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Оригінал Методичної інструкції.  
Загальні вимоги до структури, змісту та  
оформлення робочої програми  
навчальної дисципліни  
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## MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Sumy State University

### METHODICAL INSTRUCTION.

General requirements to the structure, content and design of the work programme of the academic discipline

#### Version 02

#### 1. General provisions

1.1 Methodical instruction (hereinafter – Instruction, MI) determines the procedure of the development, general requirements to the structure, content, design as well as procedures of approval and review of the work programmes of academic disciplines (hereinafter – programme, WP) at Sumy State University.

1.2 WP – a main academic and methodical document on academic discipline that determines its scope, content, purposes, study programme, planned learning outcomes, types of learning activities and classes, teaching and learning methods, methods and criteria of assessment and resources. The syllabus is a component of the WP that contains the essential information on the academic discipline and is to be published on the website of the university and websites of the departments. The main purpose of the syllabus is to inform the higher education learners and/or the university entrants on the purposes, content, learning outcomes, teaching, learning and assessment methods of the particular academic discipline.

1.3 This Instruction is applied to the WP for training the specialists of education degrees (hereinafter – ED) as “bachelor’s”, “master’s” and “Doctor of Philosophy”.

1.4 The Instruction is applied to all structural units that designed the WP. The exception is the WP of the academic disciplines of the medical specialties to which the additional requirements may be applied by the authorized bodies.

1.5 The Instruction is prepared taking into account the requirements of the Law of Ukraine “On Higher Education”, Licensing of educational activity, Recommendations of the MES of Ukraine on the structure and content of the work programme of the academic discipline <sup>1)</sup>,

Principles of the European Credit Transfer and Accumulation System<sup>2)</sup>, Standards and Guidelines for Quality Assurance in the European Higher Education Area<sup>3)</sup>.

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<sup>1)</sup>Decree of the MES of Ukraine № 1/9-434 as of 09.07.2018 “On the recommendations for academic and methodical resources”

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1.6 The Instruction complies with and does not contradict the existing legislation, national and inter-university regulations on educational activity<sup>4)</sup>, is a part of the last one and registered in the relevant e-Register.

1.7 WP of each academic discipline is designed for all modes of study and indicates the study load of the higher education learners separately for each mode.

1.8 If necessary, the WP of the academic discipline may be adapted to provide the educational process for individuals with special educational needs, including for distance learning.

## **2. Requirements to the language of the work programme**

For the disciplines taught in Ukrainian, the WP is designed in Ukrainian, the syllabus – both in Ukrainian and English.

For the disciplines taught in foreign languages, the WP is designed in two languages – Ukrainian and language of instruction, the syllabus of the discipline – Ukrainian, English, and the language of instruction.

## **3. Requirements to the structure of the work programmes**

The Programme is designed according to the form placed in Annex 1 and as a rule includes the following:

3.1 title page;

3.2 information on the review and approval;

3.3 section “Syllabus of the academic discipline”, including:

3.3.1 subsection “General information on the academic discipline” with the following data:

- full title of the academic discipline;
- full official name of the higher education institution;
- full name of the structural unit;
- level of higher education;
- semester when the academic discipline is learned;
- the scope of the academic discipline;
- language(s) of instruction;

3.3.2 subsection “A place of the academic discipline in the educational programme”, with the following information:

- discipline status (core, optional);
- prerequisites for the learning of the discipline;
- additional requirements;
- excluded combinations;

3.3.3 subsection “The purpose of the academic discipline”;

3.3.4 subsection “The content of the academic discipline”;

3.3.5 subsection “Expected learning outcomes in the academic discipline”;

<sup>2)</sup> ECTS User Guide 2015 (translated into Ukrainian) [Electronic resource] – URL: <https://naps.gov.ua/ua/press/announcements/860/>.

<sup>3)</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels. 2015.

<sup>4)</sup> Regulation on organization of educational process at SumDU

Quality Assurance System in the educational activity and higher education of Sumy State University.

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3.3.6 subsection “The role of the academic discipline in achievement of the programme outcomes”;

3.3.7 subsection “Types of classes and learning activity”, including:

- types of classes;
- types of learning activity;

3.3.8 subsection “Teaching and learning methods”;

3.3.9 subsection “Assessment methods and criteria”;

- assessment criteria;
- current formative assessment methods;
- final summative assessment methods;

3.3.10 subsection “Learning resources of the discipline”, including:

- learning tools;
- informational, academic and methodical resources;

3.4 section “Academic discipline programme”.

In the annex to the WP there is a table for the alignment of the learning outcomes with the teaching, learning and assessment methods in accordance with the template given in the Annex 2.

#### 4. Requirements to the content and design of the programme

4.1 The **Title page** is prepared in tabular form and contains the following information: higher education level (for WP of the bachelor’s degree it is named as “first (bachelor) cycle, master’s – second (master’s) cycle; code and name of the specialty (ies) according to the Resolution of the Cabinet of Ministers of Ukraine “On the approval of the list of the fields of knowledge and specialties for training the higher education learners” № 266 as of 29.04.2015 (with the amendments and addenda); the title of the educational programme or it is indicated that the discipline is taught within all educational programmes of the mentioned specialties.

*Example:*

<b>Higher education level</b>	First (bachelor’s)
<b>Specialty</b>	051 Economics, 071 Accounting and taxation, 072 Finance, banking and insurance, 073 Management, 076 Entrepreneurship, trade and exchange activity
<b>Educational programme</b>	Acceptable for all educational programmes of the specialties

4.2 The Part “Information on the review and approval of the work programme of the educational discipline” contains the information on its review and approval.

The information in tabular form contains the following:

- data on the reviewers and information on the consideration of the WP draft of the academic discipline by the expert board of the employers;
- data on the review and approval of the programme at the meeting of the members of the work project group(s) of the educational programme(s) that provide(s) the learning of this discipline;
- data on the review and approval of the programme at the meeting of the department responsible for teaching of this discipline.

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This Part also contains the information on the revision of the WP of the academic discipline.

4.3 Section “**Syllabus of the academic discipline**” contains the basic essential information on the academic discipline.

4.3.1 In the subsection of the syllabus “*General information on the academic discipline*” the following is indicated:

– *Full name of the academic discipline* – it is indicated without abbreviations in accordance with the curriculum.

*Example: “Discrete mathematics”.*

– *Full official name of the higher education institution.* It is indicated as: “Sumy State University”. In the case of the training of higher education learners within the double or joint degree diploma programmes, the full official names of all higher education institutions, which provide the teaching of the discipline, are provided, indicating the coordinating institution and countries where the institutions are located.

– *Full name of the structural unit* – the name of the institute (faculty) and departments, which provide the training to the higher education learners on this academic discipline, is indicated without the abbreviations.

*Example: “Faculty of technical systems and energy efficient technologies”. Department of the applied ecology”.*

– *Level of higher education.* The higher education level is indicated, on which the academic discipline is implemented in accordance with the Law of Ukraine “On higher education” and three frameworks of qualifications: National Qualifications Framework of Ukraine (hereinafter – NQF of Ukraine), European Qualifications Framework for Lifelong Learning (EQF-LLL) and Framework of Qualifications of the European Higher Education Area (FQ-EHEA).

For the Bachelors: first level of higher education, NQF – Level 7, QF-LLL – Level 6, FQ-EHEA – first cycle.

For the Masters: second level of higher education, NQF – Level 8, QF-LLL – Level 7, FQ-EHEA – second cycle.

For the Doctor of Philosophy: third level of higher education, NQF – Level 9, QF-LLL – Level 8, FQ-EHEA – third cycle.

*Example: “second level of higher education”; NQF of Ukraine – Level 8; QF-LLL – Level 7; FQ-EHEA – second cycle”.*

– *Semester(s) throughout the academic discipline is learned.* The semester(s) and the period during which the academic discipline is learned are indicated.

*Example: “8 weeks in the 2<sup>nd</sup> semester”.*

– *The scope of the academic discipline.* The scope of the discipline in credits ECTS and its distribution in hours according to the form of organization of the educational process and types of classes (in accordance with the article 50 of the Law of Ukraine “On higher education”) is indicated.

*Example: “The scope of the discipline is 5 credits ECTS, 150 hours that includes 48 hours of contact work with the teacher (16 hours of lectures, 32 hours of the laboratory work) and 102 hours of the individual study time”.*

– *Language(s) of instruction.* The languages, in which the educational activity is carried out according to the educational programme, are indicated.

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*Example: “In Ukrainian”.*

4.3.2 In the subsection of the syllabus “*A place of the academic discipline in the educational programme*” there is the following information:

– *Discipline status.* It is indicated whether the academic discipline is core or optional and the list of the relevant specialties/educational programmes is provided. In the case of the optional disciplines of the general training cycle, the following should be indicated “acceptable for all higher education learners”.

*Example: “Core academic discipline for all educational programmes of the specialty 051 Economics”.*

– *Prerequisites for the learning of the discipline.* If necessary, a list of the disciplines to be learned prior and/or the list of the previously gained learning outcomes are indicated. Otherwise, it should be noted that the prerequisites are absent. While forming this paragraph for the core educational components, one should be guided by the structural and logical scheme of the educational programme.

*Example: “The knowledge of probability theory, mathematical statistics, algebra and mathematical analysis is required”.*

– *Additional requirements.* If necessary, the list of the disciplines to be learned simultaneously with this discipline is provided. Otherwise, it should be indicated that the additional requirements are absent. While forming this paragraph for the core educational components, one should be guided by the structural and logical scheme of the educational programme.

*Example: “Research methods for the human geography” and “Research design in human geography.”*

– *Excluded combinations.* If it is required, the list of the disciplines that, for some reason, cannot be combined with this discipline, for example, due to the coincidence of the content, is provided. Otherwise, it should be indicated that there are no excluded combinations.

*Example: “No excluded combinations.”*

4.3.3 In the subsection of the syllabus “*the Purpose of the academic discipline*” for the core disciplines, the place in the educational programme in comparison with the general purposes and tasks, is briefly described. For the optional disciplines, a brief description of the opportunities and advantages of learning the discipline is provided. The purpose of the discipline should be formed taking into account the following requirements:

- 1) it should be addressed to the higher education learners, not to the teacher;
- 2) the key outcomes of the discipline should be briefly defined. The purpose should be united, global and specific;
- 3) it is unacceptable to use words that indicate the specific learning outcome. They include the following: to have an idea, to get acquainted, to know, to be able to, to have, to have skills, and others.
- 4) the text volume with the description of the purpose of the academic discipline should not exceed 300 characters (with spaces).

*Example: “The purpose of the academic discipline for the students is to achieve the modern constructive, fundamental thinking and special knowledge system in the field of financial mathematics, decision making, and risk theory, practical skills of their implementation in finance, insurance and reinsurance.”*

4.3.4 The subsection of the syllabus “*The content of the academic discipline*” provides brief information on the themes of the discipline, indicating the key problems to be learned. Sufficient information should be provided to give a clear idea on the content of the academic discipline to all stakeholders.

*Example: “Theme 1. Stochastic situations and their mathematical models in financial mathematics.*

*Introduction. Mathematical models in financial and insurance mathematics. The claim as a random variable, its characteristics. Distribution of the amount of independent claims. Conditional distributions, density. Conditional expectation.*

.....

*Theme 6. Bayesian methods in risk estimation.*

*Mathematical formulation of estimation risk problem. Elements of statistical theory of decision-making. Bayesian risk and Bayesian decisions. Decision-making procedures under uncertainties.*

4.3.5 In the subsection of the syllabus “*Expected learning outcomes on the academic discipline*”, the set of the knowledge and skills and abilities obtained by the higher education learners during the learning of the discipline is described that can be identified, quantitative evaluated and measured. The learning outcomes for the core disciplines should be based on the programme learning outcomes and provide details on them. The number of the learning outcomes set for the discipline with 5 credits, as a rule should be 3-5. The general number of expected learning outcomes for the discipline with the other volume should not exceed 8.

The learning outcomes should meet the following criteria<sup>5)</sup>:

- be clear and unambiguous, allowing to clearly outline the requirements to the higher education learners;
- be diagnostic (in other words the learning outcomes should have objective signs for their achievement or not achievement);
- be assessable (should have the means and scale for the assessment of the learning outcomes with direct or indirect methods, levels of achievement of the complex results);
- be formulated in accordance with the rules (described below).

The rules for the determination and formulation of the learning outcomes in WP<sup>5)</sup>:

- to determine the verb in the active voice;
- to determine the type of learning, for example, gaining knowledge, development of the process of understanding and learning, acquisition of skills or professional views, etc.;
- to indicate the learning objective or the objective of action (the noun that comes after the verb);
- if required, to provide the standards and the conditions/restrictions, according to which one should demonstrate the learning outcome (table 1).

*Table 1. The rules for the determination and formulation of the learning outcomes*

<i>Verb</i>	<i>Type</i>	<i>Objective</i>	<i>Standard</i>	<i>Context (conditions, restrictions, scope, etc.)</i>
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<sup>5)</sup>Guidelines on higher education standards. Order of the Ministry of Education and Science of Ukraine № 600 as of June 1, 2017

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To do	Measuring, calculations ( <i>knowledge</i> )	Physical quantities	according to the experiment plan	compare the results with the already developed knowledge and theories and to draw the conclusions (taking into account the measurement uncertainty)

In the formulation of the learning outcomes the level of higher education (the higher the level is, the more complicated the learning outcomes should be) and the year of studies, when the academic discipline is learned (as a rule, the outcomes that are taught at senior years of studies should be more complicated than at the 1-2 years) should be considered (Table 2).

*Table 2. The rules for the formulation of the learning outcomes according to the higher education level*

<i>Level</i>	<i>Expected learning outcomes</i>
First level (Bachelor's degree)	to generate and express new ideas or generate the solutions of the certain problems or situations
Second level (Master's degree)	to generate the original, qualitative ideas that are clearly outlined and are really useful both in familiar and unfamiliar situations
Third level (doctoral degree)	to generate original, practical, applicable and complex ideas and solutions that influence the own processes and the others

To provide consistency and identity in the description of the learning outcomes, it is recommended to use Bloom's taxonomy according to Annex 3.

4.3.6 In the subsection "*The role of the academic discipline in the achievement of the programme outcomes,*" there is a list of the programme outcomes, achievement of which is provided by the academic discipline using the numeration of the programme outcomes, set in the educational programme. The formation of this section should be based on section 5 of the educational programme "Matrix of the provision of the programme learning outcomes with the relevant components of the educational programme."

This subsection is not filled for the optional disciplines.

4.3.7 The subsection of the syllabus "*Types of classes and learning activity*" contains the following:

– *Types of classes.* It contains the list and the content of the classes.

The main types include lecture, laboratory class, practical class, training (practical work), seminar, individual class, and consultation. The detailed description is provided by the "Regulation on the organization of the educational process at Sumy State University".

*Example: "Types of classes in learning the discipline are lectures (L), seminars (S) and practical classes (PC):*

*Theme 1.*

*L 1. The essence and functions of money.*

*Necessity and concept of money origin, specific nature of the money value, development of the forms of value, money functions.*

*S 1. The essence, functions, role of money, the concept of money, the specific nature of the money value, the development of value forms, functions of money, qualitative properties of money, the role of money in a modern monetary economy.*

*Theme 2.*

*L 2. The essence of money circulation.*

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*The essence and economic basis of money circulation. Money circulation model. Money flows and their balancing. Money circulation structure.*

*L 3. Money supply.*

*Money supply in the circulation. Monetary aggregates and monetary base. Velocity of money circulation. Money circulation law. The mechanism of change of the money supply in the circulation. Money multiplier.*

*S 2. The essence of money circulation and money base that serves it.*

*Money circulation model. Money flows and their balancing. Money circulation structure. Money supply in the circulation. Monetary aggregates and monetary base. The velocity of money circulation. Money circulation law. The mechanism of change of the money supply in the circulation. Money multiplier.*

*PC 1. Money circulation and money supply:*

*Solving practical problems on the application of the money circulation model, money circulation laws, determination of the mechanism of money multiplier.*

*PC 2. ...»*

– *Types of learning activity.*

The information on the types of learning activities chosen for the discipline is provided. They form the study workload of the higher education learner, namely: individual assignments and classroom work.

Individual assignments – accomplished theoretical or practical individual study work within the particular discipline or educational programme as a whole, performed by the higher education learner based on the knowledge and skills gained during the study.

Individual assignments can be performed as the compulsory homework and course papers projects). The types of the compulsory homework assignments, the requirements to them and methodical recommendations are provided in the “Regulation on the organization of the educational process at Sumy State University” and Annex 4.

*Example: “LA 1. Two essays on the optional topic within 1-5 themes of the discipline.*

*LA 2. Calculation work within the theme 4;*

*LA 3. Completion of the case based on the 1-6 themes;*

*.....»*

4.3.8 The section of the syllabus “*Teaching and learning methods*” provides the information on the teaching and learning methods, chosen for the discipline that compulsory have to be related to the expected learning outcomes. At the same time, if the learning outcomes are based on the knowledge, the principal traditional teaching methods as visualization lecture, problem-based lecture and seminars can be chosen. If the learning outcomes focus on the skills, the methods that lead to their development, such as practical demonstrations should be chosen.

To form this subsection, not only the teaching methods used in the classroom should be taken into account, but also the methods used for the learning encouragement of the higher education learners during their individual work. The recommendations on the teaching and learning methods are placed in Annex 5.

*Example: “The discipline provides learning through the following activities:*

*LM1. Interactive lectures;*



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*MH2. Practical classes;*

*MH3. Practically oriented learning.*

*The lectures provide the students with the materials on corporate finance from different viewpoints that is the basis for individual study of the higher education learners (Learning Outcome (LO) 1). Lectures are supplemented with practical classes that allow the students to apply the theoretical knowledge in practice (LO 1 and LO 2). Practically oriented learning is intended to determine whether the company has brought the value to the shareholders, to evaluate or analyze the financial stability in business, to determine the alternative business value using different models (including the need to calculate the cost of the capital) based on real data of the particular company on the student's choice (LO 1, LO 2 and LO 3).*

*The individual study will be facilitated by the preparation for the lectures, practical classes and group work to prepare presentations, which will be presented to the other groups with further analysis, discussions and will be described in the report on the implementation of practically oriented learning. During the preparation for the presentations as the results of practically oriented learning, the students will develop their skills of individual learning, quick critical reading, synthesis and analytical thinking.”*

4.3.9 The subsection of the syllabus “*Assessment methods and criteria*” includes the following:

– *Assessment criteria*, used to assess the learning achievements of the higher education learners in this academic discipline. The criteria of successful completion by the higher education learner may be the achievement of the minimum grades' threshold for each planned learning outcome of the academic discipline. Minimum grades threshold should be determined according to the qualitative criteria and transformed into the minimum positive grade of the numerical scale.

To perform the control activities at the university, as a rule, the 100-points assessment scale is used (except for medical specialties). The information on the scale used during the learning of the discipline is provided in the syllabus.

– *Current formative assessment methods*. There is the information on the methods for the current formative assessment used within the discipline. The methods are the following: survey, test, check, and assessment of the written assignments (papers, reports on the laboratory works), defense of the presentations (completed assignments, cases), practical test, self-evaluation, etc. The assessment objectives may include those that allow to assess the obtained generic competencies (soft skills), for example, “Performing the work on time, presentation of the results on the completed assignments...”

The current formative assessment is intended to identify the higher education learner's interim achievements and improve them and, as a rule, it does not influence the final grade in the discipline.

*Example: “In the discipline the following methods for the current formative assessment are used: surveys and oral comments from the teacher on it, instruction of the teacher during the implementation of the practical assignments, self-evaluation of the current test, discussion and mutual assessment of the practical assignments by the students.*

– *Final summative assessment methods.* The description of the methods for the final summative control is provided, the results of which are used by the teachers to prove the fact and level of the achievement of the planned learning outcomes by the higher education learner.

The final summative assessment includes:

- the form of the final control within the academic discipline, set by the curriculum and educational programme (examination, test).
- the forms of the control activities during classes, set by the teacher (lecturer, course coordinator jointly with the teacher who provides practical, laboratory or other classes).

For the discipline with 5 credits, it is recommended to set not more than 4 control activities and for the disciplines with more than 5 credits – not more than 6.

The methods for the final assessment should correspond to the expected learning outcomes of the discipline, be aimed at the evaluation of the ability of the higher education learners to apply the knowledge in practical situations but not just to memorize the information.

The assessment criteria that are not connected with the learning outcomes (attendance of the classes, the number of presentations at the seminars, etc.) should not be used for the final assessment on the discipline.<sup>6)</sup> If needed, the higher education learner's work in the classroom should be taken into account in the final grade, a particular report form should be provided (for example, the report on the seminar).

To choose the assessment methods, the objects of assessment and the level of the expected learning outcomes should be taken into account (table 3).

*Table 3 The example for choosing the methods and objects of the assessment:*

<i>Learning outcome</i>	<i>Assessment method</i>	<i>Assessment object</i>
Be able to do the measurements of the physical quantities according to the plan of the experiment.	survey	The knowledge of the measurement rules
	practical test	The ability to measure the physical quantities according to the plan of the experiment.
To understand the principles, methods and tools for the state regulation of the economy/	test	The knowledge on the tools for the state regulation of the economy
	check of the written practical assignment	The ability to evaluate the consequences of the use of the tools for the state regulation
	check of case fulfillment	The ability to evaluate the necessity of implementation, to choose the regulation method, to understand the consequences of state regulation.

The description provided includes the information on the control activities and maximum points awarded for them. For each control activity of the discipline, the tasks and assessment criteria should be designed.

*Example: “The assessment throughout semester should be conducted in the form of oral and written surveys (M1), check of the written papers (M2), individual presentations and joint discussions (M3). All works should be completed individually. The similar works should be rejected.*

*The student's grade is formed as follows:*

<sup>6)</sup> Decree of the MES of Ukraine № 1/9-434 as of 09.07.2018 “On the recommendations for academic and methodical resources”

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1. *situational tasks (solution, presentation, discussions) 20 points;*
  2. *test (tests, problems) 10 points;*
  3. *individual research assignment (fulfillment, presentation, defense) 30 points.*
- In irregular cases, the work throughout semester can be conducted distantly:*
1. *situational tasks (solution) 15 points,*
  2. *essay 20 points,*
  3. *individual research assignment (fulfillment) 25 points.*

*The form of the final control – written examination in the form of test”*

In this paragraph, the minimum grade threshold is indicated according to which the general positive grade in discipline is possible. Clear requirements for taking the final control are also described. If the learning outcomes of the discipline include those that cannot be checked at the examination, the additional requirements are established in this paragraph.

*Example: “A student will not be admitted to the exam in the discipline if she/he did not complete 80% of laboratory work or if she/he received the unsatisfactory grade for at least one of the control activities. To obtain the general positive grade in the discipline, the grade for the exam should be at least 25 points.*

4.3.10 The subsection of the syllabus “*Learning resources of the discipline*” contains the following:

– *Learning tools.* The tools, equipment and software, used for learning the discipline (on request) are given in the Annex 6.

*Example: “The study process requires the use of the electron microscopy and mass spectrometry (LT 1)”.*

– *Informational, academic and methodical resources* – provides the list of information resources, available for the higher education learners such as: printed scientific, educational and methodical, popular scientific and other publications; electronic publications; open state registers; published documents and official websites of the statistics bodies and other institutions and organizations; open databases; audio-and video recordings; other materials and information resources.

The literature and other information resources, recommended for studying the discipline should be available to the higher education learners free of charge in particular:

- at the university’s library;
- on the electronic resources of the university;
- in the open state registers, information systems, databases, etc., mentioned in the work programme;
- on the external electronic resources, mentioned in the work programme that provide free access to the information.

The list is formed as follows:

- basic literature (textbooks, manuals, monographs), covering the main content of the academic discipline or its particular components, the number is not more than 5 resources;
- additional literature in number not more than 10 resources;

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- Internet information resources.

The list of the basic literature should include the resources not older than 5 years, the additional literature – not older than 10 years. It is compulsory to include the resources in English (except the disciplines that are intended to form the language competencies).

Internet information resources should include the list of names (and links) of the recommended websites, software, video, and other electronic resources to support the higher education learner in leaning the discipline.

*Example:*

*Basic literature.*

1. T.B. Hrytsenko, *Ukrainian language for professional purposes: Textbook*. Kyiv. Centre of education literature, 2017. 624 p.
2. N. Shlikha., I. Shlikhta, *Fundamentals of the academic writing: Manual and Course Programme*, Kyiv, 2016. 61 p.
3. O. Bozhenko, Y. Korian, M. Fedorets, *International rules on citation and references in scientific papers*, Kyiv: Ukrainian Library Association, 2016. 117 p.

*Additional literature:*

1. *Academic integrity: compliance issues and priorities among young scientists: collective monographs:* N. G. Sorokina, A.Y. Artiukhov, I.O. Dehtiarova. Dnipro: Dnipro Regional Institute of State Government, 2017. 170 p.
2. S.V. Shevchuk, *Ukrainian business language: Manuals, 7<sup>th</sup> edition with amendments and addenda*, Kyiv: “Alerta”, 2011. 307 p.
3. *Handbook on the academic integrity/* V.H. Hurianova, L.T. Onyksymova, N.V. Poberii; T.O. Marynych, Sumy: Sumy State University, 2018. 24 p.
4. V.T. Nadykto, *Fundamentals of the research activities: Textbook*. Kherson: “OLDI-PLUS, 2017. 268 p.
5. O.M. Semenoh. *Culture of the scientific Ukrainian language: Textbook. 2<sup>nd</sup> edition*, Kyiv, “Akademiia”, 2012. 216 p.

*Internet information resources.*

1. O.O. Huzhva. *What you need to know about plagiarism: handbook on academic literacy and ethics for “dummies”*. – URL: [http://fond.sociology.kharkov.ua/images/docs/academ\\_cult/books\\_ac-gr.pdf](http://fond.sociology.kharkov.ua/images/docs/academ_cult/books_ac-gr.pdf).

4.4 The section “*Academic discipline programme*”. In this section of the WP of the academic discipline, the distribution of hours for learning the discipline, set by the curriculum according to the themes and types of the classes, is provided.

4.5 The Annex1 to the work programme provides the table of the alignment of the learning outcomes with the teaching, learning and assessment methods. It contains the types of the classes, learning activities, teaching methods and technologies, learning tools, assessment methods and criteria that provide the achievement of the programme competencies/learning outcomes.

To fill in the table it is recommended to use the abbreviations, mentioned in the particular sections of the syllabus.

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## **5. The requirements to enter into force and publish the work programme of the academic discipline**

5.1 The work programme is designed by the teacher (teachers) of the department responsible for teaching of the academic discipline. To provide the academic discipline with the WP is the responsibility of the head of the department that provides teaching of the discipline.

WP is designed as a separate document in paper and electronic versions and stored in paper at the department that provides the teaching of the discipline.

5.2 To provide the quality assurance of educational activities, each work programme should be reviewed by all stakeholders, scientific and scientific and pedagogic workers – the experts in the relevant specialties. As a rule:

- the discipline from general training cycle is reviewed by the scientific, scientific and pedagogic worker – an expert in relevant specialty or by the professional-practitioner in relevant specialty;
- the disciplines of professional and practical training are reviewed at the meeting of the expert board of employees in relevant specialty.

5.3 Work programmes from the section of the professional and practical training are discussed and approved at the meeting of the project group of the educational programme for which the discipline is taught. In addition to the draft of the work programme, the review and/or the extract from the minutes of the meeting of the expert board of the employees is submitted for consideration.

The work programme should be approved at the meetings of the project groups of all educational programmes, for which the discipline is taught.

5.4 The prepared work programmes with the positive review that have been approved by the project group(s) of the educational programme(s) are discussed and approved at the meeting of the department that provides the teaching of the discipline.

5.5 After being approved at the departmental meeting, the WP is submitted for approval by:

- the Council for quality assurance of education and educational activity at the university, if the discipline is a part of the general training cycle at the university;
- the Council for the quality assurance at the institute (faculty) (or upon request, at the joint meeting of the councils for the quality assurance of the institutes (faculties)) in all other cases.

5.6 As a rule, the WP of the academic disciplines should be updated annually, taking into account the results of the monitoring and periodic revision of the educational programmes and in particular, the recommendations and comments from the higher education learners and other stakeholders. The revision of the WP can be initiated by the project group of the educational programme, stakeholders, or department. The amendments are placed at the Annex to the WP of the academic discipline.

5.7 Syllabi of the academic disciplines are to be published on the university's website in the "Catalogue of the academic disciplines" within ten days after they entered into force. The syllabus of the optional discipline should be available for the higher education learners when choosing the disciplines for the next semester (module).

On the university's website, the syllabi of the academic disciplines are published in Ukrainian, English and the language of instruction of the discipline.

## **6. Final provisions.**

6.1 The Instruction enters into force on the next day after it was approved by the Rector's order.

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6.2 The Regulation on the procedure of the curricula development and their organizational support, approved by the academic council of SumDU (minutes of meeting No. 3 as of 13.11.08) comply with and does not contradict this Instruction.

6.3 “General requirements to the design of the work programmes and the regulations to modular and rating control of academic disciplines”, approved by the Rector’s order No. 427-I as of 21.07.08 with the amendments and addenda (Rector’s orders No. 735-I as of 23.09.13 and No. 971-I as of 03.12.13) should be considered as invalid.

6.4 Any amendments or addenda to the Instruction may be performed by the Rector’s order or the Rector’s order based on the resolution of the academic council of the university or corresponding advisory body. In the same order the Instruction is repealed.

6.5 The update of the Instruction and control over the implementation of its requirements is the responsibility of the officials of the university in accordance with their functional duties.

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Шаблон за версією 02

Затверджено наказом ректора СумДУ

від \_\_. \_\_. 2019 р. № \_\_\_\_

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY STATE UNIVERSITY**

Full name of a structural unit

Department

**COURSE DESCRIPTOR**

\_\_\_\_\_  
(Course name)

<b>Higher education level</b>	
<b>Major</b>	
<b>Study programme</b>	

Approved by

Quality Council of the Institute (Faculty)

Protocol dated \_\_\_\_\_ № \_\_\_\_\_

Head of the Quality Council of the Institute (Faculty)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
name, surname)

Sumy 201\_\_

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## DATA ON REVIEWS AND APPROVAL OF THE COURSE DESCRIPTOR

Author:

\_\_\_\_\_ , \_\_\_\_\_  
(full name) (title and degree, position)

Review of the course descriptor	_____ Name, surname of the reviewer and/or № protocol of the meeting of expert council of employers
Considered and approved at the meeting of the work group of Study programme  « _____ » (name of the study programme)	protocol _____ . № _____  Head of the work group (Head of the Study programme) _____ (signature) (name, surname)
Considered and approved at the meeting of the Department  _____ (name of the Department)	protocol _____ . № _____  Head of the Department _____ (signature) (name, surname)

Data on the review of the course descriptor:

Year	№ Annex with the description of amendments made	Amendments considered and approved			
		Approved by the work group of study programme, protocol №	Head of the study programme, signature	Approved by the Department, date, and protocol №	Head of the Department

\_\_\_\_\_



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## I Syllabus

<b>1. General information on the course</b>	
Full course name	
Full official name of a higher education institution	
Full name of a structural unit	
Author	
Cycle/higher education level	
Semester	
Credit value	
Language(s)	
<b>2. Place in the study programme</b>	
Relation to curriculum	
Prerequisites	
Additional requirements	
Restrictions	
<b>3. Aims of the course</b>	
<b>4. Contents</b>	

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**5. Intended learning outcomes of the course**

After successful study of the course, the student will be able to:

LO1.	
LO2.	
LO3.	
LO4.	
LO5.	

**6. Role of the course in the achievement of programme learning outcomes**

**Programme learning outcomes achieved by the course:**


**7. Teaching and learning activities**

**7.1 Types of training**

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## **7.2 Learning activities**

## **8. Teaching methods**

## **9. Methods and criteria for assessment**

### **9.1. Assessment criteria**

### **9.2 Formative assessment**

### **9.3 Summative assessment**

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<b>10. Learning resources</b>	
<b>10.1 Material and technical support</b>	
<b>10.2 Information and methodical support</b>	

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## II COURSE DESCRIPTOR

№	Topic	Total hours/credits	Lectures, hours	Workshops (sem- inars), hours	Labs, hours	Independent work of students, hours	Self-study of the material
<b>_____ form of study</b> <b>(indicate - full-time or part-time study (distance))</b>							
<b>Total, hours</b>							
<b>(indicate - full-time or part-time study (distance))</b>							
<b>Total, hours</b>							

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**Annex 1**

**Alignment of learning outcomes with teaching and learning activities and assessment**

Competences / learning outcomes	Learning outcomes of the course	Types of training	Course activities	Teaching methods	Material and technical support	Methods and criteria for assessment
	LO1.					
	LO2.					
	LO3.					
	LO4.					
	LO5.					

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SumDU	Annex 3 – Description of the learning outcomes and learning activity of the higher education learners according to the Bloom’s taxonomy	Version 02

Level of the learning outcome of the higher education learner <sup>7)</sup>	Definition of the outcome gained by the higher education learners	Key verbs that can be used to formulate the learning outcomes	Key verbs that can be used to build the activity of the higher education learners and formulate the assessment criteria
1	2	3	4
Knowledge	Remembering and reproducing the content of the learned information such as facts, definitions, terms, and theories.	To know, to name, to order, to collect, to define, to describe, to find, to check, to duplicate, to observe, to list, to repeat, to reproduce, to demonstrate, to tell, to connect, etc.	Define, name, repeat, make a list, etc.
Understanding	Ability to perceive the information and reproduce it in another form, explain the ideas and concepts.	To explain, to classify, to associate with, to change, to find out, to change into, to build, to describe, to discuss, to emphasize, to express, to enhance, to identify, to illustrate, to interpret, to conclude, to explain the difference between, to identify, foresee, to report, to choose, to review, to translate, etc.	Discuss, explain, tell, etc.
Applying	Ability to apply the knowledge obtained earlier to the new situation, to apply theoretical knowledge in practical cases.	To apply, to change, to calculate, to evaluate, to choose, to demonstrate, to develop, to reveal, to complete, to find, to illustrate, to modify, to arrange, to foresee, to prepare, to include, to plan, to choose, to show, to convert, to use, to outline, etc.	Demonstrate, apply, illustrate, interpret, etc.

<sup>7</sup>Armstrong P. Bloom’s Taxonomy [Electronic resource] / Armstrong.– 2014: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#2001>

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1	2	3	4
Analyzing	Ability to divide the information into separate components, compare the parts, establish the links, logic, classify and understand the model and structure of their organization.	To put in order, to analyze, to divide into components, to calculate, to categorize, to compare, to classify, to combine, to opposite, to criticize, to discuss, to determine, to conclude, to deduce, to emphasize, to divide into, to evaluate, to test, to experiment, to illustrate, to research, to correlate, to test, etc.	Analyze, calculate, categorize, conduct an experiment, compare, correlate, check, etc.
Evaluating	Ability to conduct a qualitative or quantitative evaluation based on the criteria or standards and make coherent judgments on ideas, research, solutions, methods, etc., prove own opinion, decision or statements.	To check, to prove, to evaluate, to determine, to argue, to choose, to combine, to compare, to draw the conclusions, to criticize, to protect, to rate, to reason, to measure, to foresee, to recommend, to correlate with, to generalize, to approve, etc.	Prove, explain, justify, sum up, evaluate, choose, confirm, etc.
Synthesizing /creating	Ability to produce one’s own and original based on acquired knowledge and skills, analyzed information as well as the ability to creatively combine the parts or elements into a new whole with the other properties.	To create, to plan, to optimize, to improve	Create, develop, etc.



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SumDU	Annex 4 – Type of individual assignments in the discipline	Version 02

### Types of individual assignments in the discipline:

- graphic works that contain graphic material performed in accordance with the current regulatory requirements with the mandatory use of computer graphics, if specified in the task;
- tests that include certain practical work based on the theoretical material, independently learned by the higher education learner;
- complexes or programmes of physical rehabilitation, providing analysis and generalization of theoretical and practical material;
- essay – short work-reasoning with a free composition that expresses the individual impressions, argumentations on a particular issue, problem and consciously does not claim to be a complete and comprehensive interpretation of the topic;
- training case reports that are based on the clinical supervision of patients with the preparation of examination data and additional research methods to establish and justify the diagnosis and prescribe the treatment;
- multimedia presentations - a report on the completed task-research that contains various information objects, such as text, graphics, video, animation and sound;
- software, the development of which involves the creation of various types of software systems with relevant supporting documentation, including a report on the performance of work;
- essays (and other tasks of report and analytical-review nature), in which the higher education learner explains the topic of the task using the educational and scientific literature;
- calculations, the main part of which is the calculations that may be accompanied by the demonstrative material;
- calculation and graphic works, the main part of which is graphic material, accompanied by calculations;
- structured or unstructured case, situation exercise, group practical or research task;
- preparation for a test or survey on topic of a seminar or individual practical task;
- role play, business game, modeling, practical group task;
- micro-teaching, during which the higher education learner acquires practical skills of capturing the audience, public speaking, self-analysis skills and self-correction in lecturer activities.
- laboratory experiments, during which the higher education learner performs an individual or group practical or research task;
- training exercises, during which the higher education learner performs an individual or group practical task;
- course work (project) – the work with the research elements performed in order to consolidate, deepen and generalize the knowledge and skills acquired by the higher education learners during their studies and apply the acquired competencies to solve a specific professional task. The course work (project), as a rule, should totally cover the content of the discipline, and the topic should fully meet the objectives of the discipline.

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SumDU	Annex 5 – Teaching and learning methods and technologies	Version 02

### Teaching and Learning methods

1. Demonstration.
2. Creative method.
3. Problem-based method.
4. Discussion and debates.
5. Brainstorming.
6. Case study /situation analysis.
7. *others ...*

### Teaching and learning technologies

#### 1. *Immitational:*

- playing: role and business playing; learning games; active training;
- non-playing: analysis of the specific cases (case-study), inventive problems solving, business emails reviews, etc.

#### 2. *Non-imitational:*

- problem-based lecture (*consideration of problematic issues, etc.*) lecture with visualization (*video demonstration, etc.*), binary lecture (*two lecturers – teacher and practitioner*), lecture with the pre-planned mistakes, lecture – press-conference;
- research laboratory work;
- research work;
- heuristic conversation, etc.

### Main types of interactive teaching and learning technologies

*Modular learning* – the use of knowledge, skills, etc. in the form of a) separate modules, autonomous course units, integrated with other course units; b) blocks of interrelated courses that can be studied independently of another block of the disciplines.

*Contextual learning* is the motivation of higher education learner to acquire knowledge, skills, etc. by identifying the links between specific knowledge, skills, etc. and its application.

*Development of critical thinking*– educational activity aimed at developing intelligent, reflective thinking in higher education learners, able to offer new ideas and see new opportunities.

*Problem-based learning* is aimed to promote the higher education learners to gain knowledge, etc. independently, necessary for solving the specific problem.

*Anticipatory independent work* – learning of the new material by the higher education learners prior to its presentation within the classroom work.

*Interdisciplinary learning* – the use of knowledge from different fields, their grouping and concentration in the context of the problem to be solved.

*Experiential learning* – activation of the cognitive activity of the higher education learners through the association of their own experience with the learning objective.

*Information and communication technologies* – learning in an electronic educational environment to expand access to the educational resources (theoretically to an unlimited scope and speed of access), increase contact with the teacher, build individual trajectories of training and objective control and monitoring of the achievements of the higher education learner.

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SumDU	Annex 6 – Description of the learning tools to be used in the learning process	Version 02

Learning tools refer to the various materials, equipment, instruments, and constructions through which the particular goal and learning outcomes are achieved within the learning process, namely:

1. Objects of the environment, which are natural or prepared for the training assignments (for example archeological finds and other).
2. Functioning models (machines, engines, mechanisms, devices, constructions, etc.).
3. Models and moulages (organisms and particular organs, technical installations, and constructions and other).
4. Simulators (mechanisms, vehicles, technical installations, etc.).
5. Laboratory equipment (chemical, physical, medical, materials and preparations, etc.).
6. Graphic tools (drawings, sketches, maps, schemes, posters, etc.).
7. Technical tools (films, radio-TV programmes, audio, and video recordings, etc.).
8. Instruments (for measurements, mobile mini laboratories, etc.).
9. Multimedia, video and sound reproduction, projection equipment (video cameras, projectors, screens, smart boards, etc.).
10. Computers, computer systems and networks.
11. Software (to support *distance learning, Internet surveys, virtual laboratories, virtual patients, to create computer graphics, modeling, etc.*).
12. Information and Communication Systems.
13. Telecommunication networks.
14. Linguistic rooms.
15. Sound studios (*specific rooms and equipment*).
16. Radio and TV studios (*specific rooms and equipment*).
17. Sports facilities/rooms and equipment.
18. Cultural, artistic buildings/ rooms and equipment (*concert halls, dance studios, etc.*).
19. Medical facilities/ rooms and equipment (*clinics, hospitals, etc.*).