

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY  
Department of Management**

**Approved by  
Head of Department of Management**

09.06.2020 p.



Andriy M. Mykhaylov

## **SYLLABUS**

### **DESIGN AND DELIVERY OF COURSE UNIT**

**Narrow field of education (speciality)<sup>1</sup>:** All field of education where university is delivering PhD programmes

**Academic programme:** All academic programmes delivering for III level of higher education (PhD programmes)

**Degree: Doctor of Philosophy**

**Faculty: Economics and Management**


**2020 -2021 academic year**

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<sup>1</sup> According to Ukrainian legislation <https://zakon.rada.gov.ua/laws/show/53-2017-%D0%BF?lang=en#Text>

## Syllabus for course unit “Design and Delivery Of Course Unit” for PhD students

Developed by:

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The syllabus was approved by Department of Management.

Minutes №12, 09.06.2020

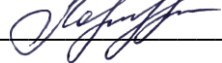
**Head of the Department of Management**

  
 (sign)

Andriy M. Mykhaylov

**Agreed by:**

Programme leader \_\_\_\_\_ (\_\_\_\_\_)

Head of postgraduate and doctoral studies  Inna V. Lozynska  
 Methodist of the Department

of Education Quality, Licensing and Accreditation  Iryna D. Skliar

Registered in the university database: 01.07.2020 p.

### 1. Description of the course unit

ECTS, hours	Narrow field of education, academic programme:	Description of the course unit	
		Full time	Part time
Amount of ECTS – 3	All field of education where university is delivering PhD programmes	<b>Mandatory</b>	
	All academic programmes delivering for III level of higher education (PhD programmes)	<b>Academic year:</b>	
		2020-2021	2020-2021
		<b>Year of study</b>	
		1	
Total hours – 90		<b>Semester</b>	
		2	
	Degree: Doctor of Philosophy	<b>Lectures</b>	
		14 h	
Hours per week (for full time): Directed (contact) study – 2 self-directed study – 4		<b>Seminars</b>	
		16 h	
		<b>Lab</b>	
		-	-
		<b>Self-directed study</b>	
		60 h	
		<b>Individual tasks:</b>	
		-	
		<b>Assessment:</b>	
		Writing exam	Writing exam

The share of contact hours for full-time study is 30%,  
The share of self-directed study for full-time study – 60%.

## 2. THE AIM AND OBJECTIVES OF THE COURSE UNIT

**The aim** is to provide the student with the background necessary to curriculum design and delivery based on learning outcomes approach.

**The objectives of this course unit are:**

to develop of competences in designing of teaching-learning-assessment strategy,  
to develop both professional (teaching) and soft skills.

### INTENDED LEARNING OUTCOMES OF THE COURSE UNIT

*Upon successful completion of this course unit, student will be able to:*

- understand of the European Qualifications Framework for lifelong learning and the Ukrainian National Qualifications Framework, understand of the lifelong learning concept and student-centered learning.
- Understand of the principles and procedures for study programmes development according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA).
- explain the general educational challenges for students in higher education, to find the personal approach to effective learning in his/her field of study, to adapt it for his/her own professional development.
- use the learning outcomes approach in the curriculum design in the context of his/her field of study; summarize the information to present it with emphasis on a critical assessment of several options.
- develop teaching-learning strategy aligned with assessment methods, according to constructive alignment principle; link current research on teaching, learning and assessment with personal experience as a teacher and as a student.
- Adopt his/her own set of values with the principles of ethics, to interpret and apply ethical principles of teaching in higher education to analyze possible ethical dilemmas in education and find ways for their solution.
- organize joint work (understand the role and contribution of each team member to the common task, including owns), set tasks to group members, delegate responsibilities to complete the task successfully; provide feedback (instructions, recommendations, ideas, etc.), evaluate the work of team members and own work.

## 3. CONTENT.

### **Topic 1. Development of the Higher Education Area: national and international context.**

Features of the learning in the contemporary information environment. The transformation of the European Higher Education Area. Changing the context of higher education. Qualifications framework and LLL. Quality Assurance of higher education. Standards and Guidelines for Quality Assurance in the European Higher Education Area.

**Topic 2. Learning outcomes approach.** The concept of learning outcomes and competencies. Bloom's taxonomy. Structured Observed Learning Outcomes – SOLO taxonomy). student-centered learning.

**Topic 3. Study programme in higher education: development, delivery, monitoring and periodic review.** The types of the study programmes. International Standard Classification of Education (ISCED). Design of the study programmes according to constructive alignment principle. educational components. Link in the chain "teaching-learning-assessment". Monitoring and reviewing the study programmes. Standards of higher education.

**Topic 4. Teaching-Learning-Assessment: the role in effective learning.** Teaching and learning methods: the fundamental of an effective educational strategy. Assessment of the students' learning outcomes. The role of assessment in contemporary higher education. ESG requirements for the assessment. Types of assessment: "assessment of learning", "assessment for learning", "assessment as learning" (formative, summative, self-assessment). The role and responsibility of the teacher in assessment. Kind of assessment: diagnostic, normative, synoptic, objective, assessment by criteria. Principles of developing assessment strategy. Programme Focused Assessment – PFA.

**Topic 5.** Ethical principles of teaching in higher education. Academic integrity and ways for its support. Ethical principles of teaching at the university. Models of professionalism.

### 3. STRUCTURE OF THE COURSE

Topic	Hours											
	Full-time						Part-time					
	Total	including					Total	including				
lc		sem	lb	ind	Self-directed	lc		sem	lb	ind	Self-directed	
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Topic 1.</b> Development of the Higher Education Area: national and international context	16	2	-	-	-	14						
<b>Topic 2.</b> Learning outcomes (LOs) approach.	20	4	4	-	-	12						
<b>Topic 3.</b> Study programme in higher education: development, delivery, monitoring and periodic review.	26	2	6			18						
<b>Topic 4.</b> Teaching-Learning-Assessment: the role in effective learning	22	4	6			12						
<b>Topic 5.</b> Ethical principles of teaching in higher education.	6	2	-			4						
<b>Total</b>	<b>90</b>	<b>14</b>	<b>16</b>	<b>-</b>		<b>60</b>						

### 5. Plan of the lectures

№	Topics	Hours Full-time	Hours Part-time
1	<p><b>Topic 1. Development of the Higher Education Area: national and international context</b></p> <p>1.1. Changes in European Higher Education Area</p> <p>1.2. Levels of education. Structure of education, harmonization with international educational standards (European Qualifications Framework for lifelong learning, Standards and Guidelines for Quality Assurance in the European Higher Education Area.)</p> <p>1.3. Reforms in the Ukrainian higher education: tasks and challenges</p> <p>1.4. Academic mobility</p>	2	
2	<p><b>Topic 2. Learning outcomes approach</b></p> <p>2.1 Learning outcomes and competencies</p> <p>2.2. Bloom's taxonomy and Structured Observed Learning Outcomes taxonomy.</p> <p>2.3. The paradigm of student-centered learning in higher education</p>	4	
3	<p><b>Topic 3. Study programme in higher education: development, delivery, monitoring and periodic review.</b></p> <p>4.1. The types of the study programmes.</p> <p>4.2. Principles for study programme developing</p> <p>4.3. Higher education standards: purpose and experience</p> <p>4.4. Monitoring and reviewing the study programmes</p>	2	
4	<p><b>Topic 4. Teaching-Learning-Assessment: the role in effective learning.</b></p> <p>3.1. Teaching&amp;learning methods, teaching: principles for design of effective educational strategy.</p> <p>3.2. Assessment and its role in the learning progress. ESG requirements for the assessment.</p> <p>3.3. Types of assessment: formative, summative, self-assessment. The teacher's role in assessment.</p> <p>3.4. Kind of assessment. Principles for assessment strategy development. Programme-focused assessment.</p>	4	
5	<p><b>Topic 5. Ethical principles of teaching in higher education.</b></p> <p>5.1. Academic integrity and ways for its support.</p> <p>5.2 Ethical principles of teaching at the university.</p>	2	0
	<b>Total</b>	<b>14</b>	

### 6. Seminars

No	Topics	Hours Full-time	Hours Part-time
1	Short presentation of independent work, reflection. Discussion: learning outcomes, competence, NQF and EQF LLL descriptors. Practical exercise aiming to design learning outcomes. Peer-to peer assessment and lecturer feedback	2	
2	Presentation of LOs., feedback. Exercise aiming to find errors in the articulating of LOs.	2	
3	Standards of higher education in Ukraine (case study).	2	
4	PLOs presentation (based on the results of self-directed study)	2	
5	Teaching-Learning-Assessment: practices and challenges (case study)	2	
6	Exercise: to design an effective formative assessment and self-assessment	2	
7	Presentation of the teaching-learning-assessment strategy designed by student, feedback.	2	
8	Academic integrity (simulation ).	2	
	<b>Total</b>	<b>16</b>	

The work in the classrooms is built in such a way as to help the student to develop the course unit and deliver classes (or part of classes) as teacher in several stages.

### 7. Tasks for self-directed learning

No	Topics	Hours Full-time	Hours Part-time
1	<b>Topic 1.</b> 1) Recommended reading: <i>NQF, EQF LLL, Dubling descriptors, Review of the Education Sector in Ukraine Moving</i> Analysis of scientific papers (based on the recommendation of the teacher or on the student's choice) Working in small groups students develop a list of the most relevant challenges needed to be solved to improve educational and training in specific field of study, and personal to-do-list needed to be solved for effective personal learning.	14	
2	<b>Topic 2.</b> 1) Recommended reading: 1 <i>Declan Kennedy, Aine Hyland, Norma Ryan Writing and Using Learning Outcomes: a Practical Guide</i> ; 3) <i>Jonathan Deller (2019) The Ultimate Guide to Understanding Bloom's Taxonomy</i> ; 4) <i>Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. <a href="http://dx.doi.org/10.2801/566770">http://dx.doi.org/10.2801/566770</a></i> In their field of study, students articulate LOs for specific course unit, prepare a short presentation. Analysis of scientific papers (based on the recommendation of the teacher or on the student's choice)	12	
3	<b>Topic 3.</b> 1) Recommended reading: 1) <i>ESG</i> , 2) <i>ISCED</i> 3) <i>A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes</i> <a href="http://www.core-project.eu/documents/Tuning_Guide_Publicada_CoRe.pdf">http://www.core-project.eu/documents/Tuning_Guide_Publicada_CoRe.pdf</a>	18	



	<p>4) <i>How to manage joint study programmes?</i>  <a href="https://www.joiman.eu/ProjectResults/PublicDeliverables/How%20to%20Manage%20Joint%20Study%20Programmes%20-%20Final%20Publication%20of%20the%20project/How%20to%20Manage%20Joint%20Study%20Programmes_JOIMAN%20Network.pdf">https://www.joiman.eu/ProjectResults/PublicDeliverables/How%20to%20Manage%20Joint%20Study%20Programmes%20-%20Final%20Publication%20of%20the%20project/How%20to%20Manage%20Joint%20Study%20Programmes_JOIMAN%20Network.pdf</a></p> <p>Students analyse subject-benchmark-statements proposed by the UK QAA (<a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>) Student independently (or in small groups) analyzes the profiles of 4 SP (including 2 foreign university, articulates the goal, objectives, LOs cfor course unit according to standards.</p>		
4	<p><b>Topic 4.</b> 1) Recommended reading: <i>Learning Outcomes Assessment Handbook</i> (2017)  <a href="https://www.ubalt.edu/institutional_effectiveness/uploads/documents/assessment_handbook/AssessmentHandbook.pdf">https://www.ubalt.edu/institutional_effectiveness/uploads/documents/assessment_handbook/AssessmentHandbook.pdf</a></p> <p>Students develop a learning-performing-assessment strategy.</p>	12	
5	<p><b>Topic 5.</b> Recommended reading: 1) <i>Heuser, B. L. &amp; Drake, T. A., 2011. Toward Global Academic Ethics through Accountability Systems. In: Creathing the Ethical Academy. Abingdon: Routledge</i>  2) <i>Mihaylo Milovanovitch, Caroline Macready, Tinde Kovac-Cerovic, Muriel Poisson (2017) OECD Reviews of Integrity in Education: Ukraine 2017.</i>  3) <i>Review of the Education Sector in Ukraine Moving. Toward Effectiveness, Equity and Efficiency (RESUME3)</i>  <a href="http://documents1.worldbank.org/curated/en/884261568662566134/pdf/Review-of-the-Education-Sector-in-Ukraine-Moving-toward-Effectiveness-Equity-and-Efficiency-RESUME3.pdf">http://documents1.worldbank.org/curated/en/884261568662566134/pdf/Review-of-the-Education-Sector-in-Ukraine-Moving-toward-Effectiveness-Equity-and-Efficiency-RESUME3.pdf</a></p>	4	
	<b>Total</b>	<b>60</b>	

## 8. TEACHING AND LEARNING METHODS USED IN THE COURSE

Lectures-discussions, "flipped class", case study, brainstorming, peer-to-peer learning, peer-to-peer assessment, teamwork

## 9. ASSESSMENT METHODS

Formative assessment: Lecturer gives students descriptive feedback every class. The results of the first module (written test) adds students' awareness of the level of their progress.

Summative assessment is aimed to assessing the level of achieving the intended learning outcomes through the assessment of presentations, the implementation of written tasks.

Assessment on a 100-point scale (distribution of points in section 10)

## 10. Distribution of points received by students

Current assessment and self-directed learning					Sum	Summative exam	Total
Topics			self-directed				
T1	T2	T3	T4	T5	70	30	100
	10	10	10	40			

### Assessment scale: national and ECTS

Sum of points	ECTS	Assessment in national scale	
		marks	pass
90 – 100	<b>A</b>	Excellent	passed
82-89	<b>B</b>	Good	
75-81	<b>C</b>		
69-74	<b>D</b>	satisfactory	
60-68	<b>E</b>		
35-59	<b>FX</b>	did not pass, but it is possible to take the exam again.	did not pass, but it is possible to take the exam again.
0-34	<b>F</b>	did not pass, but it is possible to take the exam again with compulsory study again	did not pass, but it is possible to take the exam again with compulsory study again

### RECOMMENDED READING

1. *ECTS Users' Guide*. Available at: <https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1> or <http://www.erasmusplus.org.ua/novyny/1161-yekts-dovidnyk-korystuvacha-2015-r-ukrainskoiu-movoiu-vzhe-dostupno.html>
2. *ESG*, 2015. [http://www.britishcouncil.org.ua/sites/default/files/standards-and-guidelines\\_for\\_qa\\_in\\_the\\_hea\\_2015.pdf](http://www.britishcouncil.org.ua/sites/default/files/standards-and-guidelines_for_qa_in_the_hea_2015.pdf)
3. *QF EHEA 2018* (Рамка кваліфікацій ЄПВО) – [http://www.ehea.info/Upload/document/ministerial\\_declarations/EHEAParis2018\\_Communique\\_AppendixIII\\_952778.pdf](http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIII_952778.pdf)
4. *EQF 2017* (Європейська рамка кваліфікацій) – <https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca-01aa75ed71a1/language-en>; <https://ec.europa.eu/ploteus/content/descriptors-page>
5. *ISCED* (Міжнародна стандартна класифікація освіти, МСКО) 2011 – <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
6. *Cedefop* (2016). *Application of learning outcomes approaches across Europe: a comparative study*. Luxembourg: Publications Office. *Cedefop reference series; No 105*. [https://www.cedefop.europa.eu/files/3074\\_en.pdf](https://www.cedefop.europa.eu/files/3074_en.pdf)
7. *Guide for Busy Academics Using Learning Outcomes to Design a Course and Assess Learning* <http://sweb.cityu.edu.hk/teachingandlearning/new/resources/OBTL%20Action%20Verb.pdf>
8. *Bowe Brian and Fitzmaurice Marian Guide to Writing Learning Outcomes* <https://www.dit.ie/lttc/media/ditlctc/documents/Microsoft%20Word%20-%20LearningOutcomesGuide.pdf>
9. *Declan Kennedy, Áine Hyland, Norma Ryan Writing and Using Learning Outcomes: a Practical Guide* [https://www.fibaa.org/fileadmin/uploads/content\\_uploads/Writing\\_and\\_Using\\_Learning\\_Outcomes\\_02.pdf](https://www.fibaa.org/fileadmin/uploads/content_uploads/Writing_and_Using_Learning_Outcomes_02.pdf)
10. *Accept Jonathan Deller (2019) The Ultimate Guide to Understanding Bloom's Taxonomy*. Available at: <https://kodosurvey.com/blog/ultimate-guide-understanding-blooms->

taxonomy#:~:text=The%20six%20levels%20of%20the%20original%20Bloom's%20taxonomy%20%2D%20Knowledge%2C%20Comprehension,for%20higher%20levels%20of%20thinking.

11. Heuser, B. L. & Drake, T. A., 2011. *Toward Global Academic Ethics through Accountability Systems*. In: *Creathing the Ethical Academy*. Abingdon: Routledge
12. Mihaylo Milovanovitch, Caroline Macready, Tinde Kovac-Cerovic, Muriel Poisson (2017) *OECD Reviews of Integrity in Education: Ukraine 2017*.
13. *Review of the Education Sector in Ukraine Moving. Toward Effectiveness, Equity and Efficiency (RESUME3)* <http://documents1.worldbank.org/curated/en/884261568662566134/pdf/Review-of-the-Education-Sector-in-Ukraine-Moving-toward-Effectiveness-Equity-and-Efficiency-RESUME3.pdf>
14. *A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes* [http://www.core-project.eu/documents/Tuning\\_Guide\\_Publicada\\_CoRe.pdf](http://www.core-project.eu/documents/Tuning_Guide_Publicada_CoRe.pdf)
15. *How to manage joint study programmes?* [https://www.joiman.eu/ProjectResults/PublicDeliverables/How%20to%20Manage%20Joint%20Study%20Programmes%20-%20Final%20Publication%20of%20the%20project/How%20to%20Manage%20Joint%20Study%20Programmes\\_JOIMAN%20Network.pdf](https://www.joiman.eu/ProjectResults/PublicDeliverables/How%20to%20Manage%20Joint%20Study%20Programmes%20-%20Final%20Publication%20of%20the%20project/How%20to%20Manage%20Joint%20Study%20Programmes_JOIMAN%20Network.pdf)
16. *Engaging Stakeholders in the Creation of Self-Studies and New Program Development* <https://oucqa.ca/guide/engaging-stakeholders-in-the-creation-of-self-studies-and-new-program-development/>
17. *Bloom's Taxonomy: The Ultimate Guide* <https://tophat.com/blog/blooms-taxonomy/>