

## Instructions for Completing Course Programme

The “**Course Programme**” is a document which describes the objectives, content and requirements of a subject taught in the form of contact studies. In addition to the “**Course description**”, the document also specifies the requirements of the lecturer regarding sitting for and passing exams and assessments. It also contains the schedule of seminars, their topics and the requirements for student participation in them. Finally, it gives an overview of the course content, listing its main topics.

Subject code:	Course title:	
Amount ECTS	<p><b>Approximate amount of contact lessons and independent work:</b></p> <p>The relationship between the class contact time with the lecturer and the student’s independent work, as measured by academic lessons.</p>	<p><b>Study semester:</b></p> <p>A, A1, A2 or S, S1, S2</p>
Objective:	<p>The “<b>Course objective</b>” is what the lecturer has intended the students to pursue within the study process. The course objective is derived from the principles of supporting learner development and expresses the lecturer’s intention to activate the learner (<i>e.g. to create opportunities for the development of X knowledge</i> – where the learner actively develops their own knowledge. The lecturer does not develop the knowledge – but rather creates the opportunity for learners to develop it themselves). The objective, as well as learning outcomes, shows the development of knowledge, skills, ability, readiness, etc. that the lecturer seeks with the given course. Objectives are more general; not every learning outcome has a specific objective.</p> <p>For example:  <b>To create opportunities for the development of X knowledge and Y skills; create preconditions for the development of X knowledge and Y skills; support the development of Z readiness.</b></p>	
Course description: (incl. description of the content of independent work in accordance with the determined amount of independent work)	<p>The “<b>Course description</b>” offers a review of the topics treated during contact lessons and independent work. The course description is formulated in a way that determines the topics that will be covered and among other things also enables the student to understand, which topics or subtopics are not covered within the course. The course description must be in accordance with the objective and learning outcomes.</p> <p>A short description of independent work gives information to the learner about the amount and form of topics he/she has to work through independently. The description needs to be in accordance with information presented in the “Requirements for independent work”.</p>	
Learning outcomes:	<p>“<b>Learning outcomes</b>” provides the learner with the expected outcomes in knowledge, skills, ability, readiness etc. at the end of a specific learning process. There should be as many learning outcomes as necessary and as few as possible (on average 4-6). When formulating learning outcomes it is important to keep in</p>	

	<p>mind that, at the end of the course, it is necessary to check the level of achievement for each learning outcome. Different styles can be used to formulate learning outcomes, for example:  Learner <i>knows/can/is able to do</i> X and Y or  <b><i>Has acquired knowledge/skills/ability</i></b> in X and Y field or  <b><i>has</i></b> X and Y <b><i>knowledge/skills/ability</i></b></p> <p>Learning outcomes are formulated throughout the curricula in the same style (the same style is used at the level of general learning outcomes, modules and subjects of the curriculum).</p> <p>Learning outcomes are described at the <i>minimum level</i> needed to complete the curriculum. The level exceeding the minimum is differentiated through an assessment scale.</p> <p>Learning outcomes also reflect knowledge, skills, ability acquired through independent work, and when necessary also general skills such as ICT skills, language proficiency; skills of oral and written expression, teamwork, independent work, self-analysis, problem setting and solving, critical systematic thinking, analysis, generalization.</p> <p>Verbs that could be helpful in formulating learning outcomes:  LEARNER knows, is familiar with, can, is able, matches, names, identifies, describes, discusses, explains, gives examples, presents, generalizes, finds, constructs, controls, participates, prepares, solves, uses, compares, distinguishes, focuses, illustrates, brings forth, associates, customizes, categorizes, combines, formulates, integrates, models, plans, modifies, concludes, criticizes, defends, interprets, puts in frames, supports, evaluates, values, influences, changes, creates.</p>
<p>Form of evaluation:</p>	<p>The <b>“Form of Evaluation”</b> is an <b>exam</b> or <b>assessment</b>. According to TLU Study Regulations, all exams include a written part, except where it is impossible due to subject specificity. An exam is evaluated on a differentiated 6-grade scale. An assessment is considered either “pass” or “fail”. The Lecturer selects methods for evaluating the level of achieving learning outcomes in accordance with the form of evaluation. It is important that the achievement level of all learning outcomes mentioned in the course programme is evaluated. For that, combined methods can also be used. For example, knowledge may be examined by a written gap-fill exercise, analysing and generalization skills may be tested by open questions or knowledge may be tested by a multiple choice test, and analysing and result presenting skills may be tested orally. Learning outcomes must be measured by evaluation methods which are relevant to the assessment of the outcome (for example, the learning outcome: <i>knows how to present research results</i>, cannot be measured by a multiple choice test).</p>

	<p>Some examples of evaluation methods are: test (gap-filling test, multiple-choice test, open questions test etc), essay, written analytical work on a specific subject (seminar paper), doing (practical) exercises, and compiling and defending study portfolios</p>
Lecturers:	<p>The primary <b>“Lecturer”</b> is the member of the teaching staff who is responsible for teaching the course and gives the final grade and signs the exam sheet. In addition, there are “fellow” and “visiting” lecturers. The position or academic degree of the member of the teaching staff is noted after his/her name (professor, docent, lecturer, teacher).</p>
Title in English:	<p>The <b>“Course title”</b> will be translated into English. In the event that the course programme is in English, its title will be in Estonian.</p>
Prerequisite subjects:	<p><b>“Prerequisite subjects”</b> are a list of subjects in the curriculum whose completion is mandatory for the student prior to registering in the given course.</p>
Compulsory literature:	<p><b>“Compulsory literature”</b> is a list of resources, which the student is obliged to work through independently during the course. The list of compulsory literature may also contain chapters from complete works (ie.the list of compulsory literature is not confined to complete works).</p> <p>The list of compulsory literature is in accordance with the amount and requirements of independent work. When necessary, the paragraph “Requirements for independent work” provides information on how the reading of compulsory literature is checked. Whether the student has worked through the compulsory literature or not can also be checked at the exam/assessment.</p> <p>When compiling the list of compulsory literature, the lecturer checks the availability of materials in libraries and other databases. Where necessary, the lecturer will make the materials in the list of compulsory literature available to students in other ways (e.g. through e-learning environment, photocopied material or other)</p>

Replacement literature:	<p><b>“Replacement literature”</b> is a list of resources that cover the lectures of a course and enable the student to master the necessary topics independently. Replacement literature consists of materials that the lecturer uses to prepare lectures. The given list may contain both whole works and specific chapters or other types of resources depending on the specificity of the subject field. The lecturer does not have to make the replacement literature available for students. The list of replacement literature contains all the basic resources used by the lecturer in lectures and therefore it is more substantial than the list of compulsory reading.</p>
Requirements for participating in studies and taking exams/assessments	<p><b>“Requirements for participating in studies”</b> describes the requirements set by the lecturer(s) for participating in contact studies. Contact study is a form of study established in the course programme where both student and lecturer participate simultaneously, e.g. lecture, seminar, e-course, internship or other. It is a requirement that the student who is taking part in the studies be informed of the amount of compulsory contact study time.</p> <p><b>“Requirements for taking an exam / assessment”</b> describes the assignments in the form of independent work or contact studies that the student must complete in order to be allowed to take an exam/assessment. For example, the lecturer can require doing exercises in the e-learning environment, writing essay as independent work and presenting it by a given deadline (<i>specific requirements are laid out in the paragraph entitled: The requirements for independent work</i>), etc.</p>
Requirements for independent work	<p><b>“Independent work”</b> is the student’s work performed outside contact lessons, which includes independent acquisition and application of knowledge, problem solving, preparing presentations, reading professional literature, compiling written works (report, essay, research paper, etc) and other activities suggested by the lecturer.</p> <p>At least half of the course content consists of independent work. The tasks set by the lecturer will be appropriate for the amount of independent work required in the course. The topics and the description of independent work are defined in the subject description. A “pass” level in this independent work assignment may be a prerequisite for being eligible to take an exam/assessment.</p> <p>The requirements for independent work also specify the management of this independent work, and where necessary, the methods and criteria for evaluation. These are presented for all independent work assignments.</p> <p>If independent work assignments do not include working with compulsory literature, information must be given on how the reading of compulsory literature is checked and evaluated.</p>

<p>Exam evaluation criteria or minimum level necessary to pass assessment</p>	<p><b>“Exam evaluation”</b> criteria reflect the learning outcomes that the lecturer evaluates at the end of the course and the different levels of achieving these learning outcomes. Evaluation criteria are in accordance with the forms and methods of evaluation. Learning outcomes and evaluation criteria do not have exactly the same formulation and different criteria can be used to evaluate one particular learning outcome .For example, the learning outcome: <i>skill to choose topics and determine problems</i> could be divided into such criteria as problem topicality, clarity, and submitting research issues (see example in appendix 1).</p> <p>In the case of assessment, the minimum level necessary for passing is given, including the assignments necessary for passing and management methods used. Assignments for passing an assessment and the management methods are in accordance with the learning outcomes that the lecturer expects from the course.</p> <p>For example:</p> <p>1.criterion</p> <p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p> <p>2.criterion</p> <p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p> <p>Etc.</p>
<p>Additional information on course content, division of course by topics, incl. times of contact lessons taking place in the form of seminar.</p>	<p>Course division by topics is a calendar, where the left column gives date, time and name of the lecturer in case there is more than one lecturer participating in the course. The right column contains the form of study and course content by topics. Division of topics is written out separately for all contact learning lessons and it is in accordance with the topics presented in the course description.</p>

Unit in charge of subject:	
Name of person compiling course programme:	
Signature:	
Date:	

Course programme registered in the academic unit

Date	
Name of study assistant	
Signature	

Appendix 1

Subject course: Bachelor's thesis

	A	B	C	D	E
<b>Skill of topic selection and problem statement</b>					
<i>Relevance of topic to main speciality or minor speciality</i>	Topic of thesis is related to speciality and choice of topic proves high professional competence	Topic of thesis is related to speciality and choice of topic proves very good professional competence	Topic of thesis is related to speciality and choice of topic proves professional competence	Topic of thesis is related to speciality, but choice of topic shows poor professional competence	Topic of thesis is remotely related to speciality and choice of topic shows poor professional competence
<i>Topicality of problem and clarity of problem statement</i>	Author has proven topicality, originality and practicality of problem. The problem is justified, particular, defined, expresses a new point of view.	Author has proven topicality of problem. The problem is particular, defined and suitable.	Author has proven topicality of problem to some extent, but problem statement is unclear. The problem is interesting, realizable.	Author has somewhat proven topicality of problem . The problem itself and approach are conventional , there is ambiguity in problem statement.	Author has proven topicality of problem insufficiently. The problem is conventional, diffusive and unclear.
<i>Research question</i>	Research question is thoroughly developed in order to answer the research problem.	Research question is developed in order to answer the research problem.	Research question is developed enough to answer the research problem.	Research question is poorly developed in order to answer the research problem.	Research question is not developed.
<i>Unison of problem, objectives, tasks and their suitability to topic</i>	Author has formulated the problem, objectives and tasks, these are mutually in accordance and correspond to topic of thesis.	Author has formulated the problem, objectives and tasks, which are not clearly in accordance, but the problem , objectives and tasks correspond to topic of thesis.	Author has formulated the problem and objective or tasks, which are in accordance with topic of thesis.	Author has briefly described the problem, formulated objective or tasks, which are not in accordance, but are connected to topic of thesis.	Author has briefly described the problem, formulated an objective or tasks, which are not in accordance and are remotely connected to topic of thesis.