

The Danish education system of doctoral studies are organized doctoral schools.

3.3.9.1   Powers

Doctoral School is responsible for the organization of doctoral studies in college, including further development of existing doctoral studies programs and new prorame and to ensure their quality. Doctoral School Doctoral Programs continuously review, make general evaluations and develop strategies for creating and maintaining a framework of resources for research programs of the faculty.

Through the doctoral school there shall ensure overall objectives of the doctoral program:
- ✓ A high-level international in training the researchers.
- ✓ Integrating doctoral and doctoral programs in research environments with communication and exchange of scientific knowledge internationally.
- ✓ Raport with other university structures responsible for curriculum approval.

Doctoral School. Rector, Doctoral School. The Rector, or, in the case of the delegation of this responsibility, the Dean of the faculty is responsible for the establishment and dissolution of doctoral schools / doctoral research centers within the faculty. Each doctoral school is headed by the director of the doctoral school, who is appointed and dismissed by the dean. The director of the doctoral school must be a recognized researcher with experience in conducting doctoral studies.

The Doctoral Committee. For each doctoral school his / her rector or, in case of delegation of this responsibility, the dean establishes a doctoral commission, having as members representatives elected by and from academic staff for the duration of the mandate of 3-4 years, and doctoral students, with the term of office of one year.

The number of members of the commission is determined by the Dean. Following the recommendation of the doctoral board, the dean appoints the president and, if appropriate, the vice-chair of the doctoral committee.

The Committee is set up to ensure the following tasks: to recommend to the Dean the composition of the evaluation commissions; to approve the courses in the doctoral program; to prepare for the director of the doctoral school suggestions regarding the internal directors' lines for the doctoral school; to rule on the evaluation of doctoral programs and supervision / leadership of doctoral students, etc.

The doctoral programs and the activities of the Doctoral Schools are motivated by the dean.

3.3.10. Documents on the policies and content of the curriculum

3.3.11. Pedagogical qualification of academic staff

3.3.12. Involvement of students in the governance and management of the university

In most universities there are student organizations whose purpose is to promote the general interests of students and to ensure effective communication with university authorities.

In accordance with the University Act and the statutes of universities, student representatives are members of all management bodies and university advisory bodies.

At Danish universities, students make a major contribution to managing the educational process, being represented in academic councils at all levels and in study councils, where students make up 50% of their membership.

3.3.13. Approach to student-centered teaching at university level.

3.3.13.1. University Mission / Strategy

Problem / project-based learning (PBL) is one of the strategic directions of the Aalborg University Strategy for 2016-2020 - Knowledge for the world.

Promotion within the university

Problem based learning -PBL is implemented in all Faculties within the AAU. All the grids offered at the university are elaborated on the basis of this methodology. The inter-university structure responsible for the implementation, promotion and development of PBL within the AAU is the PBL Academy.

3.3.13.2. Administrative and financial support to implement this approach

The PBL Academy was created at the university to ensure continued training and improvement of academic staff able to apply the PBL in its training areas.

The University purchases and allocates resources to support and facilitate the application of problem / project-based learning. This involves: providing group work spaces, meetings with the project supervisor, classes of different sizes, and equipment for study activities (lessons, seminars, labs, workshops); maintaining a university library that gives students access to specialist, periodical scientific journals and scientific literature that contain information on cutting-edge results; providing access to IT information and systems / platforms to support project activities.

3.3.13.3. The contribution of Lifelong learning

Through its work PBL Academy ensures the continuous development of pedagogical skills and teaching skills in the respective fields of training, teachers, parallels what causes changes in teaching and learning styles.

3.4 AT FACULTY / DEPARTMENT

3.4.1. The ratio between upper management (university level) and management faculty and / or department with regard to student-centered teaching and learning.

3.5. BODY / STRUCTURE LEVEL RESPONSIBLE FOR DEVELOPING THE CURRICULUM

3.5.1. Structure of the body responsible for developing syllabuses and curriculum

Within AAU structure that is responsible for developing the curriculum (cycles I and II) is the Study Board.

The council members is determined by the dean. Each board of studies must include an equal number of representatives of teachers and students, elected by academic staff and students respectively.

Study Board shall elect its chairman for a term of one year. The President is elected from among the academic staff employed on a full-time members of the studies.

The main responsibility of the board of education is to develop the study plan, to guide studies, quality assurance program, and to ensure the organization, performance and conduct of teaching and learning.

3.5.2. Relationship of this body with faculty, department and other structures from faculty / department.

Study Boards are established and dismissed by the dean after consultation with department members. They are responsible for the development and management of one or more programs of study. The Study Boards are structures within a department but can be inter-departmental structures, managing programmers inter and multi disciplinary disciplines.

3.5.3. Creating inter- and multi-disciplinary programs.

Inter- and multi-disciplinary study programs are developed and managed by the inter-departmental study boards, within one or two faculties.

3.5.4. The development and approval of new programs of study.

Study Board elaborates the Curriculum , following the provisions of legal acts and orders issued by the ministry. After a rigorous legal scrutiny, the Dean od faculty approves the program and proposes it to the academic board.

3.5.5. The process of approving a new module in an existing study program.

3.5.6. Practices / methods of used evaluation.

In the Danish higher education system, examinations are specific to both the final phase of study programs and the assessment of semester modules. One semester of study typically includes 4-5 modules with 5, 10 or 15 ECTS credits. Of these, at least one (10 or 15 credits) will have an external examination, the others undergo an internal review. Internal examinations are evaluated by one or more teachers (internal examiners) appointed by the university from among their teachers. External examinations are evaluated by one or more internal examiners and one or more external examiners appointed by the Danish University for Internationalization.

The Minister's Order (MO on Grading Scale and Other Forms of Assessments of University Education, no. 666/2011, section 20 (4)) states: "The external examinations must provide important parts of the programs, including the master's thesis, master thesis (Candidate) and the master project. At least one third of the total ECTS points of the program must be obtained at the external examinations. The teacher of the course evaluates student attendance. "

The evaluation consists of a score based on the 7-point grid or the admitted / rejected score.

The following evaluation methods can be applied:

- Current assessments (attendance at courses, written assignments, presentations, work with docs). Typically, the admitted / rejected rating is given.

- Module evaluation (written or oral exams, or their combination). At least two evaluators always attend oral examinations.

- Project evaluation. The project exam is carried out simultaneously for the students who worked on the project and prepared the project report together.

The starting point for the examination is the project report. The examination consists of a common presentation, a common discussion and individualized questions. Questions must be based on the project report submitted by the group and should include the central topics corresponding to the learning objectives of the project module.

3.5.7. Involvement of students in curriculum development.

The active involvement of students in the curriculum development is ensured by the fact that each board of students responsible for the program is constituted by 50% of the faculty students.

3.5.8. Management of study programs

3.5.8.1. Involvement of academic staff in organizing and coordinating a study program

Each study program offered at the AAU is developed and managed by a board of study in a school that operates at one or more faculties. The content and processes of each semester of the program are planned and controlled by *the semester group.*

The semester group, also referred to as the coordination group, consists of academic staff (the teachers who keep the courses and supervisors of projects completed in the respectful semester), the study secretary and the students' representatives. The chair of the semester group is called the coordinator of the semester and is usually a teacher who has courses in this semester.

During its meetings, the group plans and discusses the course of half-year activities. The semester coordinator, if necessary, ensures the involvement of other academic staff in the semester in planning and management activities. The semester group is responsible for the planning, execution and assessment of the activities of the semester.

In its work, the Group takes into account the decisions and recommendations referred to in the Council of Ministers' summary of the half-year cycle of the previous year.

After completing the semester, the semester coordinator prepares a draft assessment report for the semester and the teaching process. The draft assessment report is sent to all members of the semester group for remarks and comments. The final evaluation report with the conclusions and proposals of the semester group is submitted to the Education Council.

3.5.8.2. How this process is formalized

The semester coordinator and other teachers in the semester group are appointed by the department / departments. The study board may reject the person appointed by the department as coordinator of the semester. The semester coordinator is considered to be the right hand of the Study Board. Students, after the semester, mark their representatives so that each project group is represented in the semester group.

Prior to commencing the semester, the chair of the study council convenes a meeting where information on guidelines, new rules, etc. is provided. and the cross-semester questions are discussed. Study secretaries are also invited to the meeting. The semester coordinator is to contact the chair of the study board if there are issues or questions about the planning, execution and evaluation of the semester.

The manner and rules for managing the semester are described in the institutional document called Semester Management.

3.5.9. Revision of a study program

3.5.9.1. Annual monitoring procedure and periodic review of the program

Each study program is continuously monitored primarily by the study board responsible for this program. This is done by (a) evaluating each semester and the teaching process made in the semester card, (b) evaluating the entire study program.

The evaluation of the semester and of the teaching process carried out on the card is the responsibility of the semester group. After the completion of the semester, the coordinator of the semester with the consultation of the semester group elaborates the evaluation report of the semester and of the teaching process, which is submitted to the Study Board.

This evaluation report, in addition to the students' answers to the questionnaires drawn up by the school, the minutes of the semester group meetings and the evaluation meeting, must be based on any documents submitted by the lecturers, the project supervisors and the groups project. Comments submitted must be attached to the assessment report. Also, the statistics of the results of the examinations completed in the respective semester must also be attached to this report.

The evaluation report is finalized with a summary and with the group's recommendations for making the necessary changes before the next iteration of the semester. The summary and

recommendations are included in a document, which the school council publishes on the school's website, in line with the ministerial order on transparency in educational programs, etc.

Semestrial evaluations are an important tool for the council of study and the work of academic councils to ensure both the quality of teaching and the quality of educational programs, as the recommendations presented in the evaluation reports are used for adjustments to study programs and the norms of teaching activities in subsequent semesters .

In addition to the assessment of the teaching process and the semester, the study board also performs the evaluation of the entire study program. This assessment is based on the answers to a questionnaire of the 6th and 10th semester students about their experience with content, progress (evolution), task / volume of studies and fulfillment of expectations both within the license program and of the master.

3.5.9.2. Performance indicators applied

Quality assurance system at the University of Aalborg inclulde the following key indicators related to the educational process:

- Incorporation;

- The student current;

- Graduates;

- Abandoning their studies, expulsions;

- Characteristic ststistics;

- Efficiency;

- Coverage of (curricula) with scientific support;

- Availability;

- Students per years of study;

- Students who pay tuition.

3.5.9.3. Students' feedback: procedure and impact

University students participate in the evaluation of both the teaching process within each semester, full semester and full-time study program.

In the semester evaluation, the school sends a short questionnaire to all students. Student responses are presented to the study boards and sent to each semester coordinator to use them together with other documents (including the semester group meetings) as the basis for the preparation of the semester evaluation report and the teaching process within it. The semester coordinator can also organize an assessment meeting , which all teachers and students in that semester shall attend.

Course lecturers and project supervisors use assessment reports that include student responses to proposed questionnaires for ongoing improvement of course and project modules. Also, the semester coordinator uses information from previous semester cycles to adjust or change the

organization and course of the semester. At the same time, half-year assessments give students the opportunity to evaluate their own learning processes.

3.6 INTEGRATION OF DISADVANTAGED GROUPS OF STUDENTS

The University may offer special examination conditions for students with physical or mental disabilities and students with a native language, other than in Denmark, if the university considers it necessary to provide such students with the test situation. However, the conditions offered must not diminish the merit-based assessment.

3.6.1. Academic support available for learning disabilities.

There are access roads in the University, one-level study blocks, access roads for the visually impaired.

3.7 INFRASTRUCTURE

Each academic emploee has a separate office equipped with the necessary furniture and equipment, in which he/she carries out the research and distance guidance of projects made by small groups of students / master students. In addition to the lecture halls, there are also smaller halls for student group work.

Students have free access to the 24/24 study and workshop by applying the electronic card.

Practical work on the projects (discussions, sketches, design of the project) takes place in the places arranged throughout the department (halls, corridors, etc.).

The Moodle platform, social networks and Skype are widely used, especially in organizing group work. The University offers student study groups, free WiFi access to the campus, access to the university library until 10 pm, IT support for students, and co-ordination with the supervisor can facilitate the participation of disabled people.

3.8. STUDY PROGRAM LEVEL

3.8.1. Reflecting the institutional strategy a learning-teaching approach.

The Aalborg University Strategy 2016-2017 is focused on the development of the problem-based study (PBL), and this method is implemented by academic and methodical academic staff together with students. An integral part of this training process is information technology.

For this purpose, curricula and study plans have been revised. The university staff is systematically trained in PBL and the department heads ensure the development of TI and PBL skills of teaching staff.

The ability of electronic communications in the field of study programs must ensure that any written communication between students can only be done through university mail system (id-mail and student-mail). Students are required to inform themselves with study board decisions and other emails sent to the student.

3.8.2. The study program focusing

The program is designed to provide students with a Masters Degree in Law.

Thus, the law student acquires methodological knowledge and skills within the legal scientific disciplines, including the theory and methodology of research.

A bachelor's degree in law through education confirms extensive academic knowledge and theoretical and methodological skills that make students able to:

- find and process the sources of law and legal literature in Danish and English;
- reflect and make reasoned statements on what the current rules of the legal program provide;
- be able to use one or more research methods and tools and skills to engage in legal professions;
- identify, analyze and evaluate legislation in different regulatory areas;
- analyze and evaluate legal arguments;
- evaluate, interpret and qualify issues in the field of private law, public law or procedural issues, taking into account the relevant legislation;
- be able to communicate professional issues and solutions to colleagues and non-professionals or partners and users;
- manage complex and development-oriented situations in the context of study or work within the legal framework of the discipline, as well as to participate in professional and interdisciplinary cooperation with a professional approach;
- work independently and in professional and interdisciplinary cooperation;
- identify learning needs in different learning environments.

The study program focuses on the development of small-scale groups of 3-4 students of research projects on practical problems with the implementation of knowledge from the recommended sources. Student groups are guided by a professor who coordinates methodologically the process of project development and evaluates the results.

3.8.3. Structure of the curriculum of the program

The curriculum is structured according to an academic calendar consisting of 3 years of study of 2 semesters each, during which the students must have 180 transferable credits. 160 of them must meet obligatory subjects, 10 - for optional subjects and 10 - for the elaboration of the final bachelor project. All the disciplines found in the 160 ETCS are grouped into 4 modules. Thus, there are no individual disciplines, but parts of the modules distributed in different semesters.

The following teaching and work units are included in the program:

- Lectures, courses, written exercises, oral exercises;
- group projects (with project sample);
- compulsory legal courses and training activities.

The students are given the opportunity to choose from within a set period of time so that they can successfully document with the course content and be able to make a decision corresponding to the master's specialization.

3.8.3.1. No.of total hours per semester

In each semester the student shall get 30 ETCS, ie 900 hours.

3.8.3.2. Modules

All disciplines of 6 semesters are grouped into four modules: Basic Module, Public Law Module, Private Law Module, Procedural Module.

3.8.3.3. Students' evaluation

All compulsory courses must be evaluated in written and / or oral exam (including project sample). If the assessment is not internal, an external examiner is also involved in the examination.

Students in Denmark are assessed according to a gradation consisting of points grouped in 7 levels. This specificity often creates difficulties for Danish students to be accepted in other universities that require only top-rated students. The scale of 7 levels of student performance assessment is based on the European Transfer Scale resulting from the Transfer Credit Scheme. The assessment of the students is found in the Regulation of Training Purposes and Criteria.

Specifically:

Marks	Rating of performance	Description	EECTS
112	Excellent		AA
110	Very good		BB
77	Good		CC
44	Fair		DD
002	Adequate		EE
000	Inadequate		FFx
--3	Unacceptable		FF

3.8.3.4. Assessment of academic staff

3.8.3.5. Progress of learning

3.8.4. Type of accreditation: academic / regulatory or professional

3.8.5. The level of use of IT, e-learning platforms and / or blended learning (blended)

3.8.6. Elaborating, upgrading / modernizing and organizing / managing thef study program

3.8.6.1. Responsible procedures and structures

Within the AAU, the structure that is responsible for developing the curriculum (Cycles I and II) is the Study Board. The number of members in the council is determined by the Dean. Each study board must include an equal number of teachers and students' representatives elected by academic staff and students respectively. The Study Boardl elects its president for a one-year term. The

president is elected from academic staff employed on a full-time basis, members of the board of study.

The Study Board elaborates the Curriculum by following the provisions of the legal acts and the orders issued by the relevant ministry. After rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic board.

The main responsibility of the board is the elaboration of the study plan, the study guide, the quality assurance of the program, as well as the organization, performance and performance of the teaching-learning process.

3.8.6.2. Involvement of students

Active involvement of students in curriculum development ensures that every study board responsible for the program consists of 50% of faculty students.

3.8.6.3. Involvement of employers and other stakeholders (eg. Graduates)

3.8.6.4. Functions of academic staff involved in program implementation

The study program offered at the AAU is developed and managed by a study board within a school that operates at one or more faculties. The content and processes of each semester of the program are planned and controlled by the **semester group**.

The semester group, also called the Coordination Group, consists of academic staff (the teachers who keep the courses and supervisors of the projects done in that semester), the study secretary and the students' representatives. The chair of the semester group is called the coordinator of the semester and is usually a teacher who teachers courses in this semester.

During its meetings, the group plans and discusses the course of half-year activities. The semester coordinator, if necessary, ensures the involvement of other academic staff in the semester in planning and management activities. The semester group is responsible for the planning, perfoming and assessment of the activities of the semester.

In its work, the group takes into account the decisions and recommendations mentioned in the summary of the half-year cycle of the previous year.

After completing the semester, the semester coordinator prepares a draft assessment report for the semester and the teaching process. The draft assessment report is sent to all members of the semester group for comments and comments. The final evaluation report with the conclusions and proposals of the semester group is submitted to the study board.

3.8.7. Documents / materials accompanying / support program and public availability (description of courses, regulations, guides, outcomes of program, evaluation guides)

3.8.8. Management study program criteria compartment = Level body / structure responsible for developing the curriculum - see above

3.8.8.1   Regulations on the curriculum

3.8.8.2   The structure that monitors implementation of the Regulation

3.8.8.3   Rules for batch formation (norms) for academic staff (for different types of activities: teaching, supervision, evaluation)

3.8.8.4   Student workload: the procedure for calculating the impact on developing currulumului

3.8.8.5   The purposes of the program and evaluation

3.8.9.   Student evaluation

3.8.9.1   Regulations / existing guidelines

1. Order of the Minister on Grading Scale and Other Evaluation Forms in Higher Education (MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, Section 20 (4))

2. Examination regulations at each Faculty

Exam regulations are primarily directed at the student and are designed to help him / her get the overall picture of what to do and take into account when attending exams at the faculty.

Examining regulations are based on legislation and executive orders in force in the field. Review regulations are regularly updated as changes occur in executive orders. If there are discrepancies between the executive order in force and these review regulations, executive orders have priority.

3.8.9.2   Forms of assessment

The student who is assessed on the bachelor's degree project must demonstrate the ability to think independently and to have the ability to formulate, analyze and deal with legal issues within a defined legal subject.

The choice of the subject by the student must be approved by the program director at the same time, setting a deadline for the project and identifying a mentor for the student.

License projects can be prepared individually and in a group of up to 3 participants.

The designated supervisor may, at the student's request, approve the design and presentation.

The BA project is written in English.

3.8.9.3   Measures to avoid cheating and plagiarism

Plagiarism is considered a fraud in the exam if it is found in exam materials submitted by the student for use during an examination. If the plagiarism takes place outside of a real examination situation, such plagiarism will often be considered as a violation of the academic discipline guidelines or applicable academic ethics.

There is plagiarism if a mission of examination in whole or in part:

1) includes the identical or almost identical reproduction of other authors' writings or works without the text being marked with quotation marks, cursives or other clear indications, including the source, page number, etc. (copy),

2) contains major passages with a choice of words so similar to the formulation of other works so that when comparing it seems that the passages could not have been written without using the other work (paraphrasing etc.);

3) reuses text and / or core ideas from own studies previously evaluated or published.

Therefore, students have the right to use and quote from the works of other authors - provided they indicate the works and authors used and quoted clearly. When deciding which sanction to impose in connection with the plagiarism discovered, the severity of plagiarism is of crucial importance. The evaluation of this document should be based on the following criteria: the extent of plagiarism (calculated as a percentage of the product deposited) and the type of plagiarism, ie how the plagiarism was performed:

- In case of aggravating or attenuating circumstances, these should be included in the evaluation.
- If the student has used multiple types of plagiarism, a global assessment should be made.

Aggravating circumstances may also have an impact on the duration of the expelling period.

Examples of particularly aggravating circumstances:

- the student was previously subjected to disciplinary sanctions, including issuing a warning;
- plagiarism was carried out in a final license project;
- plagiarism consists in the complete reproduction of a foreign work.

Recourse to a plagiarism due to time pressure will not be considered an attenuating circumstance. If plagiarism is discovered outside of a real examination, it will be qualified as a violation of academic discipline guidelines. This does not mean, however, that plagiarism will lead to as severe sanctions as if it had been discovered in an examination situation.

If plagiarism is discovered during surveillance, action must be taken against it. If, despite the supervisor's request, the plagiarism is discovered after the submission of the work, it will be considered an aggravating circumstance.

If the plagiarism is discovered on a mission to examine a work that has already been submitted, the student will be subject to the following sanctions:

1) In the case of gross plagiarism: The Rector will expel the student from the University, as well of the examination in question and will alert the student against repeated violation of disciplinary rules. Therefore, this incident must be reported to the Rector, and the report must comply with certain formal requirements.

2) In case of plagiarism: The student will be excluded from this examination and receive a warning against repeated violations. The study director also cites the student at a serious discussion. Plagiarized text should be rewritten without plagiarism.

3) In case of simple plagiarism: The student will receive a warning against repeated violation of disciplinary rules.

3.8.9.4 Provisions for appeals

The student may challenge his / her examination or other examinations included in the examination, such as legal issues, the basis for examination (questions, themes, etc.), the testing and

evaluation procedure. Complaints about exams or other examinations that are part of the examination are addressed to the students' administration. The complaint must be written and motivated.The appeal must be filed within 2 weeks from the date of publication of the assessm ent or from the date announced for publication. The University may decide to provide a new reassessment, but not for oral tests.

If the objection has been accepted, the mark may be higher than the original one.

A student who failed in an appeal against the exam may, within 2 weeks of the announcement of the decision, request the university to appeal to the board specifically established for that purpose.

Remedies against previous decisions may be submitted to the Agency for Universities and Internationalization.

The student may also contest the refusal or partial refusal of credit and credit advancement. Student appeal against credit decisions in university programs is submitted to the Qualifications Board in accordance with the Law on External Evaluation.

3.8.9.5   Involvement of external examiners

External examiners are involved in all examinations, except for cases where an external evaluation is required for a given discipline. For example, in Legal Methods, Theory of Judicial Practice, Constitutional and International Law, Fundamental Human Rights.

3.8.9.6   Grading system, study credits, and recognition of previous study results.

Scoring chart with 7 points

Point 12: For excellent performance, showing a high level of ownership of all aspects of the relevant materials, with or without a few minor weaknesses.

Point 10: For very good performance, showing a high level of possession of most of the aspects of the material in question, with weaknesses, only minor.

Point 7: For good performance, showing good possession of the relevant material, but also some weaknesses.

Point 4: For a fair performance, showing some competencies of the relevant material, but also some major deficiencies.

Point 02: For a performance that meets only the minimum acceptance requirements.

Point 00: For a performance that does not meet the minimum acceptance requirements.

Point -3: For performance that is unacceptable in all aspects.

In accordance with the framework provisions for credit transfer rules, in particular cases, the Board of Directors may approve the successful promotion of elements in other master programs instead of current program items (credit transfer).

The Board of Studies may also approve the successful promotion of elements of the current program based on the results of studies in other Danish or outside programs at the same level. Decisions on credit transfer are made by the Board of Directors on the basis of an academic assessment.

3.8.10. Incorporating into the program and facilitating academic mobility

In accordance with Danish Act (the Consolidation) Universities (Part 2, Art. 3) in special cases some components of a program of study that are offered at a foreign university (off-site training) are also considered as courses offered in Denmark. Minister sets precise rules on off-site training. This article allows students to perform academic mobility within the study programs offered by the Danish universities.

3.8.11. Student evaluation of academic staff and management of feedback results.

The study board evaluates the whole study program, but also provides the assessments of the teaching process of the semesters.

The evaluation of the semester and of the teaching process carried out on the card is the responsibility of the semester group. After the completion of the semester, the coordinator of the semester with the consultation of the semester group elaborates the evaluation report of the semester and of the teaching process, which is submitted to the study board.

This evaluation report, in addition to the students' answers to the questionnaires drawn up by the school, the minutes of the semester group meetings and the evaluation meeting, must be based on any documents submitted by the Lecturers, the project supervisors and the groups project. Comments submitted must be attached to the assessment report. Also to this report there should be attached the statistics of the results of the examinations performed in that semester.

The evaluation report is finalized with a summary and with the group's recommendations for making the necessary changes before the next iteration of the semester. The summary and recommendations are included in a document, which the school council publishes on the school's website, in accordance with the ministerial order on transparency in educational programs, etc.

Semestrial assessments are an important tool for the study board and the work of academic councils to ensure both the quality of teaching and the quality of educational programs, as the recommendations presented in the evaluation reports are used for adjustments to study programs and norms of teaching activities in the following semesters.

Evaluation of study programs is largely based on the answers to a questionnaire of students in semesters 6 and 10 about their experiences with content, progress (evolution), task / volume of studies and fulfillment of expectations both within the program both undergraduate and master.

3.8.12. Academic requirements for enrollment in the study program

Admission to a Bachelor's degree program requires prior completion of upper secondary education, adherence to admission requirements for grades (grades A, B, C), and compliance with all grade requirements. In addition, upon admission, the applicant may be required to pass an entrance examination in accordance with the rules laid down by the university [Ministerial Order on Admission to Graduate Programs, MO No 240 of March 2013 on Admission and Enrollment on Bachelor Programs at Universities, Art . 2, 4].

Specific admission requirements are set by the Ministry of Education and Science at the University's recommendation. Any new specific admission requirements are notified to the

public at least two years before the entry into force.

Admission requirements in Danish universities are rather flexible [MO No 240 of March 2013 on Admission and Enrollment on Bachelor Programs at Universities, Art. 5, 6, 7] and pursue the aim of enrolling in studies all those who are able to complete a bachelor program. In the places where there are several applicants, a contest is organized on three categories of candidates. Quotas are set by the university.

The organization of the admission - application and enrollment procedures - are determined by the relevant Ministry in accordance with the requirements determined by the universities [OJ No 240 of March 2013 on Admission and Enrollment on Bachelor Programs at Universities, art. 2. 3]. Application is on-line. Some institutions can do the demolition, but under the control of the ministry.

Admission to a Master's and Doctoral program

The University can enroll students to masters programs and doctoral programs. For admission to a Masters program (Candidatus), a bachelor's degree or other relevant Danish or foreign qualifications of the same level is required.

The admission requirements for the concrete (candidatus) master programs must be based on the curriculum of the program. Any introduction of stricter admission requirements will be announced at least one year before their entry into force.

Requirements for admission to a Masters program (candidatus) will be set by the university. Furthermore, the university will decide on the application and admission procedure, including deadlines, and publish the relevant information on its website.

If a program of study or some of its important parts is provided in English, the applicant must document English language skills that correspond to at least level B before the start of the program [MO No 240 of March 2013 on Admission and Enrollment on Master's Programs at Universities, art. 6].

Admission to the PhD program is based on the Master's degree or equivalent [Ministerial Order on the PhD Program at Universities and Certain Higher Arts Educational Institutions, no.1039, August 27, 2013]. The University may decide on the commencement of the doctoral program in connection with a master's program; however, it must ensure that the entire study program has the scope and level described. The university sets rules in this regard. The institution decides who will be admitted as PhD students. The rules of the institution must provide the criteria underlying the admission. The PhD is administratively enrolled in the doctoral program.

3.8.13. Monitoring graduates' employment program

4   BSC IN LAW AT UNIVERSITY OF GLOUCESTERSHIRE

4.1. INTRODUCTION

During the study visit at the University of Great Britain, the members of the working group participated in various meetings with representatives of the Faculty of Business, the Faculty of Law and the Faculty of Information Technologies. The presentations and lectures attended by the group members were aimed at familiarizing the Moldovan delegation with the study process at this university, as well as presenting interactive teaching methods oriented towards active learning and a more intense involvement of students in the teaching-learning process.

With reference to Section 4, Appendix 3, which sets out the essential elements that characterize the undergraduate studies in the UK, and Appendix 5, which includes the structure of the Gloucestershire University Law School

4.2. AT THE EDUCATIONAL SYSTEM LEVEL

4.2.1. Accreditation of universities

UK study diplomas are provided by educational institutions accredited by the Privy [1] Committee on the basis of the opinion provided by the Agency for Quality Assurance in Higher Education (AAC).

Applications are submitted to the *Higher Education Financing Council of England* (HEFCE)[2], which sends the CAA file for research and analysis. Candidates applying must meet the criteria set out in the *Guidelines for Superior Education Teachers: Criteria and Application Process for Granting Diploma Supplementation Competence (2015).* The main criteria for the accreditation of study programs (license and master) are as follows:[3]

1. academic management;
2. academic standards and quality assurance;
3. scholarships and pedagogical efficiency of teachers;
4. the environment in which the study program will take place.

The ACC Recommendation is based on an analysis of the file, that is being carried out by an *Advisory Committee on the Granting of Study Examining Competence* (ACC Expert Committee). The analysis of the folder by the Committee includes the following steps: (1) initial analysis of the package of documents on which it is committed if the next step is taken; (2) the detailed verification step which is carried out by a team of experts specifically appointed for this purpose; (3) drafting the final report and providing the recommendation. Based on this analysis, the ACC Committee will

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[1] https://privycouncil.independent.gov.uk/work-of-the-privy-council-office/higher-education/

[2] http://www.hefce.ac.uk/about/role// Higher Education Funding Council for England (HEFCE)

[3] http://www.qaa.ac.uk/en/Publications/Documents/Degree-Awarding-Powers-Handbook-England-15.pdf

provide its HEFCE recommendation, which will forward this recommendation to the Department of Business, Innovation and Skills.

The Privy Committee issues final decisions based on the recommendation received from ACC through the Business, Innovation and Skills Department. The applicant is directly informed by the Privy Committee if the study program has successfully completed this process.

4.2.2. Quality assurance

The body that monitors the quality of studies in the UK is called the Agency for Quality Assurance in Higher Education (AAC). AAC is an independent body, which is led by a 15-member committee. This Community has the competence to develop policies, manage financial means and monitor the performance of the WSS. The Committee operates in accordance with *The Code of Good Practic Practice*[4], which is regularly reviewed. The day-to-day management of AAC is carried out by a seven-member Board of Directors.

The quality assurance process is governed by *The Quality Code*[5], which contains three parts: (1) academic standards; (2) academic quality; (3) information on higher education regulations. This Code provides all providers[6] with the standards and requirements they have to meet to ensure an educational process.

In accordance with the Quality Code, study programs are to be developed in accordance with the Framework Qualifications Framework[7]. Also, study programs must correspond to the Subject Benchmark Statement describing the skills and abilities a graduate needs to have. Each university must establish a process of elaborating and approving study programs.

The ACC organizes once every six years a verification of accredited universities. The purpose of this verification is to inform students and the public if the university meets all the necessary requirements to ensure: (1) the maintenance of academic standards; (2) provisions on learning opportunities; (3) provisions on information; (4) enhancing the learning opportunities of students. Verification is done by staff or students from other universities and ends with the publication of a report. Students are members of the teams created to conduct the verification.[8]

4.3. AT UNIVERSITY MANAGEMENT LEVEL

The University of Gloucestershire is headed by a Board of 20 people, including: 14 external members, one vice-rector, two Board members, one member of the Academic Committee and 2 students. The 14 external members are appointed by the Board for a period of four years. The other members have a mandate that coincides with their position / status. The Board elects a president

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[4] http://www.qaa.ac.uk/en/Publications/Documents/Code-best-practice-QAA-Board.pdf

[5] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code

[6] In accordance with the Providers Code, universities and colleges offering study programs in the UK are considered .

[7] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications

[8] http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/higher-education-review

and a vice-president. The Board is responsible for determining the mission of the university and monitoring its work, the financial management of the university and the promotion of senior teaching staff. The Board may delegate some of its powers to committees set up by it.

The Board appoints the **Vice-Rector**, who is also the Executive Director of the University on the basis of a competition. The Vice-Rector conducts the administration of the university. The Board may also appoint a **rector or vice-rector (s**) to represent the university from time to time (these positions are more honorable and not remunerated).

The Board may also appoint a Secretary and / or (Assistant Secretary) of the University, which will have the powers established by the Board.

The Board approves the criteria for employing, remunerating and penalizing teachers.

The Academic Committee is composed of up to 25 members (elected from the teaching staff and students under the procedure established by the Council) and is headed by the Vice-Rector. The term of office shall be determined by the Council. The Academic Committee decides on all issues related to study programs, research, etc.

Student organizations must be created and administered by students under a statute approved by the Council.

From an academic point of view, the university is composed of faculties. The University of Gloucestershire has three faculties: (1) the Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media, Arts and Technologies. The University has 10 schools.[9] The Law Specialty is at the Faculty of Business.

The Academic Committee has quality assurance competencies that report directly to the Board. Although the ultimate responsibility for the quality of studies lies with the Academic Committee, quality assurance is also provided at faculty and department level. At the university level, there is an Academic Development Committee, a Teaching, Learning and Research Committee, an Academic and Quality Standards Committee, and a Monitoring Committee for Collaboration Agreements that play a central role in Quality Management.[10]

At university level several verification processes are provided. For example, internal quality auditing focuses on quality assurance processes at university level.

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[9] http://www.glos.ac.uk/faculties-and-schools/Pages/faculties.aspx

[10] http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Gloucestershire/University-of-Gloucestershire-IA-annex-10.pdf

4.4. AT FACULTY LEVEL

At the faculty level, there is a *Committee on Academic and Quality Standards* that ensures compliance and monitoring of quality standards in collaboration with the Faculty Board. Also, this Committee ensures that all processes related to quality assurance are carried out at the faculty level.

The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Faculty Plan, which is presented by the Dean. Validation of courses is done by the *Validation Panel* which is approved by *the Academic and Quality Standards Committee*. Each panel has a president from another faculty, members from different faculties and at least one outside university member. Validation is based on the program specification. A summary of the validation report is submitted to *the Academic and Quality Standards Committee* and subsequently to the Academic Committee for final endorsement.

The Annual Approvals Modification Program allows course holders to propose changes to existing modules or courses. These changes are to be consulted with students and an external examiner. Approving is done through panel faculties.

Monitoring is carried out annually by monitoring panels reporting to *the* Academic *Standards and Quality Standards Committee* of the Faculty.

The university also collects feedback from students through an external survey (National Student Survey). At the internal level, the individual assessment of each module is mandatory, but the university does not immune a particular model.

The University of Gloucestershire has conducted a pilot project called the Gloucestershire Student Survey, based on the National Survey model. The purpose of these assessments is to identify students' views about the courses taught at the university, as well as to familiarize them with the national survey through which they will pass at the end of the study years.

The mechanism by which students are told about how feedback is collected is the publication of a manual on the web-site on this process.

Students are involved at all levels in the process of developing and monitoring academic strategies, and the university assists student organizations in training their members to participate more actively in the academic management process.

4.5 AT THE FACULTY BOARD LEVEL

The faculty council is responsible for the academic programs of the faculty, including academic and program performance standards that faculty has to implement in line with the university's teaching-learning strategy.

Teachers' performance assessment can take place through different methods: (1) self-evaluation - each teacher is expected to reflect on his / her teaching by writing an annual report; (2) Peer evaluation - Teachers can invite colleagues to attend the courses / seminars taught to appreciate the teaching efforts; the teacher will usually ask the observer to draw attention to certain aspects of the organization and teaching used, and the observer teacher will discuss these issues with his colleague after the observations have been completed; (3) the department manager spends every

year individual discussions with teachers on the teaching methods used; (4) assessment questionnaires completed by students. Senior teachers must demonstrate how their teaching mode has influenced trends in teaching-learning methodology. Teachers are also trained how to organize their classes and how to effectively use voice during teaching.

Increased attention is paid to the internship, which takes place within the relevant organizations / institutions, and its period is determined according to the specificity of the faculty / specialty. The role of university / faculty administration is very important in identifying the placement of the practice internship, as well as in maintaining relationships with prospective employers of future graduates. Thus, the existence of a separate unit / division that has the competence to organize the internship and assist / guide the students throughout it is a mandatory condition. Moreover, many of the host organizations have a well-organized scheme for the internships they offer. The internship does not overlap with course classes and the students are to draw up an individual plan that includes: (1) the purpose of the internship; (2) the lessons learned; and (3) own assessment of the traineeship period. The University has the obligation to determine, after 6 months from graduation, the employment rate of the graduates.

4.6. INTEGRATING DISADVANTAGED STUDENTS LEVEL

Students with a degree of disability are studying in regular educational institutions. The University is equipped with special ramps for students traveling with wheelchairs far behind; campus and within blocks of education. The library can be provided materials, printing letters published braise and / or recorded lectures on mediums.

In university there service support students with disabilities, medical conditions, dyslexia and learning difficulties and learning support services, offering individual counseling and ensure confidentiality.

Financial incentives are provided by applying to the Scholarship for Students with Disabilities.

4.7. INFRASTRUCTURE

Spaces for staff, administrative and technical staff are well-equipped with the necessary equipment for work. Educational and recreational spaces and a University canteen are nicely equipped.

The technical capacity of the institution facilitates active learning, they are widely used Moodle, social networks and Skype it, and teachers are encouraged to use more and more information technology in teaching and learning.

University offers group study rooms in student choice, free WiFi connection within the campus, access to university library until 10pm, IT support for students.

4.8. STUDY PROGRAM LEVEL

The UK Quality Code at a national level is a benchmark for all those involved in delivering higher education programs that lead to a high qualification or academic credit from an institution that issues the UK diploma.

It is developed and published by the Quality Assurance Agency for Higher Education (QAA) and has been developed in consultation with the higher education sector. The Quality Code includes Chapter B1 "Design, development and approval of programs" which only provides benchmarks without specifying socio-human and general disciplines.

Disadvantaged higher education providers decide what programs to offer in their mission to organize the teaching process according to employer and student requirements, as well as social, economic factors, etc.

The study program consists of compulsory and optional modules. Optional modules allow the free choice of a study module. The totality of modules in the law course is termed the "course map".

The structure of the law study plan is based on the Benchmark Statement for Law (2015) standards.

The structure of the Law Study Programs is based on this document as a benchmark for the classification of vocational courses, according to the codes of the Joint Academic Coding System (JACS). The Joint Academic Coding System (JACS) is owned and managed by the Universities and Admissions College (UCAS) and the Higher Education Education Agency (HESA), which is used to encode the professional courses provided in the whole higher education system UK.

Modules are distributed over 3 years of study, which are qualified by levels, from 4 to 6, as grade honors start at level 4, progress through level 5 and usually lead to level 6 to you provide a level 6 qualification. The scale continues to Level 8, which applies to PhD level qualifications in the Higher Education Qualifications Framework in England, Wales and Northern Ireland.

The duration of the Law studies lasts 3 years and comprises 6 semesters, in total the students accumulate 360 CATS.

A CATS is equal to 10 hours. During one semester it is necessary to accumulate 60 CATS (each study level = 120 CATS).

In order to obtain the diploma, it is necessary to accumulate 300 credits, including 210 credits obtained at levels 5 and 6.

The first year of study is qualified at level 4 and contains general disciplines: contract law, constitutional and administrative law, legal methods and abilities and "tort" law .

The second year of study is qualified at level 5 and includes subjects such as criminal law, intellectual property law, European Union law, family law, commercial law, property rights, legal capacity development, and employability.

The third year of study is qualified at level 6 and contains the following subjects:

Equity and Trusts, Enhanced Essay, Entrepreneurship, Labor Law, Environmental Law, Human Rights, Information Technology Law, Medical Law, Public International Law, Media and Entertainment Law, International Criminal Law, developing legal capacity.

For the study program at Law at the University of Gloucestershire, the structure responsible for designing the study program was attended by the Faculty of Business, Education and Professional Studies (Business, Education & Professional Studies).

The study program is initiated by the Department, where a program committee is formed, which argues, then elaborates the curriculum of the program. The program is discussed within the department, then within the faculty academic committee. It is mandatory for the professional associations and the union of students to be consulted.

Students are represented in all decision-making, executive and advisory structures of the university and are actively involved in the elaboration and finalization of the study program.

The study program in the compartment: "Learning-teaching methods" emphasizes the individual study, but also the group work.

Study programs contain significant individual workload. This helps students to organize themselves better and makes them more responsible. Also, through individual work, students improve their research skills and learn how to solve a problem or how to interact with real clients.

Active learning is provided by the following tools: simulation, problem-solving (PBL), case studies, research / investigation projects. Group work is one of the most commonly used methods for achieving individual student work. It involves several steps: (1) planning (member selection and assignment of tasks); (2) monitoring (coordinating the work of each team member, debating issues, etc.) (3) evaluating (writing essays through which students reflect on the whole group work process).

In the law studies it is often used simulation of the trial. In simulating a trial, students are appreciated on the basis of an essay describing how to prepare for the trial and all the actions taken and the arguments put forward. Also, there are taught courses that teach students how to do research properly, and which are the most important methods / tools for collecting information, data to conduct research.

The factsheet of each discipline clearly contains the training capacities (five levels), the assessment methodology, instructions on the evaluation criteria for each level of knowledge, calculated as a percentage.

The record of each discipline contains the assessment methodology (assessment of knowledge) of the students and the fulfillment of the tasks in the group.

Knowledge and understanding is evaluated through written examinations and the writing of course theses or other forms of assessment, as appropriate, in writing. Compulsory modules (with the exception of LW4004 (legal skills)) are assessed partly through a written exam (50%). Students are given the opportunity to pass preliminary examinations for preparation for summative assessments Some modules use different examination methods oral), as specified in the module descriptor.

Knowledge assessment also reflects the concept of a study program based on individual student work: each level of study provides a high percentage for individual work (coursework) - 62% for all disciplines and only 38% of the assessment is made by written examination . Level 6 provides only 10% for written exam and 90% for coursework.

Information retrieval skills are evaluated indirectly in that the ability of the research students to form the basis of their performance in other evaluations. Research skills are assessed in the Compulsory Module at Level 6 - Extended Essay.

In the fall of 2015, it was declared that the University used the "Turnitin" plagiarism detection software.

Teachers have the opportunity to be appreciated through a system of motivations, scholarship schemes at national and university level.

Disintegrating teachers need to think about the way and methods of teaching they use, and the appreciation of these methods is very important in the annual assessment of teacher performance. Evaluation can take place through different methods:

1) self-evaluation - each teacher is to reflect on his teaching by writing an annual report;
2) peer-evaluation - Teachers can invite colleagues to attend taught courses / seminars to appreciate teaching efforts. Usually, the teacher asks the observer to draw attention to certain aspects of the organization and teaching used, and the observer teacher discusses these issues with the colleague after the observations are finished;
3) the department manager spends every year individual discussions with teachers on the teaching methods used;
4) assessment questionnaires completed by students.

Senior teachers must demonstrate how their teaching mode has influenced trends in teaching-learning methodology. Teachers are also trained how to organize their classes and how to effectively use voice during teaching.

Teachers in the training process have the technical possibility to apply new teaching methods with the use of innovations in the field of information technologies. (Podcasts-Quicttype, Adobe-Connect, Audacity, Go Pro, Kahoot). The Moodle platform is also one of the basic tools that facilitate the teaching process.

The University has the obligation to determine, after 6 months from graduation, the employment rate of the graduates. Within the University, the Employment Department for Students is established, which establishes and maintains close relationships with employers in order to organize practical traineeships and / or subsequent employment. Moreover, an active collaboration is promoted in order to acquire the concepts of projects and practical problems, used and applied in the training process.

The internship takes place within the specialized organizations / institutions and its period is determined by the specificity of the faculty / specialty. The role of university / faculty administration is very important in identifying the placement of the practice internship, as well as in maintaining relationships with prospective employers of future graduates. Thus, the existence of a separate unit / division that has the competence to organize the internship and assist / guide the students throughout it is a mandatory condition. Moreover, many of the host organizations have a well-organized scheme for the internships they offer. The internship does not overlap with course classes and the students are to draw up an individual plan that includes: (1) the purpose of the internship; (2) the lessons learned; and (3) own assessment of the traineeship period.

5 ANALYSIS AND INTERPRETATION OF DATA

5.1. INTRODUCTION

It should be mentioned that data analysis is a central stage of conducting a research study. It follows the data collection stage and is of particular importance for the final conclusions. The aim of this study is to perform the comparative analysis of collected data with reference to the institutional framework and the specificity of study programs at two European universities. This comparative analysis as well as the comparison criteria are reflected in Annex 5 to this report.

5.2. CRITERIA, PROPERTIES AND INDICATORS

At each level, criteria and subcriptions have been formulated, which allowed to systematize the collected data but also to obtain a clear vision of the common aspects and the differences between the two universities under the comparative study. It should be specified that the criteria and subcriteria formulated have been subject to changes several times according to the data that were collected and analyzed.

At level 1 (system level), such criteria were approached as: accreditation of study programs, quality assurance system. They allowed for a general vision of the corporation's relationship with the public authorities with attributions in the field of higher education.

At level 2 (university level) the following criteria were submitted: the governing bodies of the university, the university management bodies, etc. These criteria have highlighted the inner structure of universities, the relationships between the elements of these structures.

At level 3 (college level, department), the ratio between higher management and faculty management with reference to student-centered teaching and learning was provided as a criterion.

At level 4 (organ level responsible for the elaboration of the study program) the criteria were: the structure of the body, the process of elaborating the study programs, etc.

At Level 5 (Integration of Disadvantaged Student Groups) and Level 6 (Infrastructure) the criteria were formulated following visits to partner universities.

At Level 7 (Study Program Level) some criteria were reformulated following video conferences from 25.26 May with representatives of partner universities.

5.3. EMERGING TEMPLATES

The table below summarizes the key criteria for the efficacy study, common patterns that emerged during the analysis, and the variations found.

Table 6

	Templates	**Variations**
1. Level System Criterion 1. Accreditation of study programs	The process of accreditation, the responsible institutions are clearly specified in regulations	Denmark: The accreditation consists of the Accreditation Council and the Danish Institute for Accreditation UK: Accreditation of study programs is the involvement of three organizations: Privy Committee, Quality Assurance Agency for Higher Education, Higher Education Funding *Council for* England
Criterion 2. The quality assurance system	Both systems are designed to improve the quality of programs in the higher education sector and contribute to a more effective educational market.	Denmark: In the Danish education system there is no central / national qbody uality assurance. UK: Agency for Quality Assurance in Higher Education
2. University level	The existence of the governing body and management body of university	Denmark: University Council and Rector The University of Aalborg is created "PBL Academy" which is responsible for developing and implementing PBL model at university. This body has the responsibility to coordinate and cooperate with schools and study boards to ensure that the model PBL is used at all levels. UK: management: Council, Vice-Rector, Academic Committee, secretary, student organizations. The existence of a university-wide "Help Zone" which is competent to assist, help, guide students throughout their stay to study facilitates educational process.
3. Faculty, department level	Within each faculty of the universities concerned, departments, doctoral schools, study councils operate. Each faculty is headed by the Dean	Denmark: Faculty of Law has a rather small number of teachers. But every teacher is assisted in exercising the so-called assistants. UK: University of Gloucestershire has three faculties: (1) Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional

		Studies and (3) Faculty of Media Arts and Technologies.
4. Body level responsible for study programs	The Faculty Council is responsible for the academic programs of the faculty at both universities. In both universities within the faculty council is included an impressive number of students who are actively involved in the management of the faculty, the elaboration of the study programs. Also, future employers who are better acquainted with the needs of the labor market are also involved in the development of study programs.	
5.Integraration of disadvantaged groups of students	Both universities offer very good conditions for the integration of disadvantaged students (special stairs etc.)	
6.Infrastructure	Both universities are equipped with advanced technology, which allows the effective application of the PBL method in the teaching-learning process. Within universities there are many study rooms that offer students the opportunity to work in small groups.	
7.Study program level Key criteria: The structure of the study program, number of credits, basic skills	At both universities, the undergraduate studies last 3 years, in total: 6 sem. The core competencies offered by both study programs are: a) to identify, analyze and solve problems; b) Extended academic knowledge, theoretical, practical and methodological abilities At both universities, the programs contain a small number of disciplines.	Denmark A semester = 30 ECTS Total: 30 ECTSX6 = 180 ECTS UK A semester. = 60 CATS (CATS each level = 120) Total: 60 CATSx6 = 360 CATS PBL method can be found in a more emphasized in the curriculum of the university in Denmark, which provides for the development of several research projects.

6   CONCLUSIONS

The aim of this project is to get acquainted with an environment favorable to an educational process that is based on active learning or problem-solving. These aspects could help to change the traditional approaches that we encounter in universities in the Republic of Moldova. Changing teachers 'attitudes towards the educational process, as well as the more active involvement of universities in building graduates' professional careers, will encourage the introduction of active learning in universities in the Republic of Moldova.

In both Denmark and the UK, curriculum development is the responsibility of higher education institutions, in compliance with current legislation and internal regulations. The University Council approves its own organization and functioning regulation in line with general and specific quality national and international standards.

The curriculum is developed by one or more departments of the institution in strict accordance with the qualification profile defined in the Qualifications Code and is approved by the faculty academic committee and the University Senate (eg UK). The consistency between the curriculum and the qualification offered by the university degree program is a mandatory quality assessment criterion. The professional associations' opinion is mandatory.

Educational institutions in both countries have an institutional development strategy that incorporates curricular strategy with a focus on student-centered learning (problem-based learning, research-based learning). When creating the study program, an important role lies in the employability of graduates, the internationalization of studies.

When developing study programs, it is important to focus on the skills, practical skills that the student will need in his / her later work. Thus, courses are not aimed at familiarizing students with existing theory but contain elements that are focused on learning the skills necessary for professional activity. Thus, in the UK at the Faculty of Law, there is a course covering the abilities of a lawyer, which includes: negotiating, interviewing the client, writing documents, etc.

A university degree program operates legally if it is provisionally authorized or accredited and operates under the conditions established by the authorization act, such accreditation.

Evaluating teacher teaching methodology and encouraging them to reflect on how courses are delivered fosters the development of an interactive learning process.

Periodically, meetings are organized for the teaching staff to exchange experience.

At both universities, effective programs / internships are created and managed to make a significant contribution to ensuring graduate employment.

The policy of both universities offers the opportunity for students to become aware of the future profession prior to obtaining the diploma, either through an annual internship (organized and conducted at study year 3) - in the UK, or through close collaboration with prospective employers - in Denmark . In the UK, multiple programs provide for an internship abroad in exchange for a practical internship, in order to gain and accumulate knowledge at international level and to successfully develop various forms of collaboration.

Encouraging an active learning model at the Universities of Denmark and the UK helps to involve students more actively in the educational process and facilitates the improvement of both knowledge and abilities.

Periodic review of study programs and taught courses ensures their updating and effective monitoring.

Former graduates are invited to work with the university and accept projects in the company they are employed in. They can be invited as external examiners, as teachers by college or as a guest teacher to provide counseling.

Final conclusions:

- Both universities use group work and individual student work;
- Broad use of IT;
- The emphasis is on the active involvement of students in the educational process;
- Employers are those who are involved in the development of study programs, in the assessment of students;
- Programs contain a small number of disciplines, modules;
- Universities are autonomous in the elaboration of the study program;
- Programs reflect current needs, there are no additional disciplines that burden students with unnecessary information.

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II.   United Kingdom

1. Code of Good Practice of the Agency for Quality Assuarance in Higher Education adopted in 1999 http://www.qaa.ac.uk/en/Publications/Documents/Code-best-practice-QAA-Board.pdf
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Appendix 1 Template data collection

Observation charts

Chart 1 System Level

Criterion	Description	Source- Legislative norms, Regulations, Guidelines.
Criterion 1: Accreditation of study programs		
a. National body of external accreditation		
b. Accreditation procedure: methodology and evaluation criteria		
c. Relations of the accreditation body with the Ministry of Education		
Criterion 2: Quality Assurance System		
2.1. Existence of a national quality assurance (QA)		
2.2. National QA body		
2.3. Relation of QA with universities body		
2.4. External quality assessment procedure: levels, criteria.		
Criterion 3: Professional bodies involved in validating or supervising the way in which of the study programs are conducted.		
Criterion 4. Programs with double degrees and recognition of professional experience.		

Chart 2 University level

Criterion	Description	Source- Legislative norms , regulations, guidelines.
Criterion 1: The governing bodies of the university		

1.1. Structure	53	
1.2. Powers		
1.3. Selection Procedure		
1.4. The governing body responsible for study programs, teaching-learning and assessment processes		
Criterion 2: The bodies of university management / executive governance		
2.1. Structure		
2.2. Powers		
2.3. Selection Procedure		
Criterion 3: The organizational structure of the university		
Criterion 4: Objectives of student-centered teaching-learning strategy (separate or embedded in institutional strategy): pre-learning. Innovative, IT use, focus on employability, internationalization of curriculum, acquisition of linguistic and intercultural competences (Document)		
Criterion 5: The key structure responsible for organizing the student-centered teaching- learning process		
5.1. Duties and subordination		
5.2. Structure / Composition		
5.3. Documents issued		
5.4. Relations with undergraduate academic structures (faculties, departments, etc.)		
Criterion 6: Education System Quality Assurance (QA)		
6.1. Powers		

6.2. Structure		
Criterion 7: Introduction Bachelor study programs		
7.1. Structures empowered to initiate, develop and approve a program of study. (to mention if necessary, to consult career center, finances, library, etc.)		
7.2. Requirements for the folder for new degree programs		
7.3. The body that approves the folder		
Criterion Criterion 8: Learning-teaching and evaluation methods used at university (differences between approaches at different faculties / fields).		
Criterion 9. The structure responsible for Cycle II / III		
9.1. Powers		
9.2. Relationship with other scholars responsible for approving the curriculum.		
Criterion 10. Documents on university policies and curriculum content		
10.1. Form *Study Program* (Cycles I and II)		
10.2. Form *Examination policies and procedures*		
10.3. Form *Description of Semester* (on prpogram)		
10.4. Form *Description of Module*		
Grading System		
Criterion 11. Pedagogical qualification of academic staff.		

Criterion	Description	Source- Legislative norms, regulations, guidelines.
1. Existing of pedagogical qualification for academic staff		
2. Existing of national- standards methodologies		
2.1. The structure that offers / validates the qualifications		
2.2. The courses required to qualify		
2.3. The formal requirements for the continuous development and training of the staff		
2.4. The structure responsible for Continuous Training		
2.5. The process of monitoring and evaluation.		
Criterion 12. Involvement of students in the governance and management of the university.		
Criterion 13. Approach to student-centered teaching at the university level.		
13.1. University Strategy/Mission		
13.2. Promotion within the university		
13.3. Administrative and financial support in implementing the approach		
13.4. The contribution of lifelong learning		

Chart 3 Faculty / department level

Criterion	Description	Source- Legislative norms, regulations, guidelines.
Criterion 1 The relationship between higher management (university level) and faculty		

Criterion	Description	Source- Legislative norms, guidelines.
management and / or the department with reference to teaching-centered learning.		

Chart 4 Body / structure level responsible for developing the curriculum

Criterion	Description	Source- Legislative norms, guidelines.
Criterion 1. **Structure of the body responsible for developing study programs and curriculum**		
Criterion 2. **Relationship of this body with faculty, department and other structures within the faculty / department.**		
Criterion 3. **Creating inter- and multi-disciplinary programs.**		
Criterion 4. **The development and approval of new study programs.**		
Criterion 5. **The process of approving a new module in an existing study program.**		
Criterion 6. **Evaluation practices/ methods used.**		
Criterion 7. **Involvement of students in developing study programs.**		
Criterion 8. Management of study programs		

8.1. Involvement of academic staff in organizing and coordinating a study program		
8.2. The way this process is formalized		
Criterion 9. Revision of a study program		
Annual monitoring procedure and periodic review of the program		
Performance indicators applied. Student Feedback : procedure and impact.		

Chart 5 Integration of disadvantaged groups of students:

Criterion	Description	Source- Legislative norms, regulations, guidelines.
Criterion 1. Structure responsible for students with disabilities.		
Responsibilities		
Resources		
Criterion 2. Measures / arangaments for students with disabilities.		
Criterion 3. Approaches for socially disadvantaged students.		
Criterion 4. University Capacity on teaching methods for students from disadvantaged environments.		
Criterion 5. Academic support available for students with learning disabilities.		

Chart 6 Study program level

Criterion	Description	Source-Legislative norms, regulations, guidelines.
Criterion1. Way of reflection in institutional strategy and teaching approach.		
Criterion 2. Study program.		

Criterion 3. **Structure Program study plan**		
3.1. Total No hours total per semester		
3.2. Modules		
3.3. Student evaluation		
3.4. Evaluation of academic staff		
3.5. Progress of learning		
Criterion 4. **Type of accreditation: academic / regulatory or professional**		
Criterion 5. **The level of use of IT, e-learning and / or blended learning (blended)**		
Criterion Criterion 6. Developing, upgrading / modernizing and organizing /managing the study program		
6.1. Responsible procedures and structure		
6.2. Involvement of students		
6.3. Involvement of employers and other stakeholders (eg. graduates)		
6.4. Functions of the academic staff involved in the implementation of the program		
Criterion 7. **Documents / materials accompanying / support program and public availability (description of courses, regulations, guides, outcomes of program evaluation guides)**		
Criterion 8. Management study program		
8.1. Regulations on the curriculum		
8.2. The structure that monitors implementation of the Regulation		
8.3. Rules for norms formation for academic staff (for different types of		

activities: teaching, supervision, evaluation)	59	
8.4. Student workload: Calculation procedure and impact on curriculum development		
8.5. Program finalities and their evaluation		
Criterion 9. Student evaluation		
9.1. Existing regulations / guidelines		
9.2. Forms of assessment		
9.3. Measures to avoid cheating and plagiarism		
9.4. Provisions for appeals		
9.5. Involvement into the program and facilitation of the academic mobility		
9.6. Grading system, study credits, and recognition of previous study results.		
Criterion 10. **Incorporation into the program and facilitating academic mobility**		
Criterion 11. **Student evaluation of academic staff and management of feedback results.**		
Criterion 12. **Academic requirements for enrollment in the study program**		
Criterion 13. **Monitoring the employability of program graduates.**		

Appendix 2. Data reporting table

University of Aalborg, Denmark

Formulating the question, problem	Material consulted	Findings	Reflections
1. System Level **Criterion 1: Accreditation of study programs**	The Accreditation System is based on the Act of Accreditation of Higher Education Institutions (Act of Accreditation). The Accreditation System in Denmark consists of the Accreditation Council and the Danish Accreditation Institute	The Act changes the accreditation system up to 2013 from the accreditation of study programs to accreditation to the institution. **Institutional accreditation is based on five statutory criteria:** - Policies and quality assurance strategy. -Organization and quality management. -The knowledge base of the programs. - Level and content of programs. -Relevancy of programs.	We consider logical and rational the implementation of institutional accreditation in which the accreditation of study programs is carried out.. Good practice to be included in the Accreditation Council and student representatives.
Criterion 2: Quality Assurance System	There is no central / national quality assurance body in the Danish education system.	In general, the Danish Accreditation System is intended to improve the quality of programs in the higher education sector and to help create a more coherent, transparent educational market for the benefit of students, the labor market and educational institutions.	It is a logical practice.

2.1. *External quality evalaution procedure: levels, criteria.*	The quality of study programs is subject to external evaluation in the framework of their accreditation, one of the criteria for presentation of the Internal Quality Assurance program and development (Internal Quality Assurance and Development).	In case of institutional accreditation, the university should illustrate and document quality assurance system and its activities according to five criteria for accreditation set out in the ministerial order on accreditation, namely: -Policy and quality assurance strategy. Organizing and quality management. -The meet study programs -Levels and program content. -Relevance of programs.	We consider justified external quality assessment procedure study programs in the form of accreditation.
Criterion 3. **Programs Diplomas** **Double recrecognition**	In accordance with The Danish act (for Consoldare) Universities (Part 2, Art. 3).	According to art. 6 of the Act may be granted a diploma Danish university students who have completed a study program abroad. Also, the university can grant degrees to students who have completed part of the study program at the university without being enrolled in the respective university.	It is an interesting practice.
University level Criterion 1: The governing bodies of the university	According to the Danish (Consolidation) Act on Universities, the Council is the governing body of the university	The Board consists of nine to eleven members and is made up of external members and internal members representing the academic community, including employees, technical and administrative staff and	It is appropriate practice of including external members of the board members are actively involved in ensuring the quality of research being competent people (judges, prosecutors, notaries)

		university students. The majority in the Council is made up of external members. These committees must ensure that candidates for membership of the Council meet the qualifications requirements and commitment to the university.	
Criterion 2: The bodies of university management / executive	The Danish act (for Consoldare) of the University (*The Danish (Consolidation) Act on Universities)* The organizational structure of the university is stipulated in the Statute of the institution.	Rector is responsible for daily management of the university. Rector (as well as vice-rectors) is appointed by the Council, following a public announcement, the committee's recommendation for designation established by the Board.	
3. Level faculty, department **Criterion 3: Structure Faculty /** **Department**	Rector is the body that determines the internal structure of the university, within the limits set by the university council. Universities Act, there are provisions on specific bodies, issues related academic research and collaboration with stakeholders: employers panels, doctoral committees, boards of education, etc.	Within each faculty working departments, doctoral schools, boards of education (and in some universities, schools). Dean appointed by the rector on the basis of public opinion, represents the faculty and is responsible for managing its activities. Dean's primary responsibility is financial management faculty and staff management. He is a member of the executive management team of the university	Practice on Dean endowment with financial management functions is appropriate and should be taken.

		and faculty member of the academic council.	
		Department of the faculty is led by a head of department, hired by the dean on the basis of a public announcement.	
		Head of department establishes the department council, determines the size and structure, and the term of office, of elected council members.	
		Council department is composed of the head of department, representatives of academic staff, including PhD employment, technical and administrative staff and Students.	Students representing the Department Council is a welcome practice.
Level body / structure responsible for developing the curriculum	Domestic University Act	Every board of studies must include an equal number of representatives of teachers and students, elected by academic staff and students respectively. The main responsibility of the board of education is to develop the study plan, to guide studies, quality assurance program, and to ensure the organization, performance and conduct of teaching and learning. Into some universities (eg Aalborg Universitiy) study boards of study	

		programs related to a topic / area are in schools that are approved by the Rector on the recommendation of the faculty dean. Each school is managed by the school head.	It is interesting and useful practice consider creating a research school.
Criteria: Strategy objectives of teaching and student centered learning	Learning based on problems / projects (PBL) is one of the strategic directions of the Strategy for the years 2016-2020 Aalborg University - Knowledge for the world.	Incorporating organizational principles PBL: schools will develop programs based on principles of PBL ensure the integration of PBL as a learning objective explicit curricula and regulations of all programs of study, initiation sisitematică in PBL students from all study programs, initiating systematic PBL new academic staff, developing and ensuring implementation (department heads) of a plan to improve the PBL and IT skills of academic staff.	The practice is appropriate and should be taken.
Criterion Key structure responsible for organizing the teaching and learning student-centered	Inter-university structure responsible for the implementation, promotion and development in the AAU PBL is PBL Academy.	PBL Academy develops educational activities, supporting research networks and provides knowledge and resources updated referring to PBL in general and the Aalborg PBL model, both internally and external.	The practice is appropriate and should be taken.
Criterion Involvement	According to the Universities Act and	Danish universities students have a major	

students **Governance and** **the management**	statutes university student representatives are members in the consultative bodies and university management.	contribution to the management of the educational process, being represented in all academic councils and councils nevelele university studies, where students constitute 50% of the members.	
5. **Integration of disadvantaged groups of students**		University can provide any special consideration for students with physical or mental disabilities and students with a mother tongue other than in Denmark, where the university considers it necessary to provide such students when testing. In the University roadways blocks studies level, routes for visually impaired are provided.	Ihe experience is to be taken in this field by creating the conditions for such categories of students
6. **Infrastructure (Physical Environment level)**		University acquires and allocates resources to support and facilitate the application of problem-based learning / project. This involves: providing spaces for group work, meetings with project supervisor, classes of different size and level of equipment for research activities (lectures, seminars, laboartoare, workshops); maintaining a university library that offers students access to specialized journals, periodicals and scientific literature containing information on the latest results; providing access	We believe that the priority funding to be redistributed in order to equip with technical equipment.

		to information of a precise and systems / IT platforms to support project activities.	
7. Study program level **Criterion. Academic staff involvement in organizing and coordinating a study program**	Order of the Ministry [MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20 (4)]	The curriculum elaborates the Curriculum by following the provisions of the legal acts and the orders issued by the relevant ministry. After rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic board. Eachh study program offered at the AAU is developed and managed by a study board within a school that operates at one or more faculties. The content and processes of each semester of the program are planned and controlled by the **semester group.** The semester group, also called the Coordination Group, consists of academic staff (the professors who keep the courses and supervisors of the projects done in that semester), the study secretary and the students' representatives. In the semester evaluation, the school sends a short questionnaire to all students. Students' responses are presented	It is a good practice and should be taken.

Student Feedback: procedure and impact		to the study boards and sent to each semester coordinator to use them together with other documents (including the semester group meeting s minutes) as the basis for the preparation of the semester evaluation report and the teaching process within it. The semester coordinator may also organize an evaluation meeting to be attended by the teachers and students of that semester.	
Criterion: Student evaluation	Order of the Ministry on the rating scale and other forms of evaluation of higher education [MO on Grading Scale and Other Forms of Assessments of University Education, no 666/2011, section 20 (4)]	All compulsory courses must be evaluated in written and / or oral exam (including project sample). If the assessment is not internal, an examiner is also involved in an exam. Students in Denmark are assessed according to a grading system, consisting of points grouped in 7 levels. This specificity often creates difficulties for Danish students to be accepted in other universities that only require top-rated students.	

Appendix 3. Chart reporting data

UOG, UK

The formulation of the question / problem	material consulted	Findings	Reflections
1. System Level **Criterion 1: Accreditation of study programs**	The Quality Code Accreditation of study programs is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Council for Higher Education Financing in England	Main Criteria: 1Academic management; 2. Academic standards and quality assurance; 3. Scholarships and pedagogical efficiency of teaching staff; 4. the environment in which the study program will take place.	The accreditation system is too complex and very specific for Great Britain. However, the criteria used are well formulated and can be used in Moldova.
Criterion 2: Quality Assurance System	The body that monitors the quality of education in the UK is called the Quality Assurance Agency for Higher Education	The quality assurance process is governed by the *Quality Code*, which contains three parts: (1) academic standards; (2) academic quality; (3) information on regulations on higher education .	Quality Code provisions can be studied to improve the quality assurance process in Moldova.
2. University level	Status of the University Governing bodies: Board, Rector, Vice-Rector, Academic Committee, Secretary, student organizations.	From an academic point of view, the university is made up of faculties and 10 schools.	This management model is effictive in the UK. Adaptating it to the RM cconditions may be difficult.

3. Faculty / Department level	Status of the University University of Gloucestershire has three faculties: (1) Faculty of Applied Sciences; (2) Faculty of Business, Education and Professional Studies and (3) Faculty of Media Arts and Technologies. Each faculty is headed by the Dean and is structured in schools.	The Law Specialty is within the School of Business, which is part of the Faculty of Business, Education and Professional Studies. This is where lawyers are trained for business. .	This structure is quite complex and difficult to adapt in RM.
4. Board Study level	Faculty Board is responsible for the academic programs of the Faculty, including academic standards and program performance standards that the faculty has to implement in line with the university's teaching-learning strategy.		The role of the Faculty Board in the Republic of Moldova can be extended to ensure the observance of academic standards.
Criterion: Objectives of student-centered teaching learning startegy:	The student-centered teaching / learning process is ensured by the specificity of the faculty.	At Law Speciality, the curriculum is not developed according to the PBL methodology.	The integration of teaching and learning centered on student Specialty Law is similar to that existing in Moldova

Key grading of teaching-learning student centred	Each college decides on teaching methodology courses depending on the specific of the faculty	As Law Specialty there is no special structure created for the organization of student-centered teaching-learning process, the course Lecturer decides	Involvement of the the course Lecturer in the choice of the teaching methodology is important.
Criterion **Key structure responsible for organizing the teaching and learning student-centered**	The status of the University University of Gloucestershire **Student Organizations** must be created and administered by students under a statute approved by the Council.	Students are involved at all levels in the process of developing and monitoring academic strategies, and the university assists student organizations in training their members to participate more actively in the academic management process	Encouraging student participation in the process of administering the study program is important.
Integration of disadvantaged students	Students with a degree of disability are enrolled in regular educational institutions.	The University is equipped with special ramps for students traveling with wheelchairs on the campus and within the blocks of study. Financial facilities are provided by applying to the Disabled Students Scholarship.	This is missing in the universities of RM.
Infrastructure **Physical environment level**	The spaces for the teaching staff and the collaborators are very well equipped with the necessary equipment for work.	The technical endowment of the institution facilitates the active learning process, the Moodle platform is widely used.	Encourage teachers to make the most of this platform.

Study program level	Quality Code	The study program consists of compulsory and optional modules.	The way of elaboration, modification of the courses is to be reviewed in Moldova
Criteria: involvement of academic staff in organizing and coordinating a study program		The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Facility Plan, which is presented by the Dean. Validation of courses is done by the *Validation Panel* which is approved by the *Academic and Quality Standards Committee.*	
Students' Feedback: procedure and impact		The university also collects feedback from students through an external survey (National Student Survey). At the internal level, the individual assessment of each module is mandatory, but the university does not impose a particular model.	Students' feedback should be encouraged. A nationwide survey would be welcome.

Appendix 4. Structure of the study program

At the University of Aalborg, Denmark

SEM.1

5 ETCS Legal methods

5 ETCS Elaboration of the research project

20 ETCS Contract law and tort liability

SEM.2

5 ETCS Constitutional and International Law

5 ETCS Fundamental human rights

10 ETCS Criminal law and criminal procedure

10 ETCS Family law and succession

SEM 3

10 ETCS Administrative Law

10 ETCS Civil Procedural Law

10 ETCS Theory of jurisprudence

SEM.4

20 ETCS Ownership, rights of obligations, private international law

10 ETCS EU Law

SEM.5

10 ETCS Business regulation

20 ETCS Bankruptcy law, civil enforcement law

SEM.6

10 ETCS Company law

10 ETCS Optional subjects

10 ETCS License Project

Module name	The name of disciplines	ETCS	Sem	evaluation
Genaral module	Legal methods	5	1	2 hours written ex *Internal*
	The theory of judicial practice	10	3	5 hours written ex *Internal*
Public Law module	Research project	5	1	supporting the project
	Constitutional and international law	5	2	5hours written ex *Internal*
	Fundamental human rights	5	2	
	Criminal law and criminal procedure	10	2	5hours written exam
	Family law and succession	10	3	5hours written exam
	EU law	10	4	hours written exam
	Business regulation	10	5	4hours written exam
Private Law module	Contract law and tort liability	20	1	10 ETCS – 5 hours written exam; 10 ETCS – oral exam
	Family law and succession	10	2	5hours written exam
	Ownership, rights of obligations, private international law	20	4	10 ETCS -hours written ex 10 ETCS – oral exam
	Binding law; The right of bankruptcy; Civil enforcement law	20	5	10 ETCS - 5:00 written ex; 10 ETCS – oral exam
	Company law	10	6	Eoral exam
Procedural module	Civil procedural law	10	3	3hours written ex

In the optional catalog in semester 6, there are disciplines such as:

- Commercial contracts
- Consumer rights

- Elaboration of contracts
- Public procurement
- Construction Law
- Supporting Entrepreneurship
- The Law of Financial Institutions
- The UN Judicial System on Human Rights
- Environmental law
- Rhetoric and communication
- Immigration Law.

Appendix 5. The structure of the study program

UOG, UK

LEVEL 4

To complete your program you must pass GMT compulsory modules:

LW4001 Contract Law 30 CATS YEAR *

Cake LW4002 30 CATS YEAR

LW4003 Constitutional & Administrative Law 30 CATS YEAR

LW4004 Legal Method & Skills 30 CATS YEAR

LEVEL 5

To complete your program you must pass 30 from GMT CATS core modules:

LW5001 Criminal Law CATS 30 YEAR

LW5002 Property Law 30 CATS YEAR

LW5003 EU Law 30 CATS YEAR

Which other CAN modules count Towards the Requirements of your Course is:

LW5004 Family Law 15 CATS SEM 1

Intellectual Property Law CATS LW5005 15 SEM 1

Commercial Law LW5006 15 SEM 2 CATS

LW5007 Lawyers' Skills 15 SEM 2 CATS

LW5008 Employability 15 CATS YEAR

LEVEL 6

To complete your program you must pass GMT compulsory modules:

LW6002 Extended Essay 15 CATS YEAR

Which other CAN modules count Towards the Requirements of your Course is:

LW6001 Equity and Trusts 30 CATS YEAR

LW6003 Company Law SEM 2 15 CATS

Employment Law LW6004 15 SEM 1 CATS

Environmental Law LW6005 15 SEM 2 CATS

15 CATS LW6006 SEM Human Rights 1

LW6007 Information Technology Law 15 CATS SEM 1

LW6008 Media & Entertainment Law 15 CATS SEM 2

LW6009 Medical Law 15 CATS SEM 2

LW6010 Public International Law 15 CATS SEM 2

Appendix 6. Comparative analysis
the institutional and study programs

AAU University of Denmark

and UOG University UK

AAU	UOG	Criteria, properties, indicators
The Accreditation System in Denmark consists of the Accreditation Council and the Danish Accreditation Institute	Accreditation of study programs is done with the involvement of three organizations: the Privy Committee, the Agency for Quality Assurance in Higher Education, the Council for Higher Education Financing in England	**1. System Level** **Criterion: Accreditation of study programs**
There is no central / national quality assurance body in the Danish education system. The quality of the study programs is subject to external evaluation in the accreditation procedure.	The body that monitors the quality of studies in the UK is called the Agency for Quality Assurance in Higher Education	**Criterion: Quality Assurance System**
The University may award a Danish diploma to students who have completed a study program abroad. Also, the university can award a diploma to students who have completed part of the university study program without being enrolled in the university.		**Criterion: Programs with diplomas** **Double recrecognition** **experience** **profession**
The Council is the governing body of the university Rector	Governing bodies: Council, Rector, Vice-Rector, Academic Committee, Secretary, Student organizations.	**2. University level** **Criterion: Governance bodies of the university** **Criterion: Bodies of university management / executive**
The Rector determines the internal structure of the university within the limits set by the university council. Within each faculty there are departments, doctoral schools,	University includes faculties and 10 schools	**3. Faculty/ department level** **Criterion: Faculty / Department Structure**

study councils (and, in some universities, schools).		
The Education Council includes an equal number of teachers and students' representatives. The main responsibility of the study council is to develop the study plan, the study guide, assure the quality of the program, and also ensure the organization, performance and performance of the teaching-learning process	The faculty council is responsible for the faculty's academic programs, including academic and program performance standards that faculty has to implement in line with the university teaching / learning strategy	**4. Body / structure level responsible for developing the curriculum**
Problem / Project Based Learning (PBL) is one of the strategic directions of the Aalborg University Strategy for the years 2016-2020 -	The student-centered teaching / learning process is ensured by the faculty's specifics.	**Criterion: Objectives of student-centered teaching- learning strategy**
The inter-university structure responsible for the implementation, promotion and development of PBL within the AAU is the PBL Academy. Student representatives are members of all governance and advisory bodies.	At the University of Gloucestershire Student organizations must be created and administered by students under a statute approved by the Council.	**Criterion: key structure responsible for organizing the teaching and learning student-centered** **Criteria: involvement students governance and the management university.**
There are provided in the University roadways blocks studies level, routes for visually impaired.	The university is equipped with special ramps for students traveling with wheelchairs on the campus and within the blocks of study. Financial facilities are provided by applying to the Disabled Students Scholarship.	**5. Integration of disadvantaged groups of students**
The University purchases and allocates resources to support and facilitate the application of problem / project-based learning. This involves: providing space for group work, meetings with the	Technical equipment facilitates active learning institution, it is widely used Moodle	**6. Infrastructure (Physical Environment level)** **Study program level**

project supervisor, classes of different sizes and equipment.		
Each study program offered at the AAU is developed and managed by a board of study within a school that operates at one or more faculties. After rigorous legal control, the dean of the faculty approves the program and proposes it for evaluation to the academic council	The initial approval of the new courses is done by the Academic Development Committee. Faculties usually generate new courses in accordance with the University and Facility Plan, which is presented by the Dean. Validation of courses is done by the *Validation Panel* which is approved by the *Academic and Quality Standards Committee*	**7. Study program level** **Criterion: involvement of academic staff in organizing and coordinating a study program**
Students are submitted to completing questionnaires on the quality of studies	The university also collects feedback from students through an external survey (National Student Survey).	**Criterion: Students' Feedback : procedure and impact**

Institutional and Study Programme Fit-For-Purpose Benchmark Analysis

Benchmarking report: BSc in Medicine, Plymouth University Peninsula School of Medicine and Dentistry, Great Britain

Work Package 2 Consolidated Report

Working Group: Mihail Gavriliuc

Victor Vovc

Angela Babuci

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Chisinau 2017

Table of contents

1   SYSTEM LEVEL

ACCREDITATION/VALIDATION OF DEGREES IN UK

The United Kingdom is a recognised world leader in healthcare with unrivalled experience and expertise in meeting the complex health demands of diverse populations. With an international reputation for excellence, the National Health Service (NHS) is at the forefront of healthcare delivery, research and training.

According to the framework for higher education qualifications in England, Wales and Northern Ireland, there are two parallel UK national frameworks for higher education qualifications: The Framework for Higher Education Qualifications in England Wales and Northern Ireland (FHEQ), and The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS), which apply to the respective UK jurisdictions.

The frameworks define, and apply to, all higher education qualifications awarded by degree-awarding bodies. These are the foremost national reference points for threshold academic standards in UK higher education, and all degree-awarding bodies are expected to comply with their specifications.

In UK the General Medical Council (GMC) sets the standards and requirements for the delivery of all stages of medical education and training.

Promoting excellence: standards for medical education and training sets out ten standards that they expect organisations responsible for educating and training medical students and doctors in the UK to meet.

From the introduction of the licence to practise, graduates who hold a UK primary medical qualification (PMQ) are entitled to provisional registration with a licence to practise, subject to demonstrating to the GMC that their fitness to practise is not impaired.

Standards for the delivery of the Foundation Programme, and outcomes for the training of provisionally registered doctors seeking full registration, are published under the title The New Doctor.

UK PMQs include degrees of Bachelor of Medicine and Bachelor of Surgery awarded by bodies or combinations of bodies recognised by the GMC.

GMC decides which organisations can award UK primary medical qualifications (PMQs). In most cases, a medical school is part of a single university which gives degrees to medical graduates. In some cases, universities come together to run a single medical school. These combinations of universities form a single body for the purposes of holding examinations for and awarding PMQs.

European Union law 5 European Directive 2005/36/EC allows European Union (EU) nationals who hold an EU PMQ or specialist qualification to practise as doctors anywhere in the EU.

Article 24 of the Directive says the period of basic medical training must be at least six years of study or 5,500 hours of theoretical and practical training provided by, or under the supervision of, a university. From the introduction of the licence to practise, "basic medical training" is the period leading up to full registration with a licence to practise.

The EU Directive says basic medical training must provide assurance that individuals acquire the following knowledge and skills: "Adequate knowledge of the sciences on which medicine is based and a good understanding of the scientific methods including the principles of measuring biological functions, the evaluation of scientifically established facts and the analysis of data".

"Sufficient understanding of the structure, functions and behaviour of healthy and sick persons, as well as relations between the state of health and physical and social surroundings of the human being" and "Suitable clinical experience in hospitals under appropriate supervision" - EU Directive 2005/36, Article 24.

In the United Kingdom all stages of doctors' training and professional development are regulated by the General Medical Council (GMC) that promotes high standards and ensure that medical education and training reflects the needs of patients, medical students and trainees, and the health service as a whole.

Engagement of GMC is to work with key partners and those with an interest in this area to further develop of thinking and shape the assessment, that is performed according to the following comprehensive engagement programme, which includes:

- visiting every medical school in the UK to seek views on their early thinking;
- holding detailed discussions with partners and Government officials from the four nations of the UK;
- establishing an expert reference group to help develop the format of the assessment;
- convening workshops with UK medical school assessment experts, international experts and panellists for the Professional and Linguistic Assessments Board (PLAB) test;
- consulting GMC Education and Training Advisory Board and Assessment Advisory Board;
- commissioning and analysing external research; and drawing on evidence from jurisdictions running medical licensing assessments (eg in the USA, Canada, Switzerland, Poland and other countries);
- developing a reference community of individuals who are interested in this project;
- holding a public consultation on GMC plans to introduce the Medical Licensing Assessment, seeking views from all those with an interest in this area including patients and members of the public.

The most important document of UK primary legislation is the Medical Act 1983, view the Medical Act 1983 (consolidated version).

This provides the legal basis for everything that GMC does. It gives GMC specific powers and duties to carry out its functions.

The GMC was first established under the Medical Act 1858. The Act has been updated by Parliament on many occasions since then. This ensures that medical regulation changes to reflect the changing needs of the society within which GMC works.

According to the Medical Act 1983 the over-arching objective of the General Medical Council in exercising its functions is the protection of the public.

The current Act is the Medical Act 1983 (consolidated version - http://www.gmc-uk.org/about/legislation/medical_act.asp) that, as was mentioned above, has been amended on a number

of occasions since it first came into force, most recently in 2015 by The General Medical Council (Fitness to Practice and Over-arching Objective) and the Professional Standards Authority for Health and Social Care (References to Court) Order 2015 (attachment 1), which makes a number of key changes to the 1983 Act, including:

- Establishing the Medical Practitioners Tribunal Service (MPTS) on statutory footing;
- Introducing a right of appeal for the GMC against MPTS decisions;
- Improving how the GMC investigates concerns.

The powers and duties that are currently in force are shown in the consolidated version of the Medical Act 1983, which covers:

- GMC statutory purpose
- governance of the GMC (including how its members are appointed)
- GMC responsibilities in relation to the medical education, registration and revalidation of doctors, and for giving guidance to doctors on matters of professional conduct, performance and ethics.

The Act also sets out GMC powers and responsibilities for dealing with doctors whose fitness to practise may be impaired.

THE LEGAL STATUS OF THE ACCREDITING BODY, ITS STRUCTURE AND CRITERIA FOR ACCREDITATION.

General Medical Council (GMC) is an independent organisation that helps to protect patients and improve medical education and practice across the UK.

The GMC by setting standards and requirements for the delivery of all stages of medical education and training, regulates all stages of doctors' training and professional development in the UK.

- GMC decides which doctors are qualified to work in UK and they oversee UK medical education and training.
- GMC sets the educational standards for all UK doctors through undergraduate and postgraduate education and training that doctors need to follow, and make sure that they continue to meet those standards throughout their careers.
- GMC takes action to prevent a doctor from putting the safety of patients, or the public's confidence in doctors, at risk.
- They promote high standards and make sure that medical education and training reflect the needs of patients, medical students and doctors in training, and the healthcare systems across the UK.

The Council ensures that the GMC is properly managed by the Chief Executive and his team and that the organisation fulfils its statutory and charitable purposes to protect, promote and maintain the health and safety of the public by ensuring proper standards in the practice of medicine. Council members are also the trustees of the GMC, which is a registered charity.

The Council currently comprises 12 members, 6 lay and 6 medical members, all appointed following an independent appointments process.

Governance Framework, including Council

Council Governance

Council

Audit and Risk Committee	MPTS Committee
Remuneration Committee	
Investment Sub-Committee	GMC/MPTS Liaison Group
Board of Pension Trustees	

Executive Governance

| Strategy and Policy Board | Performance and Resources Board |

Directorate work plans

Formal engagement

Advisory Forums	Advisory Boards
Scotland	Education and Training
Wales	Revalidation
Northern Ireland	

Liaison groups

Task and Finish Groups

External input to programme or project boards

Council as the governing body should adopt and comply with appropriate standards of conduct. Upon appointment, all Council members are required to confirm their commitment to the Members' Code of Conduct according to following principles:

In performing their duties, members uphold the seven principles first identified by the **Nolan Committee** in its first report on standards in public life in May 1995 (the Nolan principles), and updated by the Committee on Standards in Public Life in its report of January 2013, *Standards Matter*:

a. **selflessness**: holders of public office should act solely in terms of the public interest

b. **integrity**: holders of public office must not place themselves under any obligation to people or organisations that might try inappropriately influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family or their friends. They must declare and resolve any interests and relationships

c. **objectivity**: holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

d. **accountability**: holders of public office are accountable for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

e. **openness**: holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

f. **honesty**: holders of public office should be truthful

g. **leadership**: holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Corporate responsibilities

1. GMC is the regulator for doctors in the UK, with responsibility for protecting, promoting and maintaining the health and safety of the public by ensuring proper standards in the practice of medicine, as set out in the Medical Act 1983 as amended. Council members have a duty to ensure that our functions are effectively discharged in the interests of public protection.

2. Members, as trustees of a corporate body employing staff, also have a duty to ensure that the GMC complies with relevant employment, equalities, human rights, health and safety, data protection and freedom of information legislation.

3. Members have corporate responsibility for ensuring that Council complies with any statutory or administrative requirements for the use of its funds.

4. As trustees of a charity registered in England and Wales and in Scotland, members have corporate responsibility for ensuring that Council complies with charity law and the requirements of the Charity Commission and the Office of the Scottish Charity Regulator.

5. The Council is accountable to the public through Parliament and the Privy Council.

Duties of individuals

1. Members have a duty to make themselves available for service on the Council and those of its Boards and Committees to which they may be appointed.
2. Members have a duty to ensure that they have a clear understanding of their responsibilities as trustees of a registered charity and that they meet the legal requirements for eligibility to serve as a charity trustee as specified in section 72 of the Charities Act 1993.
3. Members have a duty to notify the Privy Council and the Chief Executive if, following appointment, they become or may be about to become liable to be removed from office in any of the circumstances provided in paragraph 6 of the GMC Constitution Order 2008 (as amended).
4. Members have a duty to ensure that all their decisions and actions as trustees are taken in the best interests of the charity and the public interest, putting its interests before any personal or professional interests, and that they:
   a. contribute to GMC objective to protect the public;
   b. are within our obligations under the Medical Act 1983 as amended and other legislation;
   c. take into account the views and needs of key interest groups.
5. Members have a duty to ensure that they have a clear understanding of the scope of the Schedule of authority and, having given that authority, ensure that it is not undermined.
6. Members accept collective responsibility for enabling Council to achieve its objectives and for decisions taken by Council. Members are expected to contribute to discussion and debate freely to enable a robust decision to be made. Once Council has taken a decision, members must support the communication and implementation of that decision.
7. Members have a duty to be as open as possible with key interests about the decisions and actions of the GMC, restricting information only when the principles of confidentiality or the law require it.
8. Members have a duty to distinguish clearly, when speaking or writing, between views held by themselves personally or based on any other organisational affiliations they may have and those of the GMC. Any communication with the media about our work, including publication of views via the internet or by other means, should be discussed with the Strategy and Communication Directorate before a statement is published. In communicating with the media or making any statement, members do so on the basis of collective responsibility and in support of our purpose and policies.
9. Members may be approached by individuals or organisations that wish to lobby them on our work, including policy matters and operational decisions on particular cases. Members may take account of the views of others and undertake to make them known to the GMC if appropriate, but should avoid taking any action or making any commitment which might indicate their acceptance of the lobbyist's position. Any queries or correspondence about operational decisions involving cases of individual doctors are to be referred to the executive for any response.
10. Members have a duty to lead by example, always demonstrating respect and dignity for others - Dignity at work policy; valuing diversity and conducting themselves in a non-

discriminatory manner at all times. Working together effectively means, for Council members and staff, observing the following working principles:

a. trust between colleagues - being honest and open; acting with integrity and respect for each other

b. good communication - sharing information and listening to others

c. ideas and creativity - offering ideas and being open to ideas proposed by others

d. individual responsibility - accepting responsibility for achieving goals and for the quality of our work

e. problem solving, finding solutions - working to find creative solutions to problems

f. openness to learning and feedback - seeking to improve ourselves and how we work

g. collaboration with others - working constructively with colleagues to a common purpose

11. Members have a duty to lead by example in upholding the values of the GMC.

12. Members have a duty to be committed to the continuing demonstration of the competences required for the effective performance of their role on Council and on any of its Boards and Committees.

13. Members have a duty to participate in the appraisal process and actively commit to achieving any personal development objectives identified during the appraisal process.

14. Members have a duty to complete and maintain their entry in the Council Members' Register of Interests, declaring any professional, business, or personal interests which may, or might be perceived to, conflict with their responsibilities as Council members in accordance with Council's guidance.

15. Members have a duty to avoid placing themselves under obligation to any individual or organisation which might affect their ability to act impartially and objectively as Council members. This includes observing our guidance on conflicts of interest and on gifts, hospitality and fees for speaking engagements and making any declarations as required by this guidance.

16. Members have a duty to raise any concerns about possible wrongdoing within the GMC, as set out in our Public Interest Disclosure Policy, with the Chief Executive if it concerns a member of staff, with the Chair of Council if it concerns the Chief Executive or another member, or with the Chairs of the Audit and Risk, and Remuneration Committees if it concerns the Chair of Council.

17. Members are expected to adopt the highest standards of propriety and accountability and to promote on anti-fraud culture, as set out in our Anti-Fraud Policy. This includes ensuring compliance with the law on bribery and taking steps to avoid any situation where there is an expectation of a gift or payment in return for an advantage of any kind.

18. Members have a duty to raise any concerns about compliance with this code with the Chair of Council and the Chief Executive at the earliest opportunity.

19. Members have a duty to raise any concerns about compliance with charity or other legislation with the Chair of Council and the Chief Executive at the earliest opportunity. In the event that concerns still remain, members should report the matter to the Chair of the Audit and Risk Committee, who will report to the Audit and Risk Committee which may refer the matter to Council if required and, if appropriate, to the Charity Commission and the Office of the Scottish Charity Regulator.

In 2012 GMC began to develop a framework for regulating a system of credentialing. The recommendations from that work were reported to the Strategy and Policy Board, and then to Council, at the end of 2014. Agreement was given to a public consultation on the proposed credentialing framework during 2015.

Credentialing is a new concept for medical regulation in the UK. Credentialing is: "a process which provides formal accreditation of attainment of competences (which include knowledge, skills and performance) in a defined area of practice, at a level that provides confidence that the individual is fit to practise in that area…".

The aims of credentialing include, but are not limited to:

- Providing a framework of standards and accreditation in areas outside recognised specialties where regulation may be absent or weak.
- Recognising the particular capabilities of groups such as Staff and Associate Specialist (SAS) grade doctors who may not have a Certificate of Completion of Training (CCT).
- Recognising the particular capabilities of doctors (both GPs and specialists) over and above their CCT.

STEPS OF THE ACCREDITATION PROCESS AND ITS TYPE: INSTITUTIONAL OR SUBJECT BASED

UK medical schools on the list held by the GMC are subject to QABME at least twice every ten years.

The framework (previously known as Quality Improvement Framework) sets out how GMC secure thier new undergraduate and postgraduate standards for medical education and training - Promoting Excellence. It clarifies GMC responsibilities around quality assurance, and defines the processes by which organisations responsible for medical education and training will have to demonstrate that they meet GMC standards.

The QAF helps educators and organisations establish quality management and quality control processes that can demonstrate training monitoring, data collection and identify improvements required.

It also helps GMC identify where organisations are not meeting their standards for medical education and training, and outline options for promoting improvement.

How MSF is implemented at a local level is not directly under the control of the GMC. Much will depend upon the local systems overseen by the Responsible Officer (RO) and by the robustness of the appraisal process.

In their response to the recent Department of Health consultation on the role of ROs, GMC highlighted the need for the RO function to be carried out in a way which is fair to all groups of doctors.

GMC also pointed to the importance of the quality assurance framework surrounding the work of ROs being capable of detecting and interrogating inappropriate, or unusual, decision making patterns so that the potential for discrimination by an RO, whether conscious or unconscious, is

mitigated. GMC offered to support this by engaging with the RO population regarding their own expectations of their role, and by identifying and spreading good practice.

According to Accreditation of Multi-Source Feedback Tools for Use in Revalidation, there is a system of accreditation for MSF tools which satisfy the principles, criteria and key indicators for MSF set by the GMC (attachment 2).

The accreditation evaluates the development of MSF tools, but not the local administration of tools. The accreditation is undertaken by an independent expert group on behalf of, and appointed by, the GMC.

The UK Quality Code for Higher Education Subject Benchmark Statements are part of the Quality Code - Part A: Setting and maintaining academic standards.

Subject Benchmark Statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

Subject Benchmark Statements do not represent a national curriculum in a subject area. Rather, they allow for flexibility and innovation in programme design within an overall conceptual framework established by an academic subject community. They are intended to assist those involved in programme design, delivery and review and may also be of interest to prospective students and employers, seeking information about the nature and standards of awards in a subject area.

Working closely with the higher education sector, QAA have published Subject Benchmark Statements for a range of disciplines. Some Statements combine or make reference to professional standards required by external professional or regulatory bodies in the discipline.

Subject Benchmark Statements are available for:

- bachelor's degrees with honours
- master's degrees
- health professions
- professional qualifications in Scotland.

Subject benchmark statements provide support to higher education providers in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards.

Subject benchmark statements allow for flexibility and innovation in programme design and can stimulate academic discussion and debate on the content of new and existing programmes within an agreed overall conceptual framework. Subject benchmark statements also provide support to higher education institutions engaged in the Enhancement-led Institutional Review (ELIR)3 process as they can be used to review learning outcomes specified for a particular programme against agreed expectations about standards (attachment 3).

QAA publishes and distributes subject benchmark statements developed by similar subject-specific groups. The subject benchmark statement will also be of interest to students working towards a qualification in career guidance and development, career guidance practitioners

themselves who may be reflecting on their own professional development, managers and mentors in employing organisations, those who supervise placements and provide opportunities for practice-based learning, those who are responsible for the quality assurance of career guidance services and members of other associated professions.

According to New schools and programmes update of the General Medical Council Undergraduate Board issued in 2012, April 26, Plymouth Peninsula school of Medicine and Dentistry will be subject to GMC quality assurance, it is likely this follow the first cohort of students to graduation by Plymouth University, currently scheduled for 2017/18 (attachment 4).

The General Medical Council (GMC) sets the standards and requirements for the delivery of all stages of medical education and training.

Promoting excellence: standards for medical education and training sets out ten standards. The standards and requirements are organised around five themes. Some requirements – what an organisation must do to show us they are meeting the standards – may apply to a specific stage of education and training.

Theme 1: Learning environment and culture

Theme 2: Educational governance and leadership

Theme 3: Supporting learners

Theme 4: Supporting educators

Theme 5: Developing and implementing curricula and assessments

Promoting excellence: standards for medical education and training replaces the 'standards for delivery of teaching, learning and assessment for undergraduate medical education' in Tomorrow's Doctors (2009), and the 'standards for postgraduate training' in The Trainee Doctor (2011).

The Plymouth Peninsula School of Medicine and Dentistry has a strong track record in widening access and participation for underrepresented groups, clearly evidenced by their consistently high performance against national benchmarks.

QUALITY ASSURANCE AND THE LEGAL STATUS OF THE QA BODY

Quality Assurance Agency for Higher Education (QAA) in United Kingdom is an independent body entrusted with monitoring and advising on standards and quality in UK higher education.

QAA manages external quality assurance across the four nations of the UK, in a growing international context and across an increasingly diverse range of higher education providers.

The Quality Assurance Agency for Higher Education (QAA) is a UK-wide agency covering England, Northern Ireland, Scotland and Wales, within a higher education system. The higher education policy is determined by each nation:

- In England, through Parliament in London
- In Northern Ireland, through the Northern Ireland Assembly
- In Scotland, through the Scottish Government

- In Wales, through the Welsh Government.

They are dedicated to checking that the three million students working towards a UK qualification get the higher education experience they are entitled to expect.

According to QAA strategy 2014-2017 they *"put students and the public interest at the centre of everything"* they do.

QAA itself operates as a single entity across the whole of the UK. All providers of higher education in the UK are quality assured via methods aligned to the UK Quality Code for Higher Education, which is published and is available on QAA website (attachment 5).

The mission of the QAA is to safeguard standards and improve the quality of UK higher education wherever it is delivered around the world.

QAA acts in the public interest for the benefit of students and supports higher education providers in providing the best possible student learning experience, to enhance the quality and secure the academic standards of UK higher education wherever delivered in order to maintain public confidence.

According to QAA "Recognition scheme for subject benchmark statements" third edition, the *"Higher education providers may offer programmes in some subject areas which are recognised or accredited by a professional, statutory or regulatory body (PSRB) external to the provider"* and for medicine such a body is the General Medical Council.

In cases where a programme is externally recognised or accredited, the benchmark statement may not be the sole point of reference that higher education providers will draw upon in designing, delivering or reviewing their programmes. Arrangements for external recognition or accreditation may mean that the higher education provider has to take account of the requirements of the relevant body, which frequently take the form of competences required for proficiency or practice. In such cases, the subject benchmark statement may provide additional guidance for programme providers around academic standards not covered by PSRB requirements. In some instances, the subject benchmark statement will have been designed to reflect the requirements of a particular PSRB; the relationship between academic and professional or regulatory requirements will be made clear within individual statements.

As it was mentioned above in UK the Quality Assurance of Basic Medical Education (QABME) is an area of the General Medical Council, which is an independent organisation that helps to protect patients and improve medical education and practice across the UK, setted the outcomes for undergraduate medical education through its guidance Promoting excellence: standards for medical education and training (attachment 6).

Those standards set out requirements for the management and delivery of undergraduate and postgraduate medical education and training and came into effect on 1 January 2016 and replace the previous standards in *Tomorrow's Doctors* (pdf) and *The Trainee Doctor* (pdf) and it ensures that those outcomes are met through the process for Quality Assurance of Basic Medical Education (QABME).

THE QUALITY ASSURANCE FRAMEWORK IS USED FOR MONITORING THE PROCESS OF QABME
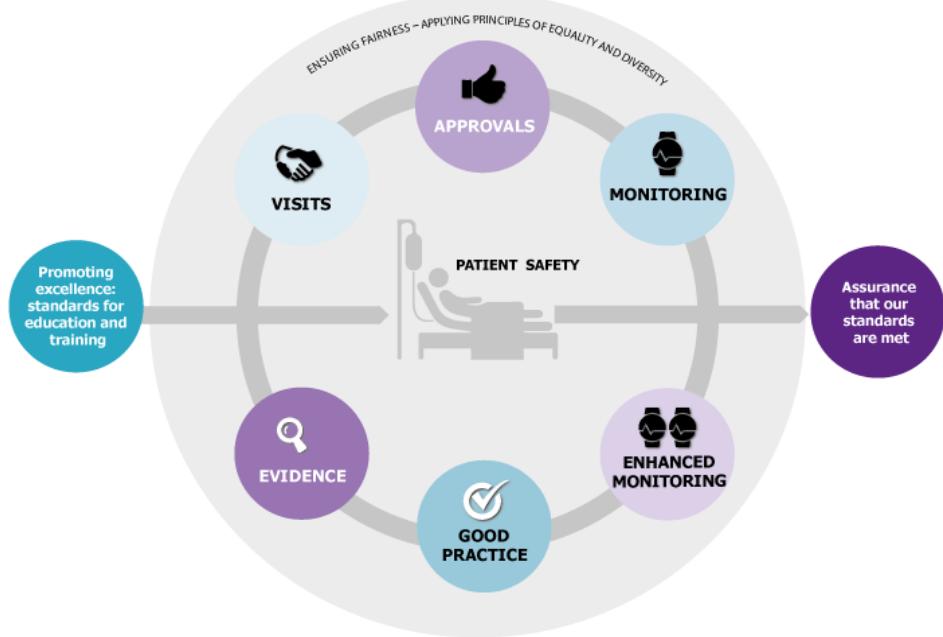
GMC monitors the quality of education and traning by:

- Analysing information from education and training such as medical schools, deaneries and local education and training boards, and royal colleges and faculties
- Visiting organisation which provide education and trening and speaking to staff, students and doctors in training
- Carrying surveys of doctors to find out about their experiences
- Testing, and deciding to approve or otherwise
- applications from new undergraduate training institutions
- the curricula for doctors in training
- training posts and programmes
- sub specialties
- the doctors who train general practitioners (GPs)

The Quality Assurance Framework sets out how GMC secure their new undergraduate and postgraduate standards for medical education and training - Promoting Excellence.

It clarifies GMC responsibilities around quality assurance, and defines the processes by which organisations responsible for medical education and training will have to demonstrate that they meet GMC standards (attachment 7).

The QAF helps educators and organisations establish quality management and quality control processes that can demonstrate training monitoring, data collection and identify improvements required. It also helps GMC to identify where organisations are not meeting their standards for medical education and training, and outline options for promoting improvement.

Through the QABME process the GMC:

a. Monitors changes to curricula, assessments and staffing through information received in the annual return from each medical school.
b. Allows issues of common concern in undergraduate medical education to be identified, discussed and resolved, thereby contributing to the ongoing review of standards.
c. Produces evidence-based visit reports on whether schools meet the requirements.
d. Identifies examples of good practice for widening participation in medical education.
e. Provides evidence that will allow it to make a decision about who is added to, or removed from, the list kept by the GMC of approved bodies allowed to award primary UK medical qualifications.

The guidance *Promoting excellence: standards for medical education and training* and QABME have been developed in the context of UK medical practice and education, taking account of:

a. The cultural expectations of UK patients in the early 21st century.
b. Problem-based and integrated medical education.
c. The training arrangements and career prospects of UK graduates.
d. The needs of the National Health Service (NHS) and other UK employers.
e. UK arrangements in relation to the roles of the various healthcare professions and allied healthcare staff.
f. UK legislation and government healthcare policy.

THE ROLE OF THE NATIONAL QA BODY IN CURRICULUM DEVELOPMENT AND INTERNAL QUALITY ASSURANCE

A national, independent body called Health Education England (HEE) is responsible for promoting high quality training and education, undertaking national planning and leadership, allocating financial resources, monitoring outcomes and securing the required supply of qualified staff.

The key national functions for HEE are summarised as follows:

- providing national leadership on planning and developing the healthcare and public health workforce;
- authorising and supporting the development of LETBs;
- promoting high quality education and training responsive to the changing needs of patients and local communities. This includes responsibility for ensuring the effective delivery of important national functions such as medical trainee recruitment;
- allocating and accounting for NHS education and training resources and the outcomes achieved;
- ensuring the security of supply of the professionally qualified clinical workforce.

Long term, national planning is needed, for example, because a medical student graduating today will still be providing care in 2050.

The Department of Health sets the direction and its expectations for the whole education and training system through a document called the Education Outcomes Framework14 (attachment 8).

Standards for the design and development of the curricula and programmes of assessment are set up by the General Medical Council which is working with stakeholders on this issue. They use those standards to simplify, clarify and improve processes around the approval and quality assurance of curricula, and to begin to approve regulated credentials. GMC is developing new standards for postgraduate medical curricula and regulated credentials, which will be published in 2017.

The framework (previously known as Quality Improvement Framework) sets out how GMC secure their new undergraduate and postgraduate standards for medical education and training - Promoting Excellence. It clarifies GMC responsibilities around quality assurance, and defines the processes by which organisations responsible for medical education and training will have to demonstrate that they meet GMC standards.

The QAF helps educators and organisations establish quality management and quality control processes that can demonstrate training monitoring, data collection and identify improvements required. It also helps GMC to identify where organisations are not meeting GMC standards for medical education and training, and outline options for promoting improvement.

The role of the General Medical Council is to regulate undergraduate and postgraduate training of doctors and professional development in the UK.

GMC does not regulate medical schools directly, they do regulate the standards that medical students must reach so that they can become doctors and the way in which schools should teach and assess them.

GMC also ensures that medical education and training reflects the needs of patients, medical students and trainees, and the health service as a whole, by writing guidance and setting standards. GMC sets its standards in consultation with other health sector organisations, medical schools, students, doctors, patients and anyone else with an interest in medical training.

The GMC is working together with medical schools to develop a medical licensing assessment. They are developing proposals to introduce a medical licensing assessment (MLA), which would create a consistent standard of entry to the UK medical register. They have defined the aim of the MLA as: to create a single, objective demonstration that those applying for a licence to practise medicine in the UK can meet a common standard for safe practice.

The current plan of GMC, which is now being tested and developed, is that the MLA would focus on clinical competencies and competencies linked to patient safety and healthcare quality in the context of UK clinical practice.

GMC is keen to work with other organisations and those with an interest in this area across the four countries of the UK, to develop thier plan and shape the assessment. As part of GMC comprehensive engagement programme, they visited every medical school in the UK to present thier early plan and seek views.

Agendas for the visits varied slightly depending on the needs and interests of each school. But all include meetings with the senior school team for an in-depth and open conversation about the MLA, large meetings with presentations for teachers, trainers (including NHS supervisors) and students. The visits are finalised with reports with identification of the main challenges and opportunities raised by medical schools relating to the MLA.

NATIONAL SUBJECT BENCHMARKS OR EQUIVALENT WHICH PROGRAMMES HAVE TO ADDRESS?[1]

RELEVANT GUIDELINES OR BENCHMARK STATEMENTS PROVIDED BY GOVERNMENT AGENCIES

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum in the subject. Benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall framework.

Subject benchmark statements also provide support to institutions in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards.

Subject benchmark statements may be one of a number of external reference points that are drawn upon for the purposes of external review. Reviewers do not use *Subject benchmark statements* as a crude checklist for these purposes however. Rather, they are used in conjunction with the relevant programme specifications, the institution's own internal evaluation documentation, in order to enable reviewers to come to a rounded judgement based on a broad range of evidence.

The benchmarking of academic standards for medicine has been undertaken by a group of subject specialists drawn from and acting on behalf of the subject community. The group's work was facilitated by the Quality Assurance Agency for Higher Education, which publishes and distributes *statements* developed by similar subject-specific groups.

The *statements setted by the* Quality Assurance Agency for Higher Education *are* revised to reflect developments in the subject and the experiences of institutions and others who are working with it.

The *Subject benchmark statement (statement)* about requirements for the award of degrees in medicine is part of a more widespread process under the aegis of the Quality Assurance Agency for Higher Education (QAA) to provide *statements* that can be utilised for a number of purposes.

The uses to which *statements* will be put are threefold:

- **by institutions** - to inform the design of programmes and to evaluate the success of programmes in achieving those outcomes;
- **by external examiners and QAA** - to assist them in assessing broad consistency of standards between institutions;
- **by potential students and employers** - to help them understand the abilities and qualities of mind that programmes of higher education set out to develop.

This *statements* has been drawn up by a group of 11 medical academics from a wide variety of universities in the United Kingdom (UK). The group was formed at the request of the QAA in

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[1] In the UK there are certain guidelines and constraints exercised from outside the HEI. These might be professional bodies (e.g. in the case of Law in England, where any qualifying Law degree has to be validated by the Law Society); government agencies (e.g. the subject benchmark statements provided by HEFCE); or other validating agencies (e.g. EDAMBA etc.). This can be significant because these agencies sometimes dictate the curriculum and the assessment style (e.g. insisting on exams).

consultation with the General Medical Council (GMC) and the Council of Heads of Medical Schools and Faculties in the UK.

These organisations were involved in the composition of the group because holders of a medical degree from a recognised university in the UK are automatically entitled to provisional registration with the GMC and thus to embark on a professional career. Graduation and licensing for practice cannot be separated as the law stands at present.

The Medical Act 1983 gives the GMC responsibility for setting and maintaining standards of basic medical education in the UK. The GMC's Education Committee undertakes this role by a variety of means, including publishing, about once every decade, recommendations on undergraduate medical education.

Committee also undertakes statutory visitations to assess the quality of teaching, and inspections of the final qualifying examinations. Since 1995, the Committee has been undertaking informal visits to medical schools to monitor the implementation of the recommendations of *Tomorrow's Doctors*.

Medical education is also governed by an EEA Directive. Article 23 of Council Directive 93/16 stipulates that the period of basic medical training for the medical profession shall comprise a six-year course or 5,500 hours of theoretical and practical instruction given in a university or under the supervision of a university.

From the introduction of the licence to practise, graduates who hold a UK primary medical qualification (PMQ) are entitled to provisional registration with a licence to practise, subject to demonstrating to the GMC that their fitness to practise is not impaired.

Standards for the delivery of the Foundation Programme, and outcomes for the training of provisionally registered doctors seeking full registration, are published under the title The New Doctor.

UK PMQs include degrees of Bachelor of Medicine and Bachelor of Surgery awarded by bodies or combinations of bodies recognised by the GMC. These are the organisations or combinations that may hold qualifying examinations. (Also, valid UK PMQs may be held by individuals who were awarded these qualifications by bodies that were at the time, but are no longer, empowered to award PMQs.)

European Union law 5 European Directive 2005/36/EC allows European Union (EU) nationals who hold an EU PMQ or specialist qualification to practise as doctors anywhere in the EU.

Article 24 of the Directive says the period of basic medical training must be at least six years of study or 5,500 hours of theoretical and practical training provided by, or under the supervision of, a university. From the introduction of the licence to practise, 'basic medical training' is the period leading up to full registration with a licence to practise.

The EU Directive says basic medical training must provide assurance that individuals acquire the following knowledge and skills: 'Adequate knowledge of the sciences on which medicine is based and a good understanding of the scientific methods including the principles of measuring biological functions, the evaluation of scientifically established facts and the analysis of data.'

'Sufficient understanding of the structure, functions and behaviour of healthy and sick persons, as well as relations between the state of health and physical and social surroundings of the human being.'

Adequate knowledge of clinical disciplines and practices, providing him with a coherent picture of mental and physical diseases, of medicine from the points of view of prophylaxis, diagnosis and therapy and of human reproduction.' 'Suitable clinical experience in hospitals under appropriate supervision.' These quotes have been taken from EU Directive 2005/36, Article 24.

The term 'basic medical training' defines the period of training leading up to full registration. In the UK this includes the pre-registration house officer year, which is under the supervision of a university, and therefore the requirements of the EEA legislation are met. In the case of graduates admitted to accelerated medical courses, part of their previous undergraduate education may also be regarded as constituting a portion of their basic medical training. This document is concerned with degree courses leading to primary UK medical qualifications.

The terminology of the degrees differs among universities. In some cases a single degree of Bachelor of Medicine (MB or BM) is awarded but most often it is accompanied by a second degree of Bachelor of Surgery (BS, BCh, BChir or ChB) and in the case of The Queen's University of Belfast, a third degree, Bachelor of the Art of Obstetrics (BAO). Only the degrees in medicine and surgery are registrable with the GMC, and in law, all are of equal standing.

PROFESSIONAL BODIES WITH INPUT INTO THE VALIDATION OR OVERSIGHT OF THE PROGRAMMES AND EXTERNAL VALIDATING AGENCIES INVOLVED IN THE DESIGN OF THE PROGRAMMES

Many universities have an ordinary degree of Bachelor of Medical Science or Bachelor of Medical. Studies which is awarded to candidates who have completed satisfactorily the first three years of the course but who do not wish to continue their studies.

Most universities, including Plymouth Peninsula School of Medicine and Dentistry, provide an optional intercalated degree, usually of one year's duration, leading to a BSc, BMedSci or other Honours degree. There are a few programmes which include the equivalent to an intercalated year as an integrated part of the programme.

Another variation is the combined MB BS/PhD programme offered by some universities to those who are exceptionally able.

Students of medicine will, in virtually all cases, be aspiring to a career as a doctor. Thus the medical course has a strong vocational element and students do not usually take core modules from programmes other than medicine. While the core programme is compulsory, opportunities for student choice are provided through special study modules and elective study.

The undergraduate medical course takes at least five years in most instances. Medicine is not usually classified as an Honours course although the entry qualifications and academic standards are very high.

Universities differ in the award of Honours or equivalent. These may be given for different parts of the course and/or may be given for the complete course. The terminology also differs, with some universities awarding Honours while others give distinctions or credits. Some universities do not award Honours or distinctions of any sort with the medical degree.

To achieve their final professional status in their chosen field, graduates will have to undertake much further study. It should be recognised, therefore, that graduation marks but a landmark on the way to independent medical practice.

Throughout, the benchmarks have been defined in terms of the intellectual attributes, the knowledge and understanding, the clinical, interpersonal and practical skills, and the professional competencies, attributes, behaviours and responsibilities, which will allow the graduate to function effectively and develop as a pre-registration house officer and commence further training. Therefore the undergraduate syllabus should be designed so as to be relevant particularly to the early years of practice and to encourage the development of independent learning skills.

Medicine is characterised by the need for students to acquire not only knowledge and understanding but also clinical skills and appropriate attitudes. Professional standards are of great importance as is ability to work with other healthcare professionals.

The acquisition of clinical skills involves access to patients under the supervision of clinical teachers, usually medical practitioners, in hospital and in the community.

While universities are responsible for organising and assessing programmes in medical education, most of those teaching clinical medicine are health service practitioners who are not employed by universities. There is a considerable health service funding stream to support clinical teaching and this reimburses NHS Trusts for the service costs of teaching.

Traditionally the medical course was divided into a pre-clinical course covering the sciences basic to medicine and the clinical course covering clinical instruction with some of the more applied medical sciences. Over the last two decades the division has been increasingly blurred and most courses now have "vertical integration" and "horizontal integration". The degree of integration varies between medical schools.

In recent years there has been an increasing professionalisation of medical education with most medical schools now having medical education departments or units. There are also different approaches to education across the medical schools. The curricula in some medical schools are predominantly problem-based whereas others have mixtures of problem-based and other educational methods. The balance of teaching in the hospital and community also varies, as does the amount of interdisciplinary and interprofessional learning. While universities have entered a period of innovation and development in healthcare education, all courses leading to a medical degree must meet the requirements of the GMC and these benchmark statements, nevertheless educational diversity is to be encouraged.

Subject benchmark statements describe the nature of the general intellectual characteristics which the subject aims to develop in a student, and which a graduate might be expected to be able to demonstrate.

They are reference points rather than outcomes and expository rather than prescriptive. Institutions in their programme specifications will provide information on the structure and functions of their programmes of study and specify learning outcomes.

The yardstick for the graduate in medicine is the ability to undertake the duties of a pre-registration house officer. The benchmarks for medicine have been specified but one of the external reference points for the undergraduate medical curriculum and must be considered together with the others, and in particular the recommendations of the Education Committee of the General Medical Council.

PROFESSIONAL DUAL AWARDS AND THEIR RECOGNITION

A CCT confirms that a doctor has completed an approved specialist training programme and is eligible for entry onto the GP Register or the Specialist Register.

It is possible for a doctor to complete their training in more than one specialty and gain a Dual CCT. One of the requirements is that all competencies are covered in both specialties.

The General Medical Council (GMC) has produced this position paper to set out the requirements for Local Education Training Boards (LETBs) and Postgraduate Deaneries in delivering Dual Certificate of Completion of Training (CCT) training programmes.

The aim is to improve the overall national consistency and fairness of the approval system of Dual CCT training programmes.

Under the Medical Act 1983, GMC has the power to approve postgraduate training programmes that are delivered against the approved specialty curriculum by the LETBs and Deaneries, and decommission those no longer required.

There is no reason why doctors should not train in more than one specialty; however it is essential that the competencies defined within each curriculum are achieved, regardless of if they are completed on a single programme or as part of a dual programme.

The Medical Act 1983 does not permit dual training where one of the specialties is General Practice; a CCT may only be awarded where all the training undertaken is in posts approved for General practice (and no other specialty) specialties.

The GMC approves postgraduate specialty curricula that are owned by the relevant Colleges against its published standards. When doctors in training follow more than one curriculum they are not required to repeat competencies where they are covered in both curricula. It would be impractical to create a new X&Y specialty for every possible combination of specialties and given the complexities of European Legislation around free movement relating to individual specialties. It is therefore more appropriate to continue with the current system, which is:

- Doctors in training on completion of their dual programme will be awarded a CCT in each of the individual specialties and will train concurrently following the separate specialty curricula.

Due to limited central guidance (for most specialties) LETBs and Deaneries have developed their own dual programmes and in many cases "unwritten understanding" on individual recognition

of competencies shared from one specialty to another. This generates the risk of inconsistencies in decision making and does not provide a transparent career pathway for doctors in training.

It is important that pairings are developed and recruited to when there is a specific workforce need, where there is a clear complement between the specialties or where patient care may be enhanced by having a doctor trained in the paired specialties.

Feedback from stakeholders has indicated that only in exceptional circumstances and where there is a clear workforce need should training in more than two specialties (ie triple) be supported. The decision lies with the relevant Dean. This will also require individual mapping of the combination of CCT curricula.

It is expected that this pairing will reduce overall training by a minimum of at least one calendar year, but workforce needs may indicate otherwise.

- Should a LETB and Deanery or College wish to develop a new pairing then a joint submission from the Lead Dean and relevant College(s) is to be submitted to GMC for approval. This submission is to include the mapping of the shared competencies together with the expected duration and must be approved by the GMC before recruitment to the programme.
- For all specialty pairings the indicative length of training of the dual programmes and mapping must be published as outlined in the implementation plan.

For a doctor in training to be awarded a CCT, the entire training programme and training locations must have gained prospective approval from the GMC. Otherwise the doctor in training may be awarded a CESR or CESR (CP) routes.

Each post or LEP that a doctor in training holds must have prospective approval for all of the specialties they are following. For example, for a doctor in training following dual training in General Psychiatry and Old Age Psychiatry each LEP they spend time in must be approved for both specialty training programmes i.e. recognition given for each individual specialty and not for a dual programme.

The current requirement for the majority of specialties is that a dual programme is started and completed at the same time. The benefits of a flexible approach to start dates would include where:

- A doctor in training has to "wait" for a second specialty to be available which will be a particular issue in small specialties.
- A doctor in training deciding at a later point that they would like to train in more than one specialty.
- There is a need to train doctors in a particular field and this would enable existing doctors in training to dual train and complete in a shorter period of time.

It should not be viewed that doctors in training already on a single programme be recruited in preference to doctors in training applying directly to dual programmes. Irrespective of the start date of the second CCT Programme, for CCTs to be awarded in both specialties:

- The competencies gained in the first specialty can be counted towards a second specialty provided it is outlined in the CCT curriculum of the second specialty – this will be covered by the mapping and duration of training document, or

- If the first specialty training post(s) is approved for the second specialty.

The second specialty in a dual specialty programme may be started at any point, except where there is explicit agreement between the Colleges and the four countries regarding a cut-off point. This must be clearly displayed in the Person Specifications and mapping documents.

It will be for the appointing Dean to determine if they accept the doctor in training onto the second specialty programme. If a doctor is towards the end of their training in their first specialty; where a doctor might deskill in one specialty to catch up on the second specialty; when there have been performance issues in the first specialty are all examples of when it might not be appropriate to accept a doctor onto a second specialty.

The GMC's standard is that the process for recruitment, selection and appointment must be open, fair and effective.

- Recruitment must be competitive with a fair, transparent (published) and open selection process against a nationally agreed person specification.
- It is recommended that all dual CCT programmes must be advertised nationally in the same way as individual specialties and where possible this should be via a separate advert, for example a single advertisement.
- Key interests indicated there should be a national approach over the coordination of recruitment and promotion of the specialty where there is a recognised workforce need.
- General consensus from key interest groups is that a doctor in training should not be able to apply or be appointed to two single specialties during the same recruitment round; they will only be able to undertake two specialties when a dual CCT has been advertised.
- On successful recruitment, a Form R: Registration to Postgraduate Specialty Training must be completed.

Due to differing start times, a doctor in training might complete training in dual programmes at different times. If a doctor in training were to complete training at different times then either they might have to pay for two separate CCT applications or they would not be able to take up a Consultant post whilst still in training for the second specialty. It is not possible to hold a training and Consultant post at the same time (European legislation around eligibility for a CCT).

Doctors in specialty training undertake an Annual Review of Competency Progression (ARCP).

- In order for the GMC to be satisfied that the competencies for each curriculum are being achieved there must be separate ARCP outcomes for each specialty.
- The outcomes can be achieved via single or multiple panels in a process managed by the LETB/Deanery.
- Once all ARCP outcomes have been agreed, then the future training plans of the doctor in training can be agreed.
- Where a dual programme crosses two Colleges, the mapping must outline which College is the lead one for recommendations to the GMC for award of CCT.
- It is proposed that the Overarching Data Group taking into consideration College requirements will determine the method of recording the different specialties of doctors and their National Training Number (NTN).

Research undertaken during this project identified an inconsistency in how Doctors who have successfully completed Dual Training programmes are recorded on the specialist register.

Quality management of the dual CCT training is monitored by the GMC considers that sharing examples of good practice is beneficial.

There should be a forum for each specialty, for example, drawing from the Conference of Postgraduate Medical Deans (COPMeD) to share good practice in local quality management processes of dual CCT training.

There is also the need to ensure that the Annual Review of Competency Progression (ARCP) process for doctors in training undertaking more than one specialty is appropriately recorded for each specialty. Having national consistency will allow specialties to be comparable, and therefore affect the quality assurance of programmes.

GMC standards state that trainers with additional educational roles, such as TPDs and ESs must be selected against a set of criteria, have specific training for their role, demonstrate ability as effective trainers and be appraised against their educational activities. Given the relatively small numbers of dual CCT doctors in training these roles may be held jointly with that of a TPD and ES for a main specialty providing appropriate arrangements are made for doctors in training to escalate concerns.

LETBs and Deaneries to ensure that each post or LEP a doctor in training holds has prospective approval for all the specialties they are following.

- GMC to ensure that a consistent process for recording Dual Training programmes on the specialist register.
- ODG to consider what the best method is of recording the different specialties a doctor in training is on and oversee the implementation.
- Colleges to ensure that for all specialty pairings the indicative length of training of the dual programme is published and sent to the GMC for publication also.

2   UNIVERSITY MANAGEMENT LEVEL

GOVERNANCE, MANAGEMENT AND ORGANIZATIONAL STRUCTURE OF THE PLYMOUTH UNIVERSITY PENINSULA SCHOOL OF MEDICINE AND DENTISTRY

University Governance

Principal objectives of the University

- Provide effective leadership of the work of the University;
- Develop in consultation with stakeholders the vision and strategy for the University, including related strategies, for the Vice-Chancellor to propose for approval by the Board of Governors;
- Develop and propose to the Board of Governors the University's implementation plan/Roadmap and Key Performance Indicators that will enable implementation of the strategy and monitoring its progress;
- Determine and oversee the processes by which strategic planning is undertaken at Faculty and Professional Services levels, including those by which student numbers and recruitment targets are set;
- Be accountable to the Board of Governors for the University's performance against its strategy, taking into account relevant Key Performance Indicators, benchmarks and targets;
- Monitor operational and financial performance and develop appropriate and timely strategies in response;
- Prepare the University's financial forecasts and annual statements for recommendation to the Board of Governors;

Governance is generally understood as having a focus on accountability and oversight, ensuring compliance with legal and regulatory responsibilities, and in the case of the University's Board of Governors, holding the Vice-Chancellor and the Executive to account. This encompasses the systems, structures, policies, procedures and regulations by which the University is run.

Governance is also about good decision-making, in the ways decisions are taken, recorded and communicated, the criteria against which decisions are where necessary prioritised, and ensuring that decisions are effectively implemented.

Good governance maximises institutional performance and success, through the approval of institutional strategy, and the development and monitoring of associated Key Performance Indicators.

In Plymouth Peninsula School of Medicine and Dentistry the management is the area of responsibility of the Vice-Chancellor, who works through the Executive team to deliver the objectives of the University.

Governing Instrument and Articles

Plymouth Peninsula School of Medicine and Dentistry governance operates under the Instrument and Articles of Government (I&A) which are approved by the Privy Council and set out

the framework of governance. This focuses on three key components and sets out the responsibilities of each:

- The Board of Governors,
- The Vice-Chancellor,
- The Senate.

The University has had one previous I&A during its existence as a University which covered the period July 1995 to July 2016.

University's Bye-laws

The Instrument and Articles of Government are supplemented by the University's Bye-laws which:

- summarise the roles of the University's principal officers and the officers of the Board
- set out the terms of reference, membership and other requirements relating to the Board, the Senate and their respective committees
- contain general provisions for the conduct of meetings and members of those bodies; and
- provide for payments to the Chancellor and independent governors, and for the use of the University's seal.

Schedule of Delegation

In order to provide further guidance around where authority exists in the University and how key decisions are made, a Schedule of Delegation has been provided to provide clarity and transparency. This Schedule should also give confidence to staff around where they have the delegated authority to take decisions and where they do not. The document is owned by the University Secretary and reviewed and updated regularly.

Chancellor

The Chancellor of the University is Baron Jonathan Kestenbaum of Foxcote, who was installed as Chancellor in December 2013. The Chancellor is appointed by the Board of Governors. He holds a ceremonial role and acts as an important ambassador for the University. This is an honorary position with no executive duties.

Vice-Chancellor

The Vice-Chancellor is the University's Chief Executive and Accountable Officer. S/he is Chair of Senate and of the University Executive Group and is responsible for the effective operation of the University.

The University Executive Group (UEG) is the primary executive decision-making body, working with the Academic Board and the Board of Governors. It has a formal responsibility for providing effective leadership and direction, and developing the University Strategy for discussion by Academic Board and approval by the Board of Governors. It is also responsible for leading implementation of the Strategy once approved, including the resolution of potentially conflicting priorities, and monitoring and reporting to the Board of Governors on delivery against Key Performance Indicators and on institutional sustainability.

University Executive Group

1. Background

The authority of the University Executive Group (UEG) is derived from the Vice-Chancellor's authority as the Principal Academic Officer of the University and HEFCE Accountable Officer, which she/he chooses to discharge in consultation with his/her executive team. The UEG therefore advises and makes recommendations to the Vice-Chancellor and, on the Vice-Chancellor's authority, is managerially responsible to the Board of Governors for maintaining an overview of and leading the day-to-day running of the University. It is not constituted within the institution's Instrument and Articles of Government.

2. Purpose

The UEG is the primary executive body of the University, with responsibility for developing and implementing University strategy. This is undertaken through regular monitoring of the HE policy environment, approval and review of key University projects, and monitoring the University's financial performance and key performance indicators, which are then reviewed by the Board of Governors. For clarity, the UEG acts as an advisory group to the assist the Vice-Chancellor in the performance of his/her duties as the University's Chief Executive Officer.

3. Principal objectives

- Provide effective leadership of the work of the University;

- Develop in consultation with stakeholders the vision and strategy for the University, including related strategies, for the Vice-Chancellor to propose for approval by the Board of Governors;

- Develop and propose to the Board of Governors the University's implementation plan/Roadmap and Key Performance Indicators that will enable implementation of the strategy and monitoring its progress;

- Determine and oversee the processes by which strategic planning is undertaken at Faculty and Professional Services levels, including those by which student numbers and recruitment targets are set;

- Be accountable to the Board of Governors for the University's performance against its strategy, taking into account relevant Key Performance Indicators, benchmarks and targets;

- Monitor operational and financial performance and develop appropriate and timely strategies in response;

- Prepare the University's financial forecasts and annual statements for recommendation to the Board of Governors;

- Consider regularly an assessment of key institutional risk and appropriate mitigations and internal controls, and receive and respond to audit reports as required by the Audit Committee;

- Consider recommendations for significant new strategic issues/opportunities/initiatives

- Monitor the external environment across the University's academic and professional areas and recommend and implement appropriate responses;

- Approve of submission and acceptance of Research Bids over £1m

- Be assured on the quality of institutional data used to inform statutory returns and decision making;

- Communicate key decisions through relevant channels, Committees, Groups and individuals.

4. Authority

The UEG operates by delegated authority from the Board of Governors via the executive authority afforded to the Vice-Chancellor.

5. Matters reserved for the Board of Governors

In accordance with the Schedule of Delegation, the following matters must be referred by UEG for approval to the Board of Governors:

- University Strategy

- University Key Performance Indicators

- Financial forecasts

- Annual Health and Safety Report

- Annual Equality and Diversity Report

- Donations or sponsorships above £1m

- Any investment with monetary value of over £500k (as set out in the University's Financial Regulations)

- Any new initiative or proposal that may pose significant institutional risk it will be made clear, when escalating to the Board of Governors, whether the matter is being referred for information or for a decision.

6. Interaction with other Boards/Committees

Key Boards and Committees that the UEG regularly interacts with include:

- Board of Governors

- Board Committees 5 of 8 University Executive Group

- Academic Board (e.g. on development of the University Strategy, related strategies, implementation plan and KPI's)

- UEG subcommittees – to receive regular reports and assurance on business undertaken on its behalf.

The UEG Committee includes 12 members. The Interim Head of Governance and Secretariat acts as Clerk to UEG. Administrative support is provided by the Team Executive Assistant within the Strategy and Policy team.

7. Urgent business

Where timing issues dictate that a decision on an urgent matter is required between UEG meetings, all members are given the opportunity to contribute to the decision either via email or via a specially convene meeting. This would only occur by exception. The decision must then be ratified and recorded at the next committee meeting.

8. Meetings and minutes

University Executive Group Meetings and minutes Matter Response

1. Frequency Every two weeks for formal business Every two month for strategy awadays (to include Directors of Service where appropriate);
2. Timing Every month except August Quorum 7 members, which must include the Chair Delegates;
3. No delegates are accepted to UEG although nominated staff may attend for timed business for appropriate items with the approval of the Chair Circulation list UEG members, plus UEG EA's Communications UEG Summary of Discussions and Decisions is made available on the UEG intranet page, with a link included in the Staff Bulletin.
4. UEG summaries are signed off by colleagues in T&OD as well as the Vice-Chancellor prior to publication.
5. Regular Newsletter from the Executive to all staff providing more detail on key strategic developments
6. All Staff Briefings – face-to-face briefing events Clarity on what papers/content from UEG can be shared more widely is provided for by the UEG paper template where authors are asked to specify the confidentiality level of submitted papers: open; confidential; strictly confidential. These levels follow advice of the Information Commissioners Office.
7. Minutes Draft minutes will be provided at each meeting for approval. All minutes are considered confidential unless otherwise stated by the Chair.
8. At each meeting UEG reviews the actions from their previous meeting and provide updates which are noted. The Secretariat team also provides each UEG member with a record of their outstanding actions for reference and reminder.
9. Regular reports to the Board of Governors
10. VC's Report to the Board (to every Board of Governors meeting) – this updates the 8 of 8 University Executive Group board on key aspects of University business.
11. Annual report on strategy implementation and Key Performance Indicators

UEG meets every two weeks formally and every two weeks informally. Notes of UEG meetings are published for staff and made available via the Staff Bulletin. UEG operates a number of Executive Advisory Groups and communications fora.

Plymouth University Peninsula School of Medicine and Dentistry (PUPSMD) Commitments

PUPSMD deliver high quality research-led and professionally-relevant teaching. A stimulating student experience ensures challenge, personal development, and employment success.

University's staff are creative, empowered, and take responsibility. They work with students as partners and strive for exceptional performance in everything they do.

PUPSMD strategic priorities are summarised against three core principles of Quality, Institutional Sustainability and One Team:

Quality

Striving for the highest quality in everything that University do.

• Raising the quality of our student intake

• Improving teaching quality and student experience across all our disciplines

• Increasing opportunities for international study and experience

• Ensuring graduate and professional level employment

• Increasing research volume and quality by growing and sustaining established and emerging peaks of excellence

Student-centered teaching and learning

There is no a special university structure responsible for student-centered teaching and learning.

The PUPSMD commitment in matter of teaching and learning are as follows:

Student-centred

This is embodied in the educational approaches used and PUPSMD responsiveness to student learning needs. These student-centred educational approaches develop leadership and team-working skills, confidence and self-motivation, adaptability and tolerance of change, and a holistic understanding of the patient experience.

Patient-centred

Teaching and learning activities in the PUPSMD are patient-centred. This means that patients are at the core of all learning opportunities, through extensive use of real-life situations involving patients, authentic or context-sensitive simulation and simulated patients. Medical and healthcare science students begin to learn from patient experiences from the first weeks of the course, dental students begin patient treatment in the third term of the first year and all courses continue this throughout.

Integrated, experiential and spiral learning

In this University students will acquire science and clinical knowledge, practical and professional skills, in an integrated way across the whole five years, medicine and dentistry, or three years human health programmes from relevant, patient-centred perspectives. The curricula

are designed to spiral, revisit, and build upon earlier knowledge and skills as student progress through the programme.

Partnerships

Partnerships underpin PUPSMD curricula in many ways. Students will benefit from partnerships of scientists and clinicians delivering some aspects of the curriculum, from partnerships in supervision and mentoring with students' academic tutor, from teaching and learning partnerships with fellow students, and in partnerships between the University, NHS, social enterprises and third sector organisations.

Authentic, relevant and contextual learning

Throughout chosen course students will undertake authentic tasks, and be offered real-life opportunities for clinical care, and participation in meaningful work-based learning. This provides opportunities for practicing students' clinical and communication skills, to build their confidence, and to learn from the diversity of role models in healthcare and related disciplines. The many authentic clinical experiences students will have really help with them understanding the context for learning medicine, dentistry or healthcare science, incorporating the multi-professional nature of healthcare, and the importance of teams in healthcare provision.

Research-informed teaching

The research within the Schools is applied and translational, and supports teaching, learning and innovative curricula. The internationally renowned clinical education research and pedagogy ensure that teaching methods practiced in the PUPSMD are contemporary, innovative and effective. The PUPSMD staff and healthcare researchers undertake basic and translational research to improve patient and population care and this ensures that their teaching on the medical, dental and human health programmes is current and at the forefront of healthcare.

Innovation and quality improvements

Students will experience innovation and quality improvements throughout the programmes. University's staff actively encourage student feedback at all levels of the learning experience, and student engagement with staff to ensure of programme best suits your learning needs. Embedded in the programmes are opportunities for learning the approaches and ways to think about quality improvement and patient safety within current medical, dental and human health settings, which are necessary skills for all healthcare practitioners working in modern healthcare services.

Student Support

Academic Tutors support the educational progress of students by guiding learning approaches and providing first level remediation. Learning Contracts are drawn up which also document the problems and solutions discussed in each meeting. Academic Tutors not only discuss academic progress, but also the results of the various Professionalism Judgements that students regularly receive from various sources at key points throughout the programme.

Academic Tutors are supported by Senior Academic Tutors to help deal with more complex or persistent problems with a student. The Senior Academic Tutors will also produce reports for consideration by the PU PSMD Academic Review Group on students with particular academic concerns. The Academic Review Group is a working group of the Award Assessment Board, which

will meet termly to consider the academic progress of PU PSMD Document Register MED117.4 Page 9 of 16 each individual student and to make recommendations for any necessary intervention and support.

In addition to the Academic Tutor system, the PU PSMD Remediation Team will also offer specialist levels of enhanced remediation to students. The Remediation Team comprises of a clinician team who have experience and understanding of how students can learn effectively, and have a particular interest in change management, motivational interviewing, CBT and coaching. Each student is interviewed by two members of the team, focussing on students study skills and wider personal and health issues.

Pastoral Tutors are available at both the main Campus and at the John Bull Building. They are willing and able listeners who can facilitate in non-academic matters and who can also help signpost other support services operated by the University, such as the Student Counselling service. Plymouth University provides a full range of services to support learning and student life.

All clinical areas have a nominated Clinical Teacher Lead, who is the main point of contact for the provision of support in the Clinical Area. Students can contact the Clinical Teacher in the event of any concern or problems arising during the placement, for example a change in the timetable or patient safety issues. All students will receive an introductory session that highlights the learning objectives within the learning environment and any assessments that will take place. The session will also identify any physical resources such as the departmental library, seminar rooms and learning materials. Clinical Teachers in Plymouth Hospitals NHS Trust have published a clinical manual as a learning resource for PU PSMD students in the clinical environment.

Office for internal quality assurance and enhancement

There is a Central Quality Office.

Its responsibilities are:

Quality assurance and enhancement

- Institutional-level input to HEFCE Annual Provider Review and HEFCE assurance review (HAR) visits
- Key contact for the Quality Assurance Agency (QAA) co-ordinating responses to relevant consultations
- Support the development of new collaborative initiatives.

Approval and review

- Develop guidance for approval and review processes.
- Manage periodic review events across the University and our partners.
- Manage approval events for our partners.
- Quality Assurance Handbook: Taught Programmes
- Maintain the Quality Assurance Handbook. This contains key processes, forms and guidance for taught programmes.

External Examining

- Manage the appointment of External Examiners and advise on their reporting requirements.
- Produce an annual overview of the issues raised in External Examiners' reports.
- Offer an annual conference for all newly appointed External Examiners.

Other responsibilities

- Maintain the Plymouth University Registers of Collaborative Academic Partnerships and Professional Statutory and Regulatory Bodies (PRSBs).
- Work closely with a range of key University committees and sub-committees including:

  - Academic Development and Partnerships Committee
  - Plymouth University International College Strategic Partnership Management Board and Academic Advisory Committee
  - External Examiners' Sub-Committee
  - Teaching, Learning and Quality Committee
  - Academic Regulations' Sub-Committee.

Learning development

There is a learning development group at the PUPSMD which includes 4 persons:

- One learning development group Lieder and Three learning development Advisers.

Teaching, learning and assessment strategies.

PU PSMD is committed to placing the student experience at the heart of all educational activities. All teaching and learning activities are patient and student-centred and provide opportunities for authentic and contextual learning.

The PUPSMD curriculum is best described as a spiral, vertically and horizontally integrated curriculum utilising a blend of teaching and learning methods. These teaching and learning methods are research and evidence based and linked to contemporary educational theory. In Years 1 and 2 of the programme, teaching and learning is initiated by clinical cases and patient narratives, and uses a blend of structured, **activity-based small group learning**, large group plenary sessions and supported independent study. The learning occurs within an intensely supported environment, including expert tutor-facilitated sessions in the Life Sciences Resource Centre, Clinical Skills Resource Centre, community placements, case-based small group tutorials, reflective/feedback small group sessions and workshops, all allowing for group interaction, discussion and feedback. State-of-the-art digital technologies and Technology-Enhanced Learning resources are also a key aspect to help support learning through the 5 years.

In Years 3 and 4 of the programme the learning occurs within the rapidly changing clinical environment. There are extensive opportunities for learning from patients that are structured around the pathways of patient care programme. These are supported by an academic programme, including plenaries, seminars, workshops and small group sessions, which build on previous learning and help to integrate scientific and clinical knowledge whilst helping to develop an understanding of the key concepts and knowledge that relate to each pathway. In Year 5 the emphasis is on the practical implementation of what has been learned during Years 1 to 4 and the preparation for medical practice. The learning is guided by a series of indicative clinical cases and follows the foundation

apprenticeship model with attachments working as part of the healthcare team in primary and secondary care environments.

Teaching and Learning Support (TLS) aims to positively impact on the student experience through offering staff support and resources to develop their practice.

TLS provides this through:

- Support, advice and guidance to assist the development of best practice in teaching, learning and assessment
- The Teaching and Learning handbook (A-Z of teaching and learning information)
- A comprehensive set of resources
- Accredited programmes (PGCAP, ITL and TDF)
- Pedagogic Research (PedRIO)
- Conferences, events, workshops and bespoke sessions
- Knowledge exchange, networking and forums
- Sustainability Education

Plymouth University assessment policy

This policy was reviewed and agreed by TLQC in June 2016 and will be reviewed in 2020 together with the Teaching, Learning and Student Experience Strategy.

This Assessment Policy applies to all students (Level 3-7 and CPD) at Plymouth University. The purpose of assessment at Plymouth University is to:

- help students perform to the best of their abilities through assessment that's inclusive and supports their learning and future employment
- encourage, motivate and involve students in extensive learning
- provide a fair and reliable measure of students' performance, knowledge and skills against the learning outcomes and discipline pedagogy
- help students to develop, through timely and constructive feeddback
- give our stakeholders confidence that a student has achieved the necessary level of achievement, giving a reliable and consistent basis for their award.

What students can expect:

- Pre-assessment activities, designed to help you understand what assessment is and how it works.
- Clear and transparent assessment guidelines and briefs, and marking criteria for each assessment, with clear information on how and when feedback will be provided, through programme and module handbooks.
- Appropriate discussions on assessments with staff and other students.
- A range of assessment methods (these may include self-assessment, assessment by (and of) other students, and technology-aided assessments).
- Assessments that are valid and aligned to clear and realistic learning outcomes. There's normally two summative inclusive assessments for each 20-credit module, unless there are specific and overriding disciplinary or professional body requirements.
- Formative assessments where you can give, and receive (where appropriate), personal, group or general feedback which identifies where you can make improvements.

- A schedule that spreads formative and summative assignment deadlines throughout the year.
- The opportunity to use originality checking software and, where possible, to submit your assessment online.
- To have assessments marked anonymously, unless the school has approved a specific exemption or it's not practical because the assessment method involves direct contact between you and the examiner.
- To get provisional marks on all assessed work, including examinations, with personal, group or general feedback as soon as possible, and within a maximum of 20 working days.

Plymouth University's expectations from students:

- engage with "feed-forward" and feedback informative and summative assessments, and put in place any suggested improvements
- demonstrate that you've achieved academic and where appropriate professional standards through the completion of assessments
- meet the professional and ethical standards appropriate to the subject
- tell the programme leader about any medical or other reasonable adjustments requiring modification to assessments at the start of the academic year or, as soon as possible
- comply with Plymouth University academic regulations, including those on assessment offences.

Staff in Plymouth University schools, colleges and partner institutions should make sure:

- assessment is a fundamental part of the programme, giving students a clear opportunity to demonstrate general and specific subject skills, knowledge and understanding, linked to learning outcomes and future employment
- assessments are reliable, inclusive, and authentic and designed to minimise the use of modified assessment and over-assessment of learning outcomes
- assessments are valid, and aligned to clear and realistic learning outcomes. There should normally be two summative inclusive assessments for each 20-credit module, unless there are specific and overriding disciplinary or professional body requirements
- schedules of assessment spread formative and summative assessment deadlines across the programme
- students have the opportunity to take part in pre-assessment activities, guidance and support to help them understand whatt assessment is and how it works
- students are given clear and transparent assessment guidelines, and marking criteria for each assessment, with clear information on how feedback will be provided, through programme and module handbooks
- students are given the opportunity to use originality checking software and where possible to submit their work online
- assessments are marked fairly, using the published marking and grading criteria and appropriate second marking and moderation
- assessments are marked anonymously, unless the school has allowed an exemption or it is not practical because the assessment method involves direct contact between the student and the examiner

- students receive constructive personal, group or general feedback and provisional marks as soon as possible, and within a maximum of 20 working days for all assessment, including examinations. In exceptional circumstances, students and the Associate Head Teaching and Learning or equivalent will be told of any reason for a delay and a revised date will be issued
- they conduct regular reviews of assessment practice, quality of staff feedback and external examiners, and invite students to comment on how assessment is provided.

How the University supports this:

- Providing staff development workshops in all aspects of assessment.
- Providing adequate resources and an ICT system that supports the assessment process.
- Providing digital tools to encourage innovative assessment.
- Appointing and training appropriately qualified external examiners.
- Recording and storing assessment data on the Student Record System.
- Making sure academic regulations and the assessment policy are accessible and regularly updated.
- Monitoring how the assessment policy is put in place across the University.

The Technology Enhanced Learning for Medicine and Dentistry

The Technology Enhanced Learning for Medicine and Dentistry (TELMeD) team develop, manage and support virtual and physical technology enhanced learning environments within the Peninsula Schools of Medicine and Dentistry (PU PSMD).

This specialist area incorporates:

- physical learning spaces
- institutional virtual learning environments
- personalised learning environments
- mobile and immersive learning environments.

Supporting teaching and enhancing your learning through innovative, cost-effective technologies is TELMeD's overarching mission.

TELMeD's key aims are to:

- promote learner-centred, active, collaborative, experiential, reflective and self-directed learning
- encourage student-faculty interaction and cooperation among students
- prompt feedback, and respect for diverse talents and ways of learning
- provide flexible and equitable access to learning content and services
- enhance the learning experience by integrating academic study and clinical practise
- embed a culture of evidence-based, innovative and effective TEL provision
- optimise learning opportunities by fostering innovation within and outside curriculum
- establish and maintain an effective functional governance and management structure
- develop and evolve a comprehensive quality monitoring and evaluation framework
- remain aligned with local, national and international frameworks
- facilitate appropriate communication channels across all stakeholders

- provide a support framework for staff and student development
- accelerate efficiency gains and better value by maximising economies of scale in both delivery and recording of learning.

Services on offer include:

- instructional design, learning modules and rich media support
- faculty and staff development
- user and course support
- learning service, space design and use
- mobile learning development and support
- research, development, assessment and scholarship
- incorporating simulation in virtual and physical learning environments.

Published information available on all aspects of the University curriculum policy and content.

There is the web site of Plymouth University and the site of the Plymouth University Peninsula School of Medicine and Dentistry.

Do descriptions of programmes and modules contain clear statements of intended learning outcomes? Learning methods, assessment and assessment criteria?

Yes, descriptions of programmes and modules contain clear statements of intended learning outcomes. It also contain the description of learning methods, assessment and assessment criteria.

Programme description contains Careers and employability issues

There are two opportunities to help students in these issues:

Career planning help to:

- Explore your options
- Plan your career journey
- Expand your employability skills
- Challenge yourself to succeed
- Develop into a confident professional

Career Navigator helps with:

- Part-time jobs
- Placements
- Internships
- Graduate opportunities
- Employer sessions
- CV support
- Interview skills
- Skills competitions
- Employer networking
- Advertise your vacancy

Addressing to the Students University declares "We do this by…."

- Working with your lecturers to embed employability in the curriculum

- Delivering careers and placement sessions as part of your timetable
- Giving careers information, advice and guidance on a one to one basis
- Delivering employability and placement drop-in sessions
- Giving you access to comprehensive online careers information with 'Career Navigator'
- Delivering workshops and skills sessions called 'Accelerate'
- Working with employers to bring them on campus so that you can meet with them
- Helping you to make decisions and plans about what steps to take on your journey and what to do at the end of your studies
- Helping to make connections between the extracurricular activities that you participate in and the world of work – why not explore the Plymouth Extra catalogue of extra-curricular activities as a starting point?
- Working with the Student Union on how the opportunities that they offer can support you to improve your employability
- Sharing part time, placement, internship and graduate jobs with you and supporting you to successfully apply for them
- Keeping in touch with you so that we know what you are doing and can offer support as you move into your next step

Academic staff of the PUPSMD required to have a formal 'teaching' qualification.

The Postgraduate Certificate in Academic Practice (PGCAP) is a 60 credit Masters level programme which is primarily designed for academic staff engaged in professional and academic practices including: teaching, learning, assessment, research and professional development within the Higher Education context. The PGCAP is also open to other staff that are able to demonstrate that they engage in these activities (see eligibility criteria). The programme provides an exploration of the underpinning pedagogy of teaching and learning, and support for the practical aspects of developing academic practice.

The programme is aligned with the UK Professional Standards Framework (UKPSF) accredited by the Higher Education Academy (HEA). As a result you will be eligible to become a Fellow of the HEA once you have successfully completed the full programme. The university has a PGCAP/TDF policy.

Essentials

Eligibility: Those who undertake the full PGCAP programme should be engaged in a minimum of 50 hours engagement in teaching, learning and assessment activity in Higher Education.

Pre-requisites: Applicants need to be ready to study a masters level programme.

Timetable: The PGCAP consists of roughly: 105 hours directly participating in the taught components of the programme; a minimum of 65 hours spent 'in practice'; 60 hours on preparatory work prior to the taught sessions; and 270 hours spent on private study, programme-related activities and pedagogic research. Please download the schedule below and ensure that the taught sessions are prioritized in your diary.

Accreditation: The PGCAP is validated by Plymouth University and accredited by the Higher Education Academy (HEA). On successful completion of the full programme, participants will be eligible to become a Fellow of the HEA.

How are students represented at the university level?

Students are represented at the university level by the University of Plymouth Students' Union.

The University of Plymouth Students' Union (UPSU) is an independent, democratically led charity whose core purpose is to represent the needs of all Plymouth University students.

Academic Representation at UPSU

Academic representation is a key area for UPSU. The Student Voice team and the Advice Centre work closely with students to support and improve your academic experiences. They work with representatives and individuals to ensure that your student voice is heard.

The Student Voice team coordinate the Academic Representation system which is made up of Course Reps, School Reps and the VP Education. These representatives are elected by students to represent students' views on academic issues.

The UPSU Advice centre represents individual students with a number of aspects of their academic experience. This includes course changes, making a complaint or appeal about students' course, submitting extenuating circumstances or attending a fitness to practice or disciplinary hearing.

FACULTY/DEPARTMENT LEVEL

The role of faculty and/or department in the new study programme development

In Plymouth Peninsula School of Medicine and Dentistry approval of a new programme/award includes the following steps:

1. **Programme design**
2. **Programme planning**

1. Programme design

Proposals for new programmes leading to University awards are developed and designed through the processes outlined below.

All proposals must follow the defined Academic Regulations and central University planning processes, and all approval processes for new proposals incorporate appropriate internal and external scrutiny.

The following procedures will apply in respect of programmes submitted for approval in new academic year.

A number of key issues, including academic rationale and perceived requirements for University resources, will be addressed within the academic planning process which must be completed before the Approval process can begin.

The design of each programme should:

- match the aims and learning outcomes to the University strategic plans
- make appropriate use of the national academic infrastructure, including the Framework for Higher Education Qualifications (FHEQ), the UK Quality Code for Higher Education, QAA Subject Benchmark(s), and if appropriate the Foundation Degree Qualification Benchmark (FDQB)
- reflect the outcomes of market research among potential applicants, students and employers, and where appropriate, other organisations, for example, the relevant Sector Skills Council
- reflect appropriate University strategies and policies (for example, Assessment Policy, Teaching, Learning and Student Experience Strategy, Equal Opportunities etc)
- operate within the University Academic Regulations or provide a clear rationale for exceptions
- provide an appropriate level of academic challenge and rigour
- develop students' capabilities (including their ability to learn, and to manage their own learning)
- offer opportunities for students to improve their digital literacy skills
- provide opportunities to develop employability skills Approval of new programme/award
- where appropriate, offer students some measure of choice
- clearly state entry requirements and any progression or transfer opportunities to other cognate programmes.
- reflect staff expertise, including professional, scholarly and research interests.

Programme planning

All proposals for new programmes/awards must be submitted on the standard planning form assisted by Central Quality Office for advice and assistance with applying the taxonomy.

The programme type must be included on the planning form and confirmed during the planning process for inclusion in the University's Register of Collaborative Provision.

The planning proforma will be forwarded to the appropriate Cognate Subject Faculty (CSF) Head of School and CSF Associate Dean (Teaching and Learning) for their signatures. On its return from the Cognate Subject Faculty will submit the completed planning proforma to the Secretary of the Academic Development for the Committee's consideration.

Programme approval process

The programme approval process will involve three stages:

- Preliminary meeting
- Stage One Approval event
- Stage Two Approval event

Programme approval will involve appropriate partner staff, external advisers, cognate subject representatives, relevant Faculty Managers and a representative from the student body Preliminary

Meetings Preliminary meetings will be co-ordinated by Central Quality Office and will normally take place at the start of each academic year.

Membership of the Preliminary Meeting will normally include:

- Faculty Manager
- Central Quality Office representative
- Academic Senior Administrator (Quality)
- QA Director or designated equivalent
- Head of HE/VP/or designated equivalent Approval of new programme/award.
- Preliminary meetings will be carried by video conferencing, if possible, and will be used to:
- Confirm completion of planning process
- To prioritise programme proposals to be considered for approval in the current academic year
- To identify and clarify any procedural and/or logistical issues, including discussion on possible subject clusters, if applicable
- To agree a timetable for Stage One and Two approval events
- To confirm requirements in terms of supporting documentation, including the allocation of module codes
- To highlight the Pearson requirements to undertake core unit mapping for programmes which have similar content or titles to standard Edexcel / QCF programmes, if applicable
- To consider panel membership, including external representation and confirmation of Faculty Manager and academic liaison person
- To receive details of any proposed exceptions to University Assessment Regulations which would require prior approval
- To establish external examiner requirements
- The Chair of the approval panel will be independent of the Cognate Subject Faculty for the proposal.

Panel members will include: a member of College management;

- the Faculty Manager or Associate Dean;
- appropriate subject representation from the Cognate Subject Faculty;
- two External Advisers, one academic and normally one industrial/professional and a representative from the student body.

The approval panel meeting will follow the standard University Aide Memoire including appropriate consideration of Work Based Learning elements.

A report will be produced following the Stage 2 event by the Central Quality Office representative; where approval has been given the report will confirm that academic standards have been met and provide the deadline for receipt of the external examiner nomination and the revised documentation to be forwarded to Central Quality Office.

Integrating disadvantaged groups of students and physical environment

In Plymouth Peninsula School of Medicine and Dentistry students with disabilities are assisted by the University's Disability Assist Team – offering advice and support to students with disabilities, specific learning differences and difficulties.

Disability Assist is a part of Learning Support and Wellbeing that helps students with their study support requirements, specific accommodation requirements linked to a disability/or disabilities, as well the team assists students on various questions and problems.

The term disability covers a range of conditions including hearing and visual impairments, mental health difficulties, mobility impairments, Autistic Spectrum Disorders and 'unseen' disabilities such as epilepsy or diabetes.

Disability Assist (DA):

- Works with staff across the institution, and networked nationally, to inform about Disabled Students Allowances.
- Develops and delivers training and information sessions for academic staff in conjunction with Teaching and Learning Support on inclusive approaches to teaching and supporting learning.
- Fitness for Study and Reasonable Adjustments – DA staff participates in policy implementation and review. The DA manager is drafting the University's Reasonable Adjustments Policy.

In Plymouth University working in groups is considered the key of success and students are encouraged to be open about any disabilities or specific learning difficulties they have and the implications that these may have for their group work.

- Group arrangements sometimes require formal allocation to ensure that students don't get left out.
- Some groups may also need assistance with the allocation of roles.
- Some groups may require a higher degree of informal supervision than others.
- Suggest having a clear point of contact throughout the tasks, and a process for students to discuss concerns relating to disability and the group work.
- Placement tutors, staff and students are also liaise with Disability Assist for further advice, information and guidance if needed.
- Occasionally an enabler may be required to support a student on a placement and the placement tutor liaises with Disability Assist at an early stage to ensure appropriate support can be arranged.
- The tutor considers the environment that the student is presenting in, particularly for students with hearing impairments, visual impairments, speech and language difficulties or social phobias.

Students with disabilities are assisted in fieldwork and off campus activities

- The module leader discuss fieldwork content and off campus activities with students to establish any support requirements, if an enabler is needed, appropriate transport and health and safety.
- Module leaders can then liaise with Disability Assist if appropriate.

Enabling and study skills support

- Some students may be receiving support which can include enabling (note taking, mentoring etc), learning support and communication support workers.

Modified assessment provision – for exams and in-class tests

- Some students are recommended assessment provisions such as additional time or use of a smaller or separate room. These provisions are detailed on their Student Support Document as well as being recorded on Unit-e.
- For in-class assessments, students can expect modified assessment provision (such as extra time) in line with those recommended in formal examination. However there may be some in-class assessments and environments where these modifications may not be appropriate or necessary. The module leader should discuss the format or style of the in-class assessment with the student in order to determine appropriate provision in good time. Please note that responsibility for modified in-class assessments rests with the department (module leader) concerned.

Workshops, labs and studios

- Specific adjustments are supplied for students who may need some due to a disability.
- Some students may require consideration regarding seating e.g. requiring a specific seat in a lab which is close to an exit or in a quieter area.
- Some students may require additional space to work or an extra seat for an enabler.

Accessibility of resources

All students, including those with a modified assessment provision, benefit from being able to access teaching materials in advance of a session. The Teaching and Learning Committee (May 2008 and reviewed in January 2014) agreed that materials should be made available electronically at a minimum of 48 hours in advance of a session.

Alternative assessment

- Due to their disability, some students may be unable to complete standard assessments. In these cases an alternative assessment is usually explored through the case conference process.

University facilities

- The University has a number of purpose built rooms for students with disabilities.
- Library Special Support Services, SU Advice and Welfare, Chaplaincy, Disability Assist and Learning Development.
- Students who have a Student Support Document are contacted by Library Special Support Services to discuss the support that they can offer.
- More specific information about teaching requirements are linked to the Student Support Document.
- Other information, advice and guidance as well as counselling is available to support students.

3 STUDY PROGRAMME FIT-FOR-PURPOSE

This part is concerned with exploring a current study program structure at each EU-partner University with the focus on operational, functional details, normative and technical details. The level of analysis is a particular study programme.

Each Task Force Team will employ this part of the methodology to develop a benchmark understanding of structures, procedures and process related to the development and management of study programs in EU partner universities as well as explore the same at their own university in respective pilot study program.

STUDY PROGRAM LEVEL

- To what extent does it reflect the institutional strategy? [See also above]
- To what extent does it reflect subject benchmark statements of the equivalent?
- **Is it competence based?**

According to the results of last 5 years the school is ranked 10th of 31 medical schools in UK.

NSS Section	UK Med School mean	Peninsula mean
Teaching	92%	95%
Assessment & Feedback	61%	70%
Academic Support	82%	87%
Organisation & Management	75%	85%
Learning Resources	94%	93%
Personal Development	92%	96%
Overall Satisfn (Q22)	89%	94%

Medicine NSS 2015 scores

Peninsula ranked 10th of 31 UK medical schools on NSS
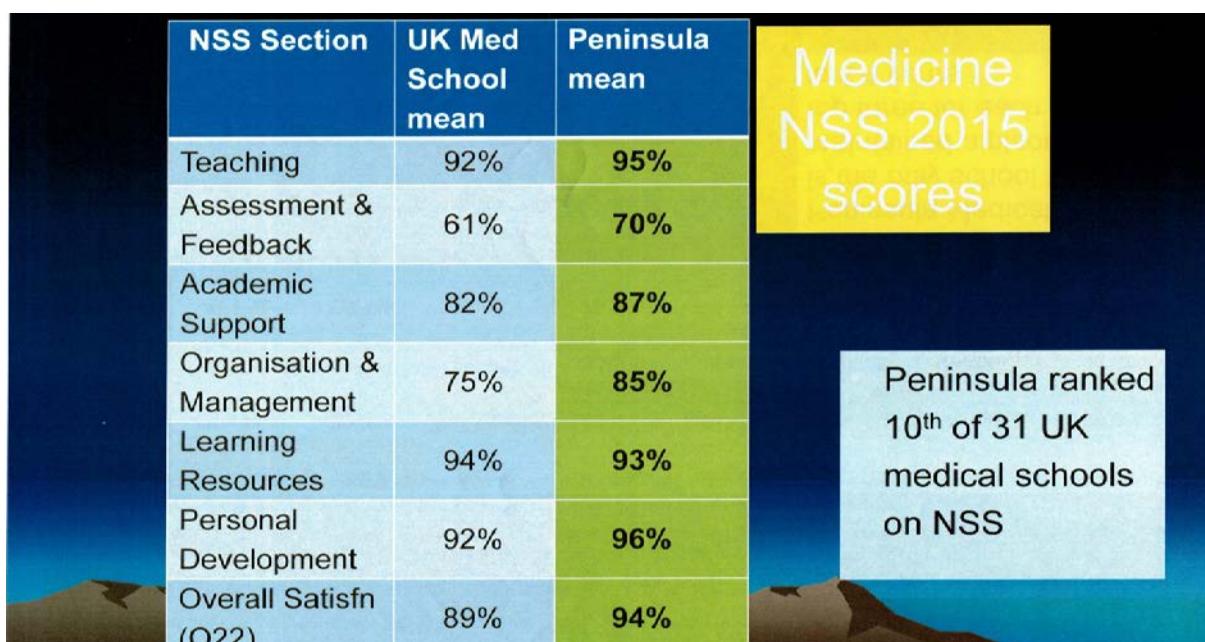
- **Does it focus on 'employability'?**

Peninsula medical School is the only school in UK to have maintained a place in the top three for each of the last 4 years.

Preparedness of Peninsula graduates

Peninsula graduates are well prepared for work as F1 doctors, ranked 1st to 3rd since 2012

	2012		2013		2014		2015
Peninsula	73.8%	Keele	87.7%	Norwich	85.0%	Swansea	95.7%
Dundee	69.7%	**Peninsula**	86.8%	**Peninsula**	84.4%	Norwich	89.6%
Leeds	68.3%	Leeds	83.5%	Keele	82.7	**Peninsula**	88.1%
All F1s	50.7%		70.2%		69.9%		70.9%

Clinical trainers and educational supervisors say that Peninsula graduates are the best overall prepared UK medical school graduates (Van Hamel et al) 2013)

Peninsula Medical School is the only school to have maintained a place in the top three for each of the last 4 years

- Is it subject to professional or regulatory accreditation (particularly important for Medicine but probably the case for other subjects)
- **Does it emphasise innovation, research led learning, entrepreneurship, internationalisation?**

Groups are international and based on research.

- **To what extent does it use IT and/or blended learning?**

Academic Support, Technology & Innovation (ASTI) supports staff in the use of digital technologies and resources for teaching, learning, assessment and research. ASTI comprises of Digital Skills Developers and Learning Technologists who are available to assist you with the creation of pedagogically driven learning materials. ASTI also provides guidance and advice on a range of Technology Enhanced Learning and Assessment initiatives to help individuals, module / programme teams, faculty groups and professional services staff to progress their own development ideas and projects.

- **What is the structure of the chosen programme? (workload, semesters, modules, student evaluations, staff evaluations, learning progression). It would be useful to determine whether this process applies to second cycle as well?**

Years 1-5 Curriculum Overview

"Clinical Learning" Years 1 and 2

SSU

Clinical skills
Community

PBL (Life Cycle)

"Clinical Care" Years 3 and 4

SSU
Acute Care 1 | Acute Care 2
Ward Care | Palliative/ Oncology
Integrated Ambulatory Care | Continuing Care
Clinical skills
Community

6x "Pathways of Care"

"Clinical Practice" Year 5

Elective
Immediate Care
Medicine
Surgery
Community
Specialties
Clinical skills
Career planning

5x Clinical Blocks

Year 1	Year 2	Year 3	Year 4	Year 5
Ethical issues Confidentiality/consent	**Disability** Language, stigma, discrimination, legal issues	**Groupworking** Benefits, problems, roles Effective meetings	**Teamworking** Influencing factors Research/evidence Models and theory Addressing problems Evaluating effective teams	**Professionalism** Meaning, diff views and conflicts, whistle blowing
Independent & group learning Making the most of placements and Jigsaws	**Health beliefs** Own and patients' In consultation	**Patient in hospital** Being a patient/student on ward. Sources of stress		**Leadership/health improvement** NHS Leadership framework
A good doctor Experiences/qualities Importance of EI	**Communicating risk** Information sources Explaining and responding	**Own and patients' values** Revisit, importance of understanding pt values	**F1 application** Process questions evidence Writing a good answer	**Self management** Revisit stress and time Mx Home-work balance as F1
Influences on health Factors affecting child health.	**Motivating for change** Prochaska & Diclementes Strategies and tools	**The hidden curriculum** What it is/implications Medical student attitude	**Careers** Personal strengths, likes & needs. Link to careers	**NHS & Horizon scanning** NHS and future changes NICE, GMC, PCT, MDU/MPS
Values Personal values & how they influence response	**Mental capacity** Assessing Mental capacity The MCA, best interests, autonomy	**Medicalisation** Pros and cons Culture of medicine	**Politics, How NHS works** Guidelines, new treatments, EWTD, MMC	**Delegation & handover** What works well, evidence Problems and overcoming
Dr-patient relationship How it is to be a patient Public perceptions	Gillick competence	**Ethical frameworks** Key concepts. Application to experiences	**Electives, ethical, cultural & safety issues** Potential difficult issues Applying ethical & professional principles Cultural competence	**Electives: ethical & cultural issues** Own experiences/analysis Diversity, cultural awareness Relevance to NHS/own role
Health & illness Concepts/models of health and illness	**Coping strategies** Own and others' Role of doctor	**Gender and health** Differences in health and healthcare		
Inequalities in health Examples Inverse care law	**Mental health** Depression v sadness Medicalisation & stigma	**Managing stress** Definitions and causes Stressor-beliefs-consequences model Strategies for self & patients	**Death, terminal illness, bereavement** A good death & own responses. Role of doctor Palliative care team Euthanasia	**Patient safety** Factors, mistakes, errors, CG
The family and health Role of family & r'ships in health/healthcare	**Carers** Carers' needs Involving carers			**Patient involvement** Benefits, barriers, policies Incorporating pt views
Teamworking Wider healthcare team Good teamworking	**Child protection** Danger signs Role of health professional		**Giving feedback** Experiences, principles, analysis and rehearsal	**Keeping up to date** Requirements/portfolio Barriers and support
Art and health Use and benefits	**Transition to ward** Fears/anxieties Preparation		**Time management** Own strengths/needs Models and methods	**Support and revalidation** Appraisal, mentoring
Resource allocation				**Nightworking** issues coping

Jigsaw/small group learning outcomes year 1-5, PUPSM, 2015

1. Introduction

These Regulations apply to the following Plymouth University (PU) undergraduate awards delivered at GSM London (GSM).

Certificate of Higher Education CertHE

Diploma of Higher Education DipHE

Bachelor of Arts BA

Bachelor of Science BSc *

*excluding BSc (Hons) Law with Management which is covered under separate regulations with LLB awards

2. Programme/scheme structure

2.1 Module:

A module, as defined by GSM/PU is a separately assessed unit of learning normally studied and assessed within a semester, consisting of a teaching period, a revision period and an assessment period. Candidates taking a module at the same time will normally be assessed by the same method(s). Candidates shall undertake modules for each level in accordance with the programme structure

2.2 Credit:

A credit value is assigned to each module indicating the total learning time, including assessment, which a candidate might expect to spend in achieving the learning outcomes associated with the module. The credit value for individual modules is detailed in the Module Record.

2.3 Academic study will be organised into modules, specified in terms of credits. Module sizes may vary from 15 to 30 credits. Modules of 10 credits (normally delivered within one semester) must be justified within the approval documentation and discussed and agreed at the approval event.

2.4 Individual modules will each have a 'shelf life' beyond which the module ceases to be valid for credit transfer or towards an award.

2.5 The standard study programme for an award consists of a number of Levels, each of which is worth 120 credits. A Level is equivalent to one academic year of study for a full time student.

2.6 The Level of a module is determined by the standard of work required to achieve the objectives of the module.

2.7 The credit weighting of undergraduate awards will be

Certificate of Higher Education 120 credits at Level 4 or above

Diploma of Higher Education 240 credits, of which at least 120 are at Level 5 or above

Ordinary Degree 320 credits of which 80 are at Level 6 and a further 120 at Level 5 or above1

The above awards may be granted to exiting students providing they have obtained the appropriate number of credits

Honours Degree 360 credits of which at least 120 are at Level 6, and a further at Level 5 or above

2.8 The title(s) of the award(s) available within an undergraduate programme are specified in the appropriate programme definitive document.

2.9 The honours degree programme is taught over six semesters and three academic years, which span two calendar years in duration. The academic years run from October to May, June to January and February to September. Students may join the programme at any of the following different entry points: October, February and June
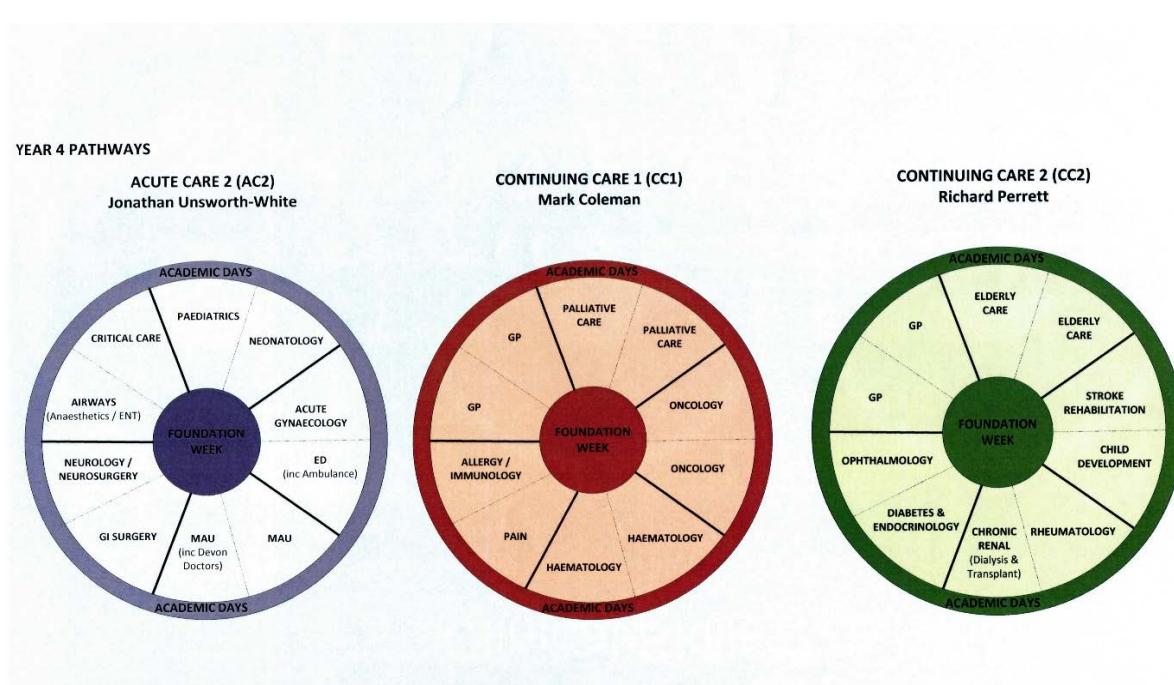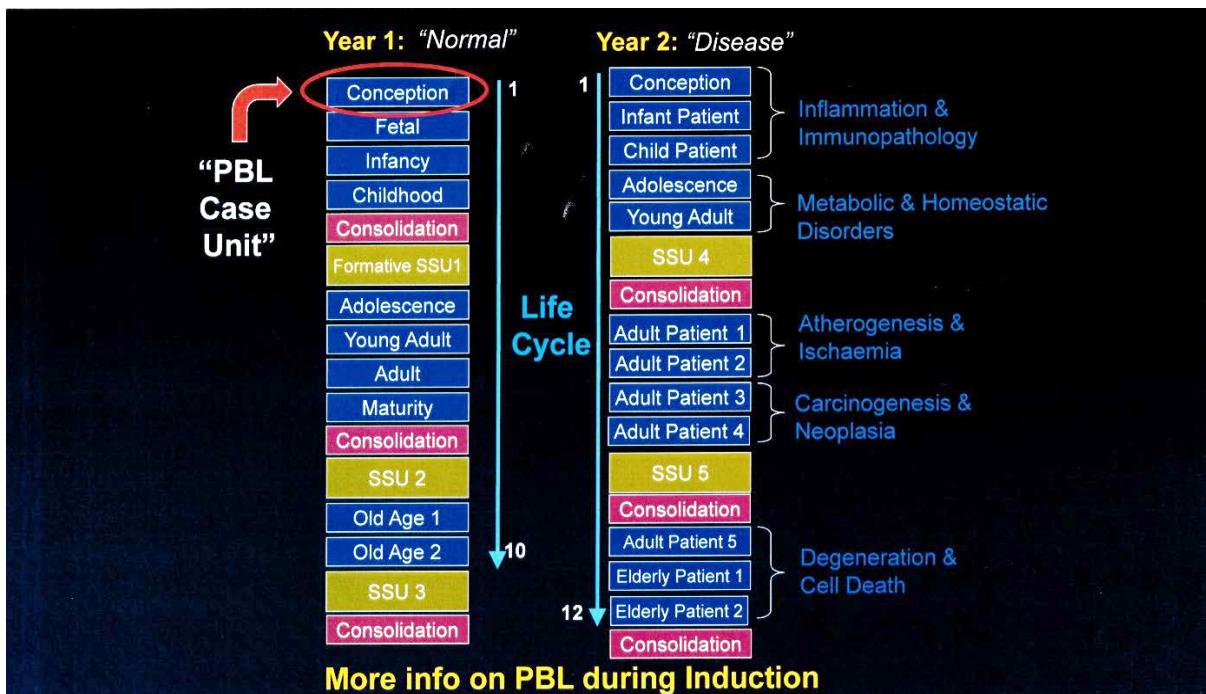
- **How is the program developed, enhanced and managed? What role do students play in the process? What role do employers play? Are other stakeholders consulted/engaged?**

Exceptionally, modules of 10 credits, normally delivered within one term/semester are allowed, but they must be justified in the approval documentation, discussed and agreed at the approval event and be approved as a non-standard format by the Academic Regulations Sub-Committee and the University Teaching, Learning and Quality Committee.

Any variation in module credits, other than modules included within the Professional Development Framework and co-curricular modules (e.g. Learning Through Volunteering/Student Ambassador Modules, each currently 5 credits at Level 4) will require exceptional approval by the Academic Regulations Sub-Committee.

Varying a programme of study is subject to:

- Approval by the student's programme leader, who would be expected to confirm that in their academic judgement the student will still fulfil the programme learning outcomes;
- Approval by the relevant module leader who would be requested to confirm that in their academic judgement, the student had sufficient subject pre-requisite knowledge to complete the new module successfully.

- **Are former graduates/alumni consulted/engaged?**

There is a very well developed Alumni and Friends community

- What are the functions of the project coordinator, semester coordinator, teaching staff at the programme?
- What supporting documents exist in relation to the study programme? (course description, study regulations, guidelines, learning outcomes, evaluation guides). Are these publicly available?
- What are the existing program regulations and who is responsible for ensuring that they are followed?

- **How are the programme structure and content monitored, reviewed, enhanced and implemented?**

- **Academic Regulations**
- **Summary of Major Changes for 2016-17** *Non-standard regulations are set out in Programme Specifications, where applicable.*

REGULATION / POLICY	CHANGE FOR 2016-17
ADMISSIONS	
Accreditation of Prior Learning	The number of prior credits which can accredited for entry onto an Ordinary degree programme has been increased from 220 credits to 240 credits.
REGISTRATION AND ENROLMENT	
Registration and enrolment	Regulations now clarify that exactly what counts towards the maximum limit. For taught programmes, this includes all repeat years, and periods of interruption, disciplinary suspension, and extension. (NB: this is a clarification, not a change).
Maximum period of registration	When a student is reaching the end of the period of registration for the programme, one exceptional twelve-month extension may be agreed at the Faculty's discretion.
Student Transfers	No change
Registering for the Ordinary Degree / Top-Up to Honours	No change
STUDYING	
Programme structure	No change

- How is staff workload calculated and monitored? How is the norm for allocation of hours (academic staff related) for various types of activities (teaching, supervision, evaluation) calculated (ECTS, formula, or historical)?
- How is student workload calculated and monitored and how does this help to shape curriculum planning and development?
- **What are the expected learning outcomes? How are the learning outcomes reflected in the assessments? How are the learning outcomes communicated to the students and how are they assessed?**

The purposes of assessment are

- objectively to measure a student's achievements against the learning outcomes of the module
- to assist student learning by providing appropriate feedback on performance
- to provide a reliable and consistent basis for the recommendation of an appropriate award

The assessment for each module is detailed in the Module Record (MR) (the student programme handbook for the award(s) identify where students may access the Module Record). This specifies the elements contributing to summative assessment and states the weightings of each element within the overall module mark.

Tests, practical assessments and coursework assessment are set during the module. Formal examinations, where part of a module assessment, is scheduled at the end of each semester.

Students are assessed according to the assessment specified for each module on which they are registered, irrespective of their programme of study

- **How is the student evaluation/assessment conducted? What forms of evaluation are practiced? (Written exams/open questions, multiple choice tests, oral exams, project presentations. Are there innovative forms of assessment e.g. peer assessment, IT based?)**

Assessment methods and their modified assessment provision (MAP) implications.

Assessing -Knowledge and understanding

Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating

Simple or MAP free	Complex MAP implications
Short answer questions	Examinations: unseen , open book, seen, case study, problem centred (formative or summative)
Multiple Choice Questions (Paper or computer aided)	
Weekly short tests	
Essay	In class tests
Report (individual or group)	
Report of data analysis	
encyclopaedia entry	
A- Z of… Wiki or website	Viva voce (for some students)

Viva voce	
Group discussion or debate	
Mooting (law assignment)	

Assessing -Thinking critically & making judgements

Developing arguments, reflecting, evaluating, assessing, judging

Simple or MAP free	Complex MAP implications
Essay	Examinations: unseen , open book, seen, case study, problem centred (formative or summative)
Report/portfolio	
Journal or reflective diary	
Present a case to an interest group	In class tests
Briefing / conference paper	
Literature review	
Written newspaper article	Individual oral presentation for some students - group presentations for others
Letter of advice to…..	
Oral presentation to a small or large group or on camera	

Assessing - Problem solving & developing plans

Identifying, posing or defining problems, analysing data, reviewing, designing experiments, planning, applying information

Simple or MAP free	Complex MAP implications
Report on cause and effect	Examinations: unseen , open book, seen, case study, problem centred (formative or summative)
Research bid	
Field work report	
Case study analysis	When a student is unable to participate in field trips
Analysis of a problem	
Action plan	
Oral presentation to a small or large group or on camera	Individual oral presentation for some students- group presentations for others
Group plan, report and presentation	
Laboratory practical & report	
Group or individual poster	
Simulation exercise	

Assessing- Designing, creating performing

Imagining, visualising, designing, producing, creating, innovating, performing

Simple or MAP free	Complex MAP implications
Exhibition Portfolio Oral presentation – group Project work Performance	Individual oral presentation for some students –group presentations for others

Assessing -Procedures and techniques

Working co-operatively, independently, being self-directed, managing time or tasks, organising

Simple or MAP free	Complex MAP implications
Laboratory practical & report (group or individual) Field work report (group or individual) Illustrated manual (group or individual) Produce a leaflet or poster (group or individual) Portfolio Observation of real or simulated practice Viva voce Video/podcast Demonstration Website or Wiki	When a student is unable to participate in field trips Role play Viva voce (for some students)

Assessing -Accessing and managing information

Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting

Simple or MAP free	Complex MAP implications
Report on data interpretation Report on applied problem/task Essay Task report Annotated bibliography	Examinations: unseen , open book, seen, case study, problem centred (formative or summative) In class tests

Assessing -Managing and developing oneself

Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating

Simple or MAP free	Complex MAP implications
Reflective journal/portfolio/diary Group oral presentation Report on group activity Website/wiki E-journal Podcast Blogs	Individual oral presentation for some students - group presentations for others

Assessing -Communicating

One, two-way, group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating and presenting.

Simple or MAP free	Complex MAP implications
Discussion/debate Oral presentation to a small group or on camera Real or simulated practice Court of enquiry Story boards Viva voce	Role play Individual oral presentation for some students -group presentations for others Viva voce (for some students)

- **What are the progression requirements?**

The pass mark for an undergraduate module (HE Levels 0 and 4-6) is 40%

Where module assessment involves more than one element of assessment, a

student is also required to achieve a minimum of 30% in each element. A module may be validated with the requirement that a student achieve a mark of over 30% in any or all of the elements.

A student who fails a module and is required to re-sit will normally be required to re-sit only the element(s) of the module which s/he failed. A student who fails and is required to repeat a module will normally be required to repeat all elements.

- **What measures are taken to avoid and sanction 'cheating' and plagiarism? How are these recorded and evaluated?**

An Award Assessment Board will meet at the end of each semester.

A student must pass 120 credits at the appropriate Level in order to complete that Level. Students will normally take 60 credits in each semester, but can take up to a maximum of 80 credits per semester.

A student who has failed up to 40 credits of a Level will normally be permitted to progress to the next Leve. Thereafter, the student will not be considered for progression to the subsequent Level until the failed modules are successfully completed.

The Award Assessment Board reserves the right to prevent progression to a more advanced Level prior to completion of the former Level.

Modules which have been successfully completed cannot be reassessed.

- **What are provisions for student appeals?**

A student will be deemed to have completed the Level if they have failed in up to 20 credits with marks of between 30-39% provided that the failed credits are not designated as non-compensatable and they have achieved an aggregate mark of at least 40% in the Level overall. In such cases a student will be awarded a compensated pass in the module(s).

If a student fails up to 40 credits and is permitted to progress to the next Level, s/he will be allowed to take appropriate referred assessment(s) (as specified by the Award Assessment Board) at the next available opportunity. The original rule for passing the module will apply for any student, unless the Award Assessment Board has specified a single module assessment in substitution for more than one element, in which case the student must achieve 40% in that assessment.

If a student fails more than 40 credits, the Award Assessment Board may, at its discretion:

- allow the student to resit/resubmit the appropriate assessments at the
- next available opportunity; or
- require the student to withdraw from the programme14 and award any
- intermediate qualification for which the student has achieved the credit
- requirements; or
- require a student whose extenuating circumstances will prevent the completion of the award during the normal period of registration, or have prevented her/him from making academic progress in the previous session, to interrupt studies or withdraw from the programme; or
- require a student who has developed a health or other problem which prevents her/him from meeting the learning outcomes of her/his programme to transfer to an alternative programme or withdraw from the programme and be granted the appropriate exit or aegrotat award.

A student will normally be permitted a maximum of three attempts at a module. A failed module may therefore not normally be referred or repeated on more than two occasions. If a student chooses to study a different module instead of the failed module the number of attempts at the original module will count towards the maximum number of attempts at the new module.

Where a failed module is successfully passed after referral or repeat, the mark for the retaken element(s) will be capped at 40% and the capped mark(s) will be used when calculating the overall

module mark. If a student chooses to study a different module instead of the failed module, a mark of 40% will be carried forward for aggregation purposes if the new module is passed.

- **What is the existing system of grading? What are the arrangements for credit transfer and accreditation of prior learning?**

Aggregate percentage mark.

Each module is awarded a mark out of 100.

The final aggregate mark is calculated by applying a scale factor of 0.3 to the marks for Level 5, and a scale factor of 0.7 to the marks for Level 6. The marks for each module are multiplied by the appropriate scaling factor and added together. The resulting aggregate mark is converted to a percentage of the maximum mark obtainable – the aggregate percentage mark.

A Certificate of Higher Education may be awarded to a student who has successfully completed 120 credits at Level 4 or above in an undergraduate programme on which s/he is not continuing, provided the credits successfully completed fall within the programme specification for the award.

If the aggregate of the student's best 120 credits falling within the programme specification is 70% or above, the CertHE will be awarded with Distinction.

- **What is the role of the external examiner?**

External Examiners are essential to the academic well-being of the University. Their involvement ensures that

- Standards are appropriate by reference to published national subject benchmarks, the National Qualifications Framework and the University's programme and module specifications
- The assessment process measures student achievement against the intended learning outcomes
- The assessment process is in line with the University's Assessment Policy
- The University's awards are comparable in standard to awards conferred by other UK HE institutions
- The assessment process is operated fairly and equitably and in accordance with University Regulations.

External Examiners must be appointed for all programmes leading to a University award whether delivered within the University or at one of its partner institutions.

The majority of the University's programmes operate within a standard modular framework. For such programmes the University operates a two-tier assessment process which is reflected in the University's definition of the separate roles of Subject and Award External Examiners.

The Subject External Examiner is primarily concerned with the standards of assessment in a specific group of modules (the subject) irrespective of the study programme(s) or award(s) to which the modules are attached. The Subject External Examiner will be asked to comment on assessment processes, and on the standard, content and development of the modules within the subject. S/he will be a member of the Subject Assessment Panel which confirms or modifies module marks and

ensures that the students are being assessed in accordance with the assessment programme and the intended learning outcomes for the subject modules.

Subject External Examiners do not attend Award Assessment Boards (unless they are required to do so by a professional accrediting body). Nor do they see or comment on student profiles. Their focus is on the standards in the subject.

The Award External Examiner acts as the "critical friend" of the Award Assessment Board, to ensure that decisions on progression or awards for students are made in accordance with the assessment regulations, and that justice is done to the individual student, taking account of any recommendations resulting from prior consideration of extenuating circumstances or assessment offences.

S/he will be a member of the appropriate Award Assessment Board(s), which makes decisions on progression and awards on the basis of the module marks confirmed by the Subject Assessment Panel. For each named award with which s/he is associated, the Award External Examiner will be asked to provide informative comment and recommendations upon whether or not the University is maintaining the threshold academic standards set for its awards and about the comparability of standards of student performance at award level with similar awards in other UK institutions with which s/he is familiar. Responsibility for maintaining the academic standard of the award/s is, however, the corporate responsibility of the Award Assessment Board, not the Award External Examiner's alone. The Board is in a position to fulfil this responsibility because it receives a report from each of the constituent subject panel chairs on the standard of assessment in subjects/modules.

The Award External Examiner may also be a member of the appropriate group of Subject External Examiners.

- **How is student-mobility embedded in the program structure and how it is facilitated?**

Students can go on exchange during any year of their Plymouth University programme if the programme structure permits. However, students wishing to go on exchange in the final year of their programme should be counselled about the significant weighting of the final year for their degree classification, before making the decision to go on exchange.

- **What are the academic requirements for students to enter the programme?**

Direct school leavers

The entry requirements below apply to you if you completed your GCE A levels, or equivalent qualifications, within two years of the start of the 2016 application cycle, e.g. qualifications completed since 2014.

All of the typical offers listed below are not necessarily the threshold for selection for interview. Other factors including the number of applications received and performance in the UK Clinical Aptitude Test (UKCAT) influence the threshold for selection for interview.

AS/A level reform statement

From 2017, in response to the AS/A level reform, we expect to require three A level passes at a minimum A grade to include chemistry and biology. An additional pass in a fourth AS level will

not form part of any offer made. Typical Offers for 2017 entry will be A*AA/AAA. The school will review this policy annually as the position for schools and colleges becomes clearer in this area.

GCE A level

The typical offer is A*AA – AAA at GCE A level which must include chemistry and biology. General Studies at A/AS level is not included within any offer.

GCSEs

Applicants need to achieve 7 GCSE passes at grades A-C which must include English language, mathematics and either GCSE single and additional science or GCSE biology and chemistry.

- International Baccalaureate
- 38 - 36 points overall including 6 in higher level biology and chemistry.

Scottish Advanced Highers

- Grades AAA including chemistry and biology.
- Welsh Baccalaureate Advanced Diploma
- A pass in the Diploma, plus grades A*A – AA in chemistry and biology. General studies at A/AS level is not included within any offer.
- Cambridge Pre-U Diploma
- D3, D3, M1 including chemistry and biology at D3.
- GCE A levels and Cambridge Pre-U Diploma

Applications will be assessed on an individual basis according to the subjects studied. Chemistry must be achieved at D3 in lieu of grade A at GCE A level. For a non-science subject a minimum grade M1 is required.

Applicants offering the following qualifications will need to take the Graduate Medical School Admissions Test (GAMSAT). Please see entry requirements for non-Direct School Leavers:

- BTEC National Diploma in Applied Science
- Advanced Diploma in Society, Health and Development
- Access to HE Diploma (Science)

PU PSMD welcome applications from re-sit applicants providing a minimum attainment has been achieved at the first attempt. For example: A level candidates need to have achieved AAB for medicine / ABB for dentistry.

Other UK qualifications

UK Clinical Aptitude Test (UKCAT)

As part of our commitment to a fair and transparent admissions process, Plymouth University Peninsula Schools of Medicine and Dentistry uses the UK Clinical Aptitude Test (UKCAT) in order to make more informed choices from amongst the many highly qualified applicants who apply for a place on the BMBS programme. UKCAT test results will be used, alongside the academic information contained on your UCAS form to select direct school leavers for interview. You will be required to meet a minimum standard in each of the subtests, plus meet an overall target score which is set and reviewed annually by the Admissions Advisory Panel. Please note that in the 2016 test,

UKCAT will be piloting a new Decision Making section in place of the Decision Analysis subtest. Neither you nor your University choices will receive a score for this subtest.

The UK Clinical Aptitude Test (UKCAT) threshold score applied to determine candidate selection for interview can alter each year and is influenced by overall candidate performance in the UKCAT and the number and quality of applications received. Adjacent are examples of the score thresholds applied during the 2012, 2013, 2014 and 2015 admissions cycles. Please note that all thresholds needed to be met.

Widening access to Medicine

As part of our commitment to widening access to medicine, Plymouth University Peninsula Schools of Medicine and Dentistry undertakes a programme of outreach activities with local schools in Cornwall, Devon and Somerset.

The School is also represented at the UCAS Higher Education Conventions in the UK.

Non-direct school leavers

The entry requirements set out in this section apply to you if it's more than two years since you completed GCE A levels or equivalent qualifications, or if you are a graduate or if you intend to enrol onto the second year of another degree course.

Graduate Medical School Admissions Test (GAMSAT)

Plymouth University Peninsula Schools of Medicine and Dentistry uses the Graduate Medical School Admissions Test (GAMSAT) as the entrance requirement for non-direct school leavers. GAMSAT assesses your academic aptitude for the study of medicine. Results from the test will be used alongside the other information contained on your UCAS form to select non-direct school leavers for interview. The results are valid for 2 years.

GAMSAT is a 5 ½ hour written test that assesses your reasoning in humanities, social science, biological science, physical science and written communication. As this test only assesses academic aptitude, if you're successful you'll still need to show us at interview that you have the appropriate personal qualities to train and practise as a doctor.

If you'd like to know more or to register for the test, please visit the GAMSAT website. If you'd like to know more or to register for the test, please visit the GAMSAT website. Although the school does not accept responsibility for the content, you may also find the following GAMSAT information leaflet of interest.

International student admissions

Plymouth University Peninsula Schools of Medicine and Dentistry welcomes and encourages applications from suitably qualified international students who are either self-funded, supported by scholarships from their respective governments, or sponsored by scholarship programmes operated by the British Council and similar funding bodies.

If you're an international applicant you need to meet the equivalent admissions criteria described for home students, with the exception that you do not need to sit the UKCAT test. In addition international applicants need to be fully proficient in English language. All teaching at our

School is in English, so if English is not your first language and you do not have a GCSE or IGCSE pass at grade A in English language, you must have one of the following qualifications:

- International English Language Testing System (IELTS) band 7.5 or above with at least 7.0 in each of the speaking and listening sections, taken within 12 months prior to entry
- IB score of 6 in English B at the standard level

We know that university life is a challenge for any student but especially when you're a long way from home. You'll find Plymouth University Peninsula Schools of Medicine and Dentistry friendly and supportive. We have a nominated academic tutor to coordinate the induction and academic support provided to international students. The International Student Advisory Service (ISAS) also provides support and can assist you with any non-academic issues affecting international students. There are also student welfare support and counselling services, wardens and student health centres on hand if you need them.

Students who have an offer of a place should apply under the Tier 4 (General Student) category.

REFERENCES

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4. New schools and programmes update of the General Medical Council Undergraduate Board issued, 2012.
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6. Standards. The Quality Assurance Agency for Higher Education, 2016.
7. Accreditation of Multi-Source Feedback/Tools for Use in Revalidation Regulating Doctors Ensuring good medical practice. General Medical Council, 2009.
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9. The Education Outcomes Framework 14. Department of Health, 2013.

BSc in Information Technology: Benchmarking Institutional and Study Programme Fit-For-Purpose

Technical University of Moldova

Work Package 2. Benchmarking Report

Prepared by: Ciorba Dumitru, Dr., Associate Professor, TUM

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Dr David Johnston, Academic Course Leader: Computing (PG), UoG

Chisinau, 2016

Table of contents

1. INTRODUCTION

The purpose of this programme is to bring the Moldavian higher education system up to date, in accordance with the European Higher Education framework, thus enhancing staff and student mobility and, certainly, raising young professionals that would meet the needs of the labour market.

Having these in mind, the Moldavian task force team visited several partner universities across Europe to have a better understanding of the Problem-based learning paradigm. As an output of these visits, the team has the goal to fill the present benchmark report, as a step forward into implementing PBL pedagogies in the universities of Moldova that chose to be part of PBLMD programme.

Table 1: Task Force Team

PBL training	Pedagogical training
National coordinator: Larisa Bugaian	National coordinator: Larisa Bugaian
TUM rector: Viorel Bostan, Prof.	TUM rector: Viorel Bostan, Prof.
Task-force team leader: Ciorbă Dumitru, associate Prof.	Task-force team leader:
Task-force team members:	Task-force team members:
Victor Beşliu, associate Prof.	Maria Vasiliev, associate prof.
Rostislav Călin, lecturer	Mariana Catruc, lecturer
Mihaela Balan, lecturer	Mihaela Balan, lecturer

2. METHODOLOGY

2.1 METHODOLOGY FRAMEWORK

2.2 DATA COLLECTION

Data was collected from two partner universities (Aalborg University and University of Gloucestershire) by Viorel Bostan and Dumitru Ciorbă (AAU), Beşliu Victor and Balan Mihaela (UoG).

Table 2: Study visits to EU partners

Country	University	Period
DK	Aalborg University	8-12 Feb 2016
UK	University of Gloucestershire	29 Feb - 05 Mar 2016

Table 3-a: Data reporting template (AAU)

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
L1: system level	• http://ufm.dk/en/the-minister-and-the-ministry/organisation/danish-agency-for-higher-education • http://en.akkr.dk/ • http://ufm.dk/lovstof/gaeldende-love-og-regler/uddannelsesinstitutioner/filer/job-structure-for-academic-staff-at-universities-2013.pdf • http://www.en.aau.dk/education/studentlife/current-students/services-at-aau/student-grants-and-loans/ • http://www.en.aau.dk/education/studentlife/current-students/services-at-aau/insurance/ • http://studyindenmark.dk/study-options/the-danish-way-of-teaching-1/the-danish-grading-system	• Danish Agency for Higher Education • The Danish Accreditation Institution • Danish Qualifications Framework for Higher Education • Job Structure for Academic Staff at Universities • The Danish state grants and loans scheme (SU) • Free health Insurance • The Danish grading system	• The Danish Agency for Higher Education handles tasks within the overall sector for higher education including the Danish students' Grants and Loan Scheme. • The Danish Accreditation Institution accredits degrees and institutions within the higher education area. • The principal university's positions will include assistant professor/researcher, associate professor/senior researchers, professor with special responsibilities, and professor; • No tuition for students from the EU/EEA and AAU partner universities • As an international student at AAU with a residence permit for Denmark, everyone is eligible to free health care - just like any Danish citizen.

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
L2: university management level	• http://www.aauhaandbog.aau.dk/faces/viewDocument/3072 • http://www.en.aau.dk/about-aau/strategy-vision-mission/ • http://www.en.aau.dk/about-aau/organisation-management • http://www.en.aau.dk/about-aau/organisation-management/executive-directors/	• Statutes of the self-governing institution Aalborg University • AAU's strategy for 2016-2021 • University Board • Executive Management	• The statutes describe the general purpose of Aalborg University and stipulates the constitution of the management and of the remaining organisation. • AAU's strategy for 2016-2021 defines the overall mission and vision of the university as well as the visions and actions within the following areas: Research; Problem based learning; Education; Knowledge collaboration • The Aalborg University Board is the highest authority of Aalborg University (AAU), and the University's Rector is responsible for the day-to-day management of AAU. • The Rector/Pro-rector and the AAU University Director, the deans, the Library Director and SBI's (Danish Building Research Institute) Managing Director constitute the AAU Executive Management
L3: Faculty/ Department level	• http://www.en.aau.dk/about-aau/organisation-management/faculties/ • http://www.phd.teknat.aau.dk/ • http://www.en.tek-nat.aau.dk/digitalAssets/150/150034_teknat-13english.pdf • http://www.cs.aau.dk/about/organisation/	• Academic Councils • Doctoral School • PhD Board • Cross-faculty departments • Department Councils • Departament's research groups	• The Academic Council is entitled to express its opinion on all academic issues of importance to the activities of the faculty/SBi and is obliged to discuss academic issues submitted to the Council by the Rector. • Aalborg University's doctoral schools are affiliated to the four AAU faculties. • The academic environments at the faculties are organised in departments, schools and centres • The division in groups reflects the department's research profile and the decentralized responsibility for research, planning and teaching.
L4: Study board level	• http://www.en.aau.dk/about-aau/organisation-	• School and Study boards	• A school at Aalborg University (AAU) is a professional

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
	management/schools-study-boards/		• community, which consists of one or more study boards with academically related programs • The tasks of the study board include study curricula, study guidance, quality assurance as well as treatment of applications for credit and exemption.
L5: Integrating disadvantaged students level	• http://www.en.aau.dk/education/studentlife/current-students/services-at-aau/advice-and-counselling/	• The Student Counselling Service • The University Chaplaincy	• The Student Counselling Service is an independent institution that offers study-related, social and psychological counselling.
L6: Physical environment level	• http://www.en.aau.dk/about-aau/organisation-management/campus-areas/ • http://www.iso.aau.dk/working-at-aalborg-university/staff-facilities/	• Three campus areas • Group rooms • Group areas • Computer facilities • University library - AUB • University cantines • Chaplains • Fitness centers	• Aalborg University (AAU) has campus areas in Aalborg, Esbjerg and Copenhagen. • Researchers, teachers and Ph.D. students have access to the university's computer facilities. • UniFitness Aalborg is equipped with professional equipment on par with the equipment in commercial fitness centers.
L7: Study program level	• http://www.en.aau.dk/education/study-in-scandinavia •	• The Aalborg Model for Problem Based Learning (PBL) • Group Work • Team-based approach • The 3+1 curricula model • Semester theme • Semester coordonator	• The study method is also known as problem based project work and, in brief, this means that in each semester everyone works closely together with a group of fellow students on a large written assignment.
L8: Pedagogical training level	• http://www.learninglab.aau.dk/about/ •	• Learning Lab • LACS - Centre for Language and Communication Services • Adjunktpædagogikum: Certification in higher education pedagogy	• Learning Lab empowers staff to fulfill Aalborg University's commitment to excellence in higher education teaching and learning. • Academic English at a High Level; Obligatory certification in English (assistant professors)

Table 3-b: Data reporting template (UoG)

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
L1: system level	"The framework for higher education qualifications in England, Wales and Northern Ireland", August 2008	• Awarding qualifications; • Frameworks for school and vocation education; • Frameworks for higher education across the UK; • Quality audit; • Definition of "level" in the education system; • Number of levels in higher education; • Definition of "cycle" in the British education system;	UoG conforms to the Framework for higher education qualifications in England, Wales and Northern Ireland, also to the european framework for higher education, which makes it possible to have student mobilities during the study years at the university. This is important, as it contributes to a broader international experience. It is also important to mention that UoG conforms to QAA (Quality Assurance Agency) for Higher Education, that accredits this university. There was mentioned the fact that the opinion of several informal quality assurance agencies is important, as their voice is taken into account on the labor market. Therefore, UoG tries to bring its courses into accordance with those recommendations as well.
L2: university management level	Official site of UoG, glos.ac.uk, Governance and Structure section: http://www.glos.ac.uk/governance/pages/governance-and-structure.aspx	• The university executive committee; • Academically the university is divided into faculties. • 4) All students belong to one of the university's faculties.	The structure of UoG is somewhat similar to the structure of our home universities, but each school inside the university is more autonomous than our faculties are.
L3: Faculty/Department level	Official site of UoG, glos.ac.uk, Faculties and Schools section: http://www.glos.ac.uk/faculties-and-schools/Pages/faculties.aspx	Each faculty is responsible for particular subject areas, offering undergraduate and postgraduate courses and undertakes research in related areas. As well as devising and delivering taught programmes, faculties are responsible for leading the university's research and commercial activities in their fields. Students benefit from this concentration of activity, research and partnerships with external	There is no tight coupling of the schools, so each of them taken separately is a fully integrated body, able to provide higher education according to national and international standards. Each school has enough freedom to bring the study programmes up to date whenever they feel it's necessary.

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
		organizations ensuring taught programmes are relevant and up-to-date.	
L4: Study board level		Courses can be slightly revised each academic year. The study board gathers together and decide on improving (bringing up-to-date) some or other subjects. This procedures don't require some higher-level approval. Of course, there's a thin line that separates subjects' slight revision from subjects' thorough revision. The latter requires higher-level approval.	Teachers behave as a team, collaborate, frequently share their experience, thus bringing the best pedagogical practices into the study rooms.
L5: Integrating disadvantaged students level	Notes taken at the "Student Help Zone"	• UoG has a modern environment, tailored to meet each student's needs. Thus, for disadvantaged students, otherwise called persons with special needs, UoG provides absolute accessibility to any of its study, ancillary or recreational facilities: • All the doors on the hallway are automated, with a push button situated at the reach level of a person in a wheelchair. • There are facilities (toilets) specially designed for persons with disabilities. • The ancillary facilities are as well crafted with doors that can be easily opened by	It is amazing how any person with potential, regardless of their physical state can access higher education, a facilitator being assigned to them even if there's necessary to take notes for the student.

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
		disadvantaged persons. • The very specific to UoG "Student help zone" offer its services for disadvantaged students as well. They even can provide a person attached to a student with special needs that would take notes for them, record the lectures or help them to physically put their work on the paper.	
L6: Physical environment level	Photographs taken on the site	UoG has two campuses: one in Gloucestershire (Oxstalls) and the other in Cheltenham (The Park). The Cheltenham campus is situated in a former park, thus it is very green and aesthetic. There are several buildings on the Cheltenham campus. We visited the Elwes building (main building, the biggest one) and Fullwoods building (a historic building). Also, there are living facilities on the campus, a dining facility and some ancillary facilities, such as medical first aid, prayer room, ablution rooms, lavatory.	It's both healthy and pleasant to be on the site of UoG. All the buildings are concentrated on the campus, even the dorms. Everything looks natural, organic, but also well integrated to save as much time as possible. A student can study, have some rest and do the chores without leaving the campus.
L7: Study program level		Each course has a three-year study programme, with the four-year study programme option. The latter means that students have a one full academic year internship in the industry after the second year of study. After that,	The study program comprises both theoretical and practical contact hours, as well as individual student work. It's quite similar to the study program at our university, in terms of subjects taught and types of contact hours. It still differs by the amount of project works assigned to the students and also by the fact that a project is assigned to a group,

Question/ Problem	Data/Sources consulted	Findings	Memos/Reflections
		they return to the university to complete the last year of study. This is optional, but recommended, as it provides the students with the opportunity to have one year of experience in their CV upon graduation.	not to an individual student. Also, at UoG they tend to bring research into the study process much more than we do. Each teaching staff member uses his own research experience at hours and also brings new ideas and findings to his students, which is great, as the students have constant access to the newest scientific material and so may have a broader view of the area.
L8: Pedagogical training level		Teaching fellows of UoG should be HEA (Higher Education Academy) certified.	It is a good practice to have certified academic staff, as this ensures the high qualification of each teaching fellow, thus offering the students the best ones to learn from.

2.3 DATA ANALYSIS

Table 4: Template and guidelines for developing benchmark criteria, properties and indicators

AAU	UoG	Criteria, properties, indicators
Basic findings by levels System level: - AAU is self-governing institution; - AAU is accredited by the Danish Accreditation Institution; - Adjunktpædagogikum: Certification in higher education pedagogy - Obligatory certification in English as Medium of Instruction University level: - Aalborg University's academic environments are organised in departments. Each department is led by a head of department and has a department council, which define autonomously the strategy and budget of the department, quality	Basic findings by levels System level: - UoG and other universities across the UK are autonomous enough; - UoG is accredited and has a good position in Top10 universities of UK; - UoG staff must be HEA certified; - UoG conforms to EHEA, thus assuring quality of higher education. University level: - Each school has its own management and is autonomous in matters of course elaboration and revision.	System level: - university autonomy; - accreditation of the higher education institutions; - staff certification; - quality assurance in higher education. University level: - School/department autonomy; - Quality assurance; - Course development; - Financial autonomy; Study program level: - Teacher autonomy; - Teacher authority; - Involving research in teaching.

AAU	UoG	Criteria, properties, indicators
assurance and quality development of study environment, etc. - It is the responsibility of the departments to contribute to the assurance of the quality of the teaching delivered. For example, course lecturers conducting self-evaluations of their courses are one way of achieving this. The result of these can be sent to the study board; - The Danish higher education system is generally characterised by high levels of institutional freedom: organisational and staffing autonomy are rated as "high", financial autonomy as "medium high". Academic autonomy is somewhat more restricted, with Denmark belonging to the "medium low" group. Study programme level: - Each semester's content and processes are planned and controlled by a semester group; - The teachers determine the structure of the modules (the number of lectures, tutorials, workshops, etc.).	- Each school assures quality of higher education at study board level; - The study board of each school reviews courses frequently, accepting slight changes of the study programmes that do not require system level approval; - UoG is financially autonomous. Study programme level: - Each teacher is empowered to review and slightly improve his/her subjects; - A teacher is not regarded as an authority, except for the theoretical lectures, where the subject material is brought to the audience. A teacher is rather a friend, a tutor, a superviser; - The teacher cannot review/change the contents of his/her subjects without discussing it with the colleagues (study board) first; - Each teacher should use his research experience in teaching.	

3. BSc in Information Technology at Aalborg University

3.1 Introduction

Aalborg University was established in 1974 in the North Jutland in Denmark and it represents an educational innovative experiment having teaching concepts based on problem solving. The University started with 900 students. Twenty years later in 1995, Aalborg University registers already about 10.000 students [1- Lux96] and in 2015 the number of enrolled students overcomes 20.000 [2- Aau2015].

In recent years, Aalborg University has risen up the international lists of university rankings. Aalborg University appears on the great majority of ranking lists, and is among the top two percent of the world's 17,000 universities. [3- Aau2015]

The educational model implemented by the university recognized today as PBL determines the graduates' success proved by the high rate of employment that is the highest in the country. The PBL methodology main objectives are a) acquiring knowledge and skills independently and at a high academic level; b) working analytically and according to interdisciplinary and problem and result oriented methods; c) cooperating with the business community on the solution of authentic professional problems; developing their abilities within teamwork; becoming well prepared for the labor market.

3.2 System level

According to the Danish University Act, AAU is a public self- governing institution [4-Aau2012] but also abides to the Danish Agency of Higher Education regulations. The Agency is a part of Ministry of Education and Science and is also responsible for the whole higher education including the students' financing schemes [5-Mhe2016].

It's remarkable that even if the higher education institutions have a large autonomy, the government supports them considerably: AAU is allocated from the government budget around 260 billion euro (out of the 337,78 billion euro budget in total).

3.3 University management level

AAU is among the largest employers in North Denmark with over 3500 salaried employees. These ones together with the 20.000 students are providing a performant and strict management.

The AAU Board is the highest authority of Aalborg University and has the following tasks: approval of the University budget as recommended by the Rector, including the general allocation of university resources and the principles governing the spending of resources. Signing of the accounts; preparation of University regulations and any amendments of these for subsequent approval by the Minister; appointment and dismissal of the University Rector; appointment and dismissal of other senior managers (Pro-rector and University Director) as recommended by the Rector; signing of development contract with the Minister; the chairperson of the University Board

is authorized to enter into commitments regarding real property together with a member of the University Board.

The University Board consists of 11 members, six of which are from outside of the University. The Rector, the Pro-Rector and the University Director (responsible for administration and development) participate as non-voting members (observer status). Rector undertakes the day-to-day management of Aalborg University within the framework laid down by the AAU Board. Rector determines guidelines for the day-to-day management of the University and stipulates management competence in delegation declarations.

Figure: The structure of university administration at AAU
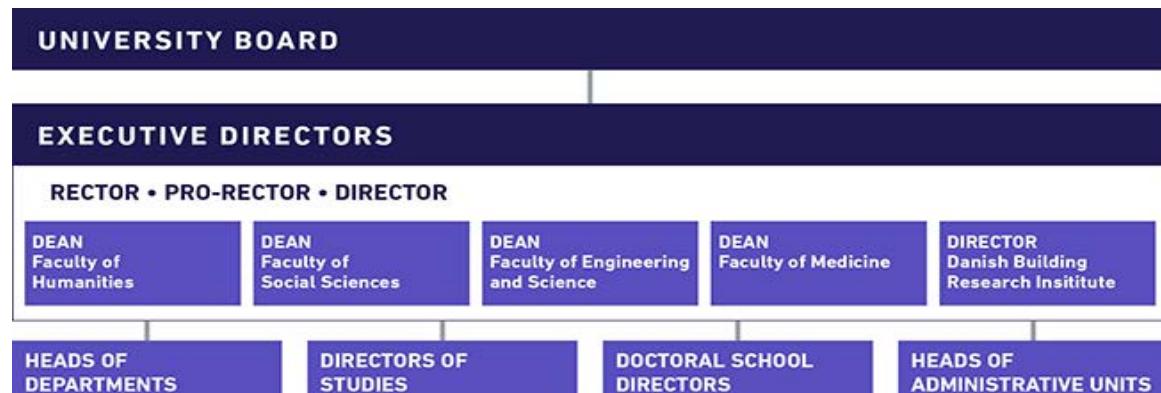
AAU has four faculties: the Faculty of Humanities, Faculty of Engineering Science, Faculty of Medicine and the Faculty of Social Science. The academic environments at the faculties are organized in departments, schools and centers. As a result of the University's focus on interdisciplinarity, a number of these units belong under two or more faculties. Therefore AAU consists of 19 departments and 11 schools.

Figure: AAU organization
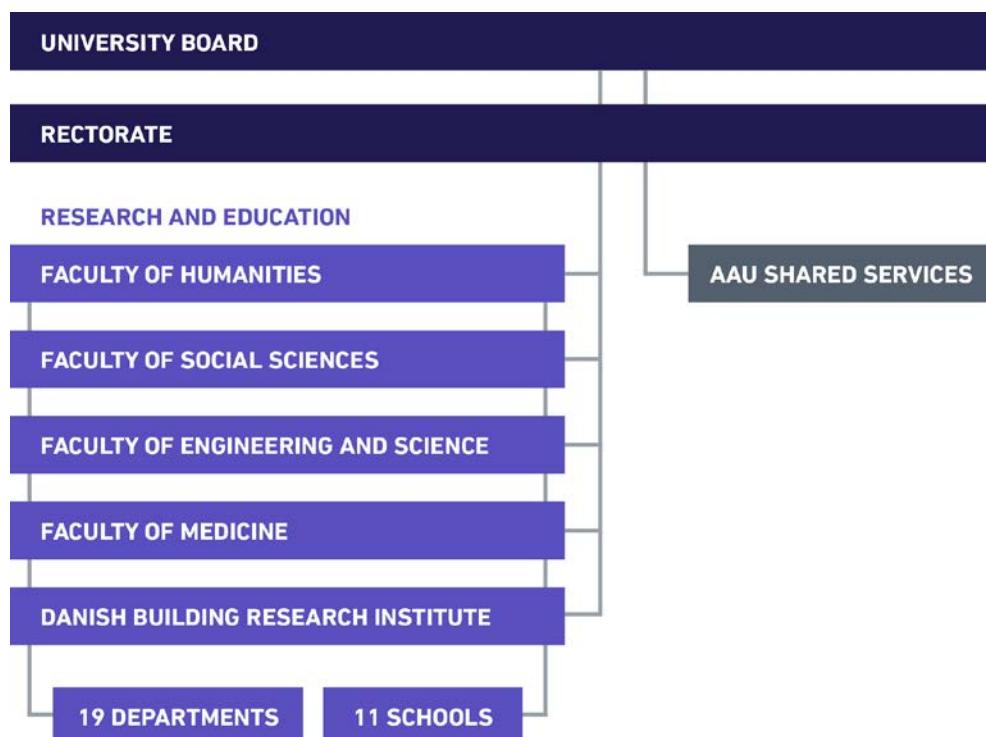
Each faculty has consultative group called Academic Council. Each Academic Council at faculty level is comprised of 15 or 8 members. The Council is entitled to express its opinion on all academic issues of importance to the activities of the faculty and is obliged to discuss academic issues submitted to the Council by the Rector. Furthermore, the Academic Council is among other tasks responsible for awarding PhD and higher doctoral degrees.

3.4   FACULTY/DEPARTMENT LEVEL

The University is organized upon a very clear distribution of tasks and responsibilities amongst each university participant. Therefore, each, University, Department and School, have its own roles. The University defines the general view of all the activities and is the lawful owner of the campuses buildings that can be used by any department. The Department is the entity that defines the activity frames for research groups, more or less formal entities, and promotes the content of academic programs. The beneficiary of those programs is the School, a part entity from a Faculty that manages the student relationships.

An important element is the easy access for outside people (businessmen, local public administration, and other universities) to participate in the internal processes: the definition of school programs, the supervision of quarterly and license projects.

Another important element that popped out was the financial self-management of the departments in research and education. Such an approach proves to be rational towards the rental expenses (rented from University) and also allows a salaried distribution (per teaching task) independent from other more or less successful departments.

The Faculty of Engineering and Science consists of 11 departments, which are headed by a Department Head and are responsible for the researches and research-based teaching.

Figure: The structure of Engineering and Science Faculty
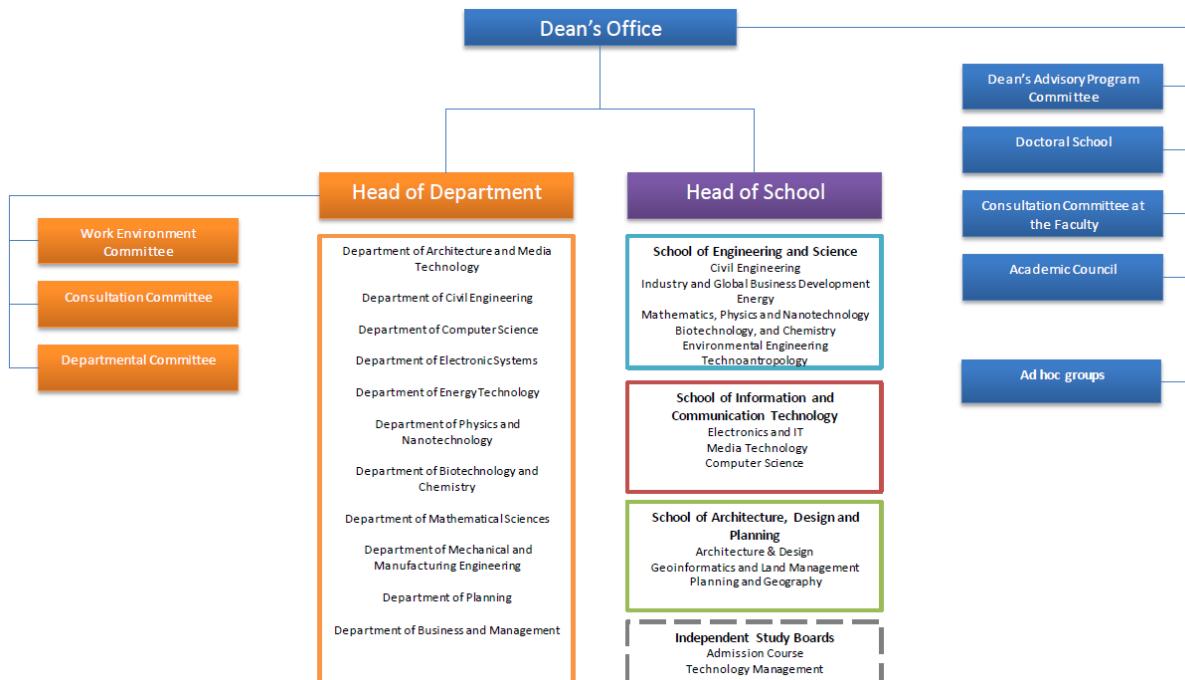
Each department has its own Council. The Department Councils at AAU are the advisory boards at department level. The Councils advise among others in matters pertaining to the strategy and budget of the department, quality assurance and quality development of study environment and other general affairs pertaining to the Department. The Council is formed of up to 13 members which are elected out of staff (academic, technical, administrative) and students.

Research is the essential activity at the AAU. The teachers are part of at least one research group. Therefore, the group is the base element of each teacher's activity and determines the main research directions of the departments. The Department of Computer Science is formed out of four distinctive research groups: Database and Programming Technologies, Distributed and Embedded Systems, Machine Intelligence and Information Systems. [6-Aau2016].

Figure: Research Groups (Computer Science department)
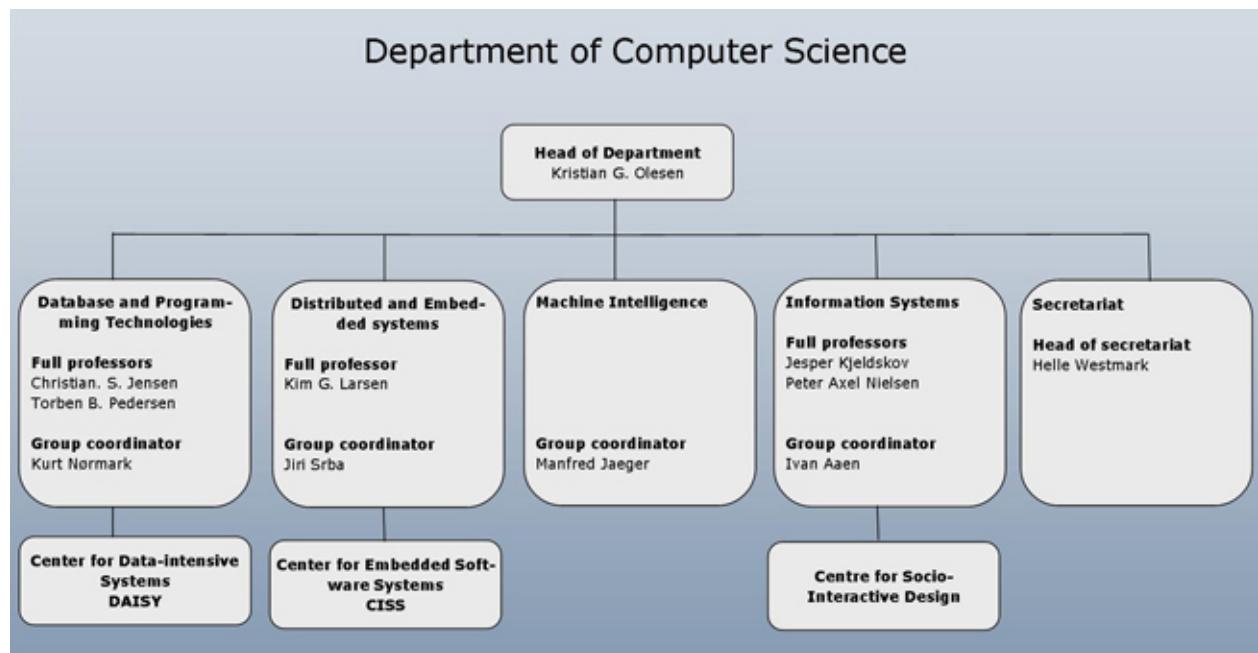
3.5   STUDY BOARD LEVEL

A school at Aalborg University (AAU) is a professional community, which consists of one or more study boards with academically related programs. AAU schools are managed by a program director, which is assisted by a study council. The program director is chairman of the student council, which consists of the chairmen and vice-chairmen of the boards of studies that belong to that school. Putting PBL method in practice a study board is formed of semester coordinators and responsible secretaries.

The Faculty of Science and Engineering includes 3 basic schools: School of Engineering and Science, School of Information and Communication Technology and School of Architecture Design and Planning.

The School of Information and Communication Technology is headed by Computer Science study board, which manages study programs in Computer Science, Electronics and IT, Media Technology.

3.6   Integrating disadvantaged students level

Aalborg University is well known for its major efforts of integrating all students, which is also mentioned in OECD Report [7-OEC2014]. The integration is also made through an approved educational model, mentor and guidance services (centralized or departmental – in this context the Student Counseling Service and the University Chaplaincy stands out) [8-Aau2016] but also through a well-organized religiously and political neutral physical environment.

Mostly the integratability is also determined by the Danish law, which implies the legal and universal access for all its residents to the national medical system, loans system, etc.

3.7   Physical environment level

The classes in the departments are oriented towards teamwork. This can be easily observed in different locations around university: cantinas, lobbies, library, etc. A remarkable fact is that the classes can be reserved for team work thus the supervisor can always be aware where to find his team.

The university library creates an astonishing environment for learning, where students can form "separate" workspaces in the middle of the big library hall. And the easy access to the bookshelves facilitates the desire to learning and studying.

Another important thing to mention is that the library has a building in the center of the city in order to offer an easy access to its informational resources as well as some buildings closer to the homes of those who live in the city.

The main atmosphere of AAU is very impressive, determined by traditions, well-established processes and high quality people – all of which define a successful educational model.

3.8   Study program level

The educational programs at AAU are a result of a continuous collaboration between the university staff and students, on one hand, and public institutions, private companies, on the other hand. The collaboration is shown through the presence of multiple work commissions (more or less formal) of different level (university, department, school) that cover the research and educational parts.

AAU currently consolidates and further develops its profile as a dynamic and innovative research and educational institution oriented towards the surrounding world. It is characterized by combining a keen engagement in local, regional, and national issues with an active commitment to international collaboration. With a persistent dedication to the pursuit of excellence, Aalborg University offers supreme educational experiences across a broad spectrum of academic fields. The PBL-based pedagogical model of the University has become both nationally and internationally recognized by universities, researchers and students as an advanced and efficient learning model.

The problem definition and solving is the main line of AAU programs and it mostly consists out six license semesters. A special attention is offered to the continuous methodical preparation of

teachers and students in terms of PBL, which creates the impression of an equal responsibilities partnership. The activities of this partnership are guided by the fundamental principals of PBL: interdisciplinarity, teamwork and research based education.

An interesting fact is a study program based on a linear progress determined by the semester level relationships more then discipline level, separated and distributed through study years. Each semester has a well-determined theme and a supervisor who coordinates the activities of the teachers and students enrolled.

The presence of a unique theme keeps the semesters' modules (courses/classes, seminars, other activities) together, offering a common goal and a study motivation. To this a semester project adds up as being mandatory in PBL terms. The project is offered 15 ECTS credits (out of 30 per semester) and all the other disciplines are given a maximum of 3 credits per discipline, which forms the other 15. This approach is very welcomed and offers i) decongestion of the study program from the department offered modules (mandatory or chosen) and ii) a larger academic freedom to the students participating in projects, in terms of PBL.

Also a totally normal procedure, supported by the international processes as well, is the external examination of the students. This is considered to be the best method in order to ensure the quality and verify that the principles established by the modules are in accordance with the research or business environment.

Along with the strictly mentioned externally examined disciplines, they also assume an active-learning. Meaning that the number of hours under each module is not necessary in form of lectures taken in an auditory when the student is considered to be passive learning. Or, in AAU terms an active learning student is considered only while in teamwork or group collaboration. Therefore a group is the unity of work supervised by the teacher and which can work in a formal (university) frame or on its outside.

3.9 PEDAGOGICAL TRAINING LEVEL

The majority of AAU education programs are centralized around PBL. Therefore this methodology is offered a special attention: courses are held, instructions are published, teachers are certified.

The university owns a center of excellence in education called AAU Learning Lab. The main directions of the activity of this center are determined by different key groups: Courses for professor assistants; Certification in higher education pedagogy; new in AAU – basic PBL courses; Extras for Experts – activities for teachers and teacher associates; Learning Lab on demand – specialized activities for groups of a different knowledge and experience level [9].

The Aalborg University is one the few Danish universities which requires a mandatory level of English language (C1 level) for all the teachers that have courses in english. This is fulfilled through a specialized center called LACS – Center for Language and Communication Services.

4. BSc in Computing at University of Gloucestershire

4.1 Introduction

Computing is one of the courses taught at UoG. The information provided on this course was quite brief, so the benchmarking is done mostly by gathering information from the environment. Thus, the names of the laboratory rooms and the wallpapers were informative enough to have a better understanding of what is taught at UoG in Computing course.

4.2 System level

1) Qualifications must be awarded in accordance with the FHEQ;
2) Within the United Kingdom (UK) and Ireland there are also frameworks of school and vocational qualifications managed by the Qualifications and Curriculum Authority (QCA)
3) The frameworks for higher education qualifications throughout the UK are designed to meet the expectations of the Bologna Declaration and thus align with The Framework for Qualifications of the European Higher Education Area (FQ-EHEA). As such, the labels used to distinguish the different levels of the FQ-EHEA (short cycle, first cycle, second cycle and third cycle) have also been incorporated into the FHEQ.
4) QAA auditors and reviewers use the FHEQ as a reference point when auditing or reviewing the establishment and management of academic standards by higher education providers. In particular, auditors and reviewers look at how institutions align the academic standards of their awards with the levels referred to in the FHEQ.
5) In the UK and Ireland, each stage within any framework of qualifications, be it school, vocational, further or higher education, is commonly referred to as a 'level'.
6) The FHEQ has five levels, three of which are undergraduate and two are postgraduate.
7) The FHEQ is a qualifications framework. Each level is illustrated by, and each award determined by reference to, a qualification descriptor.
8) The qualification descriptors of the FHEQ reflect five distinct levels of intellectual achievements associated with the typical higher education qualifications awarded by higher education providers in England, Wales and Northern Ireland in accordance with their degree awarding powers.
9) Typically, programmes leading to higher education qualifications, particularly those taken over a number of years, include learning that is progressively more challenging.
10) To convey the relative position of levels of achievement and/or qualifications, it is convenient to number them.
11) Within the FQ-EHEA, the term 'cycle' is used to describe the three sequential levels identified by the Bologna Process (first cycle which can include short cycle qualifications, second cycle and third cycle) within which all European higher education qualifications are located. In broad terms, the first cycle corresponds to undergraduate awards (typically bachelor's degrees), the second cycle and third cycles to postgraduate awards (typically master's degrees and doctoral degrees, respectively).

12) Similar to the FHEQ, the FQ-EHEA has generic qualification descriptors for each cycle, known as the 'Dublin descriptors'. These illustrate the typical abilities and achievements associated with qualifications that signify the completion of each cycle.

13) In many other European countries, as in England, Wales and Northern Ireland, a range of higher education qualifications are available to students who have undertaken a programme of study within the FQ-EHEA first cycle, but which do not represent the full extent of achievement for this cycle. These qualifications are referred to as higher education short cycle (within the first cycle) awards. Such awards may prepare students for employment while also providing preparation for, and access to, studies to completion of the first cycle.

*The general scheme of the british educational system levels is given in Table 1 of the "The framework for higher education qualifications in England, Wales and Northern Ireland", page 10.

4.3 UNIVERSITY MANAGEMENT LEVEL

The governance of UoG is repsesented by the university executive commitee and the Council. The university executive committee is responsible for all matters associated with the development and management of the university. Council is the university's governing body.

The executive committee's responsibilities include:

- the university strategy
- academic provision
- financial matters
- HR matters
- matters related to marketing, the recruitment of students, external relations and communications
- matters related to student experience and welfare.

University executive committee currently comprises nine members including the vice-chancellor as chair.

4.4 FACULTY/DEPARTMENT LEVEL

The University of Gloucestershire has three faculties; the Faculty of Applied Sciences, the Faculty of Business, Education and Professional Studies and the Faculty of Media, Arts and Technology.

All students belong to one of the university's faculties. Each faculty is responsible for particular subject areas, offering undergraduate and postgraduate courses and undertakes research in related areas. As well as devising and delivering taught programmes, faculties are responsible for leading the university's research and commercial activities in their fields. Students benefit from this concentration of activity, research and partnerships with external organizations ensuring taught programmes are relevant and up-to-date.

4.5   STUDY BOARD LEVEL

The Study Board (Academic Board) manages courses provided and approve some changes of the subjects, parts of courses. Also, the Academic Board is above semester coordinators and may solve some student complaints, if those happen.

At UoG, computing teaching fellows bring a lot of research experience into their academic practice. So, as an example provided was the interest of the teacher in Agile programming. He reinforced the importance of bringing this technologies to his lectures, Agile being a new technology, of high interest on the labor market. Thus, it was stressed the importance of bringing teacher's own experience and knowledge to the lectures, which would help providing qualified and competitive Computing BSc's for the labor market.

4.6   INTEGRATING DISADVANTAGED STUDENTS LEVEL

UoG has a centralized way of managing student affairs that are not directly related to the study process. There is a special department, called "Student help zone", that can provide all kind of help, from psychological to integrating disadvantaged students.

At UoG, the physical environment itself is designed to help integrating disadvantaged students. Doors are automated, provided with push buttons for opening.

Disadvantaged students can request help and it will be provided, even if a person to take notes for a student is needed. Certainly, a person to help with a wheelchair can be attached and so on. UoG sets high tuition fees, so there's always the possibility (financial as well) to hire or attach some of the existing stuff to a disadvantaged student.

4.7   PHYSICAL ENVIRONMENT LEVEL

UoG has two campuses: one in Gloucester and the other in Cheltenham. Our team visited the one in Cheltenham, dubbed "the Park", because it is situated on the territory of a former park. The territory of the campus is breathtakingly beautiful, with century old trees, green grass, fresh air and lots of flowers. Both the study buildings and ancillary are situated on the same campus.

The Computing rooms are situated in the main, Elwes Building, with the corresponding numbers and names on the doors. There are study rooms, laboratory rooms, group work rooms and a very nice and special game testing room, for the students interested in game development.

4.8   STUDY PROGRAM LEVEL

The study programme on each course consists of:
-    lectures, where the teacher/lecturer exposes the study material;
-    seminars, where the lecturer with their assistant state a problem, which must be solved by the student audience, organized as groups;

–   case studies, where students work in groups as well, being provided with tasks that help studying the material for the semester project. They have the chance to meet face to face and work jointly on the task.

Also, students have to perform a lot of individual work on their group projects. For these purposes, they meet in special rooms, provided with furniture and all the necessary conditions for working in groups.

For a broader view, we'll set a series of questions regarding the design and approval of courses:

1) *Who creates/proposes a study programme for a specific course? (In the very beginning, from scratch)*

The proposal usually comes from the Academic Group Leader (the is the line manager of a group of academic staff and they are usually in charge of a group of cognate programmes such as Business and HR; Marketing and Retail; Accounting and Finance etc.) and must be agreed with the Dean of the Faculty. Occasionally, the original idea is suggested by academic staff such as Course Leaders (i.e. the person in charge of leading the individual programmes), but it will only progress as above. A person is designated to lead the consultation and documentation (validation document) and put together a team to help them with this. This person may or may not eventually become the Course Leader for the new programme.

2) *Who approves the course? (It was mentioned that slight changes do not need approval from outside the university, but what about a new course?)*

For a new programme approval to progress, the proposal must be supported by the Dean, the Faculty Academic Standards Committee (FASC) and the University's Academic Board. Once Academic Board give their approval to proceed, FASC set a date for the validation panel event, which is chaired by a senior academic outside the Faculty and consists of members of the programme validation team (mentioned above), students, academics from other departments, external experts (usually academics from outside the University) and practitioners (e.g. employers).

When slight changes are made to programmes such as learning outcomes, delivery and assessment models etc. these only need the approval of FASC.

3) *The structure of the semester: how many subjects are there and what is the overall number of semestrial projects?*

Semesters are approximately 15 weeks each and there are generally four modules per semester per student (30 ECT). (NB the UK uses a Credit Transfer System which is double the standard ECT equivalent. So a three year degree is usually 360 credits or 180 ECTs). Some modules are non-standard e.g. year long modules which might be 15 ECT. The BM module which Clive Kerridge leads (Strategic Management) is year-long and 15 ECTs), so a quarter of the student's final year. Dissertation modules are also usually year-long double modules.

4) *The structure of a subject: how much lecture hours, seminars, case study hours, projects?*

This varies enormously, but we will use as example the information for Computing - one of the IT Courses.

This course comprises several study modules:

- Programming and Software Development;
- Introduction to Forensic Computing;
- Systems analysis and Database Design;
- Project Management and Professional Issues;
- Object-Oriented Sotware Development;
- Software Quality Assurance;
- Adanced Concepts in Programming Languages;
- Individual Research Project;
- Advanced Group Project.

This course, as any other at UoG is a three-years course, meaning level 4, level 5 and level 6, according to the british educational system.

So, the first year of study (level 4) comprises 30% scheduled learning and teaching activities, 70% of guided independent learning and 100% of placement and study abroad (option between level 5 and level 6).

The third year of study (level 6) has the same ratio of academic activities as the first year.

The second year of study (level 5) comprises 30% scheduled learning and teaching activities, 70% of guided independent learning and 0% of placement and study abroad.

For each of these levels (4, 5 and 6) there are the following assessment methods:

a) L1:

written exams - 25%
practical exams - 0%
course work - 75%

b) L2:

written exams - 25%
practical exams - 0%
course work - 75%

c) L3:

written exams - 0%
practical exams - 0%
course work - 100%

5) How is the Management of Quality and Standards performed?

Guidance on the University's approach to the management of quality and standards is contained in the Academic Quality & Partnerships Handbook (AQPH), Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.

Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be

addressed and delivery enhanced in the appropriate arena. Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.

Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.

6) Is there a coordinator for each semester (PBL model)?

Each module has a Module Tutor, who coordinates the delivery of the module (if it is a large module with several tutors on the team) and is responsible for the assessment of the module.

4.9   PEDAGOGICAL TRAINING LEVEL

Teaching fellows of UoG should be HEA (Higher Education Academy) certified. As an alternative the certification can be autonomous, internal. This applies if there are enough young professionals willing to pursue the academic career.

5. CONCLUDING REMARKS

Universities have provided enough support for understanding the study system which considers the problem-based learning. The benchmarking shows that academic freedom is a sufficient precondition, but not necessary. The necessary preconditions is well trained staff and students that are always ready for new challenges.

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Tell me and I forget,
Teach me and I may remember,
Involve me and I learn.

Folklore
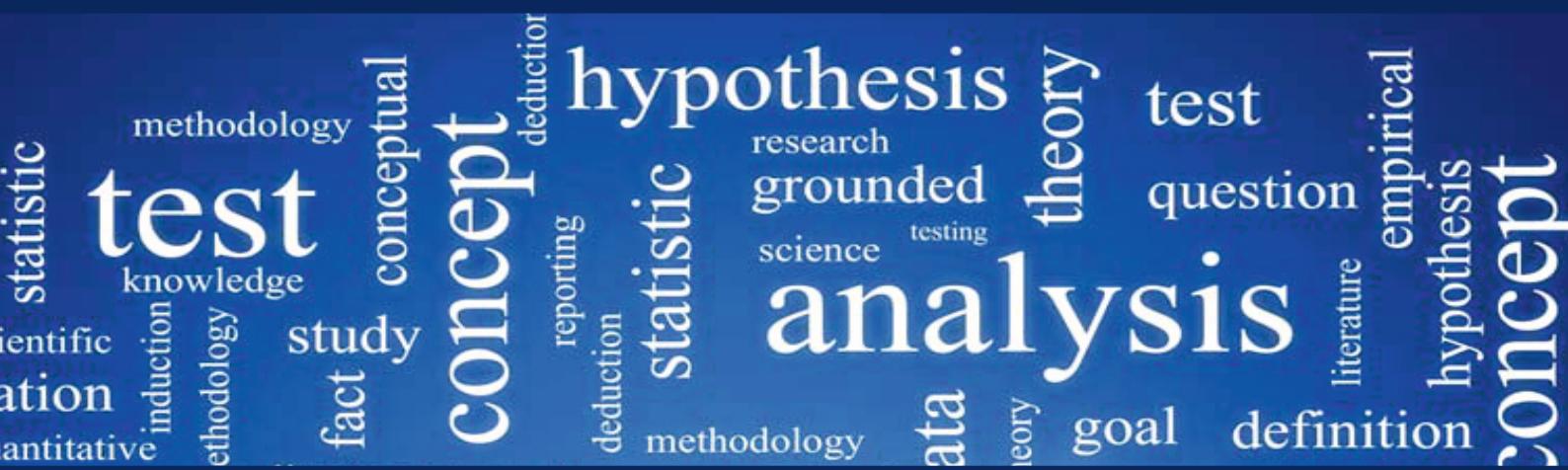
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