

DESCRIPTION OF PROCEDURE FOR STUDY COURSE ATTESTATION AT VYTAUTAS MAGNUS UNIVERSITY

1. GENERAL PROVISIONS

- 1.1. Description of Procedure for Study Course Attestation (hereinafter – the Description) at Vytautas Magnus University (hereinafter – VMU) has been prepared in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area, VMU Statute, VMU Study Regulations, Description of Procedure for Study Quality Assurance at VMU. The Description regulates the preparation, attestation, and registration of VMU courses (hereinafter – courses).
- 1.2. Course attestation is the evaluation of their compliance with the study programme goals and learning outcomes, the study process and the learning achievement assessment requirements according to the established criteria, which shall be listed in paragraph 2.2 of the Description.
- 1.3. Courses shall be attested at the time chosen by the academic units.
- 1.4. Distance and blended studies courses shall be attested according to the VMU Description of Procedure for Distance and Blended Study Organisation and documents related to it.
- 1.5. Only attested courses shall be taught at the University.

2. OBJECTIVES AND CRITERIA FOR ATTESTATION OF STUDY COURSES

- 2.1. Objectives of the attestation of courses:
 - 2.1.1. To ensure that the courses taught at the University comply with the quality criteria specified in Paragraph 2.2.
 - 2.1.2. To apply periodic evaluation of courses.
 - 2.1.3. To promote a collegial culture of internal evaluation.
- 2.2. Criteria for attestation of courses:
 - 2.2.1. Compliance of the course with the study programme goals and learning outcomes.
 - 2.2.2. The compatibility of the course with the latest research and/or artistic trends, the needs of the society and/or the labour market, and good practice in the provision of courses of the study field.
 - 2.2.3. Links between learning outcomes, study and assessment methods, and learning achievement assessment criteria.
 - 2.2.4. Suitability and amount of study material available and recommended.
 - 2.2.5. Suitability of hardware and software for studies.
 - 2.2.6. Rational, consistent, and systematic organization of studies in the course.
 - 2.2.7. The relationship between the qualifications of the teachers, their research and/or artistic and/or professional experience and the object of the course under attestation.

3. SUBMISSION FOR ATTESTATION AND ATTESTATION OF STUDY COURSES

- 3.1. When submitting a course for attestation, the following shall be prepared:
 - 3.1.1. Descriptions of the course of the specified form in Lithuanian and English in accordance with Annex No. 1.
 - 3.1.2. A list of scientific publications and/or works of art of the course teachers for the last 5 years using the reports generated in the VMU Publications Database, or a description of activities in accordance with Annex No. 2 revealing the links between the work experience and the course being attested.
- 3.2. The description of the study programme, VMU legislation and methodological recommendations provided in Annex 3 of the Description shall be relied on during the preparation of the description of the course.
- 3.3. Descriptions of Group C courses of first and second cycle, integrated and professional studies to be attested, shall be submitted for study programme committees (hereinafter – the Committees); descriptions of Group A courses shall be submitted for the Commissions of Attestation of Group A

study courses (hereinafter – the Commissions). Group B courses shall be selected from the list of Group C courses and do not require individual attestation.

- 3.4. For the purposes of the attestation of study courses, the documents listed in Paragraph 3.1 shall be sent via email to the Committees or Commissions at least three weeks before the attestation meeting.
- 3.5. The progress of the revision of the attestation documents and the conclusions shall be recorded in the minutes of the Committee or of the Commission.
- 3.6. The minutes of the Committee or Commission meeting shall record:
 - 3.6.1. Course code (if the course is registered in VMU study information system).
 - 3.6.2. Field of study and course group.
 - 3.6.3. Description of the course under attestation.
 - 3.6.4. The conclusion of the attestation stating one of the following options: a) the course is attested, b) the attestation of the course is postponed until the specified corrections are made, c) the course is not attested due to substantial deficiencies.
 - 3.6.5. In the event of postponement of the attestation or non-attestation of a course, the report shall include explanations justifying such conclusions.
 - 3.6.6. The period of attestation if the course is attested.
 - 3.6.7. The name of the Committee or the Commission that attested the course description.
- 3.7. Course description authors may attend meetings and have access to minutes of meetings and, in the event of objections, make their position known in writing to the Committee or the Commission that attested the course.
- 3.8. If the Committee or the Commission recommend revising the course descriptions, the teachers shall submit corrections to the Committee or the Commission within one week of receipt of the comments. The revised course descriptions shall be reviewed, and the attestation conclusion shall be provided within two weeks.
- 3.9. Courses shall be attested for a period of 3 years.
- 3.10. Courses of newly prepared and accredited study programme shall be given attestation for 3 years from the start of accreditation or registration of the programme.
- 3.11. If necessary, the Committee or the Commission may request the assistance of experts from the Study Quality Unit to assess the quality of the course description.

4. REGISTRATION AND MANAGEMENT OF ATTESTED STUDY COURSES

- 4.1. The Committee or the Commission shall submit a transcript of the minutes on the Attestation of study courses and descriptions of attested study courses to the Studies Department within 10 working days from the date of attestation.
- 4.2. Studies Department shall register courses and make changes to them in the VMU Study Information System.
- 4.3. Attested study courses can be revised:
 - 4.3.1. When changing course name, code, contact hour structure and number of credits, form of studies, courses must be re-attested.
 - 4.3.2. Course group, type, level, preparation necessary for course study, aim, learning outcomes, grading criteria, topics, cumulative grade structure and weight of its components may be changed without the attestation procedure, provided that these changes are discussed and approved by the Committee.
 - 4.3.3. The teacher may change the course annotation, study and assessment methods, recommended literature without the attestation procedure at the end of each semester or at the beginning of the new semester, in the latter case after coordinating the information with students during the first study class (classroom or remote).
- 4.4. After making changes according to the information specified in paragraph 4.3, the teachers shall submit electronic versions of the updated course descriptions to the Committees or Commissions and they, in turn, to the Studies Department.

5. FINAL PROVISIONS

- 5.1. Course attestation documents shall be stored in the faculty, academy according to the procedure established by the Dean and the Chancellor.
- 5.2. The Studies Department shall publish information about attested study courses on the VMU website, based on the descriptions of study courses provided to it by the Committees and Commissions.

COURSE DESCRIPTION (Groups A and B)

| Course code | Course group | Volume in ECTS credits | Course valid from | Course valid to |
|-------------|--------------|------------------------|-------------------|-----------------|
| | | | | |

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|--|--|
| Course type (compulsory or optional) | |
| Course level (study cycle) | |
| Semester the course is delivered | |
| Face-to-face, distance or blended studies | |

Course title in Lithuanian

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Course title in English

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Short course annotation in Lithuanian (up to 500 characters)

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Short course annotation in English (up to 500 characters)

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Prerequisites for entering the course

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Course aim

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Links among course outcomes, content, study methods and assessment methods

| Course outcomes | Content (topics) | Study methods | Assessment methods |
|-----------------|------------------|---------------|--------------------|
| 1. | | | |
| <i>N</i> | | | |

Criteria of learning achievement evaluation

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|----------|
| 1. |
| <i>N</i> |

Distribution of workload for students (contact and individual work hours)

| Study forms | Hours in face-to-face studies | Hours in online studies |
|-----------------------------|-------------------------------|-------------------------|
| Lectures | <i>N</i> hours | <i>N</i> hours |
| Seminars | <i>N</i> hours | <i>N</i> hours |
| Laboratory work | <i>N</i> hours | <i>N</i> hours |
| Practical assignments | <i>N</i> hours | <i>N</i> hours |
| Consultations | <i>N</i> hours | <i>N</i> hours |
| Contact work hours in total | <i>N</i> hours | |
| Individual student work | <i>N</i> hours | |
| Total: | <i>N</i> hours | |

Structure of cumulative score and value of its constituent parts

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Recommended reference materials

| No | Publication year | Authors and title of publication (e-source) | Number of copies in University libraries or link to e-source |
|--------------------------------|------------------|---|--|
| <i>Basic materials</i> | | | |
| 1. | | | |
| <i>N</i> | | | |
| <i>Supplementary materials</i> | | | |
| 1. | | | |
| <i>N</i> | | | |

Course description designed by

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COURSE DESCRIPTION (Group C)

| Course code | Course group | Volume in ECTS credits | Course valid from | Course valid to |
|-------------|--------------|------------------------|-------------------|-----------------|
| | | | | |

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|--|--|
| Course type (compulsory or optional) | |
| Course level (study cycle) | |
| Semester the course is delivered | |
| Face-to-face, distance or blended studies | |

Course title in Lithuanian

Course title in English

Short course annotation in Lithuanian (up to 500 characters)

Short course annotation in English (up to 500 characters)

Prerequisites for entering the course

Course aim

Links among study programme outcomes, course outcomes, content, study and assessment methods

| Study programme: ... Programme outcomes | Course outcomes | Content (topics) | Study methods | Assessment methods |
|--|-----------------|------------------|---------------|--------------------|
| 1. | 1. | | | |
| | N | | | |
| N | N | | | |

Criteria of learning achievement evaluation

1.

N

Distribution of workload for students (contact and individual work hours)

| Study forms | Hours in face-to-face studies | Hours in online studies |
|-----------------------------|-------------------------------|-------------------------|
| Lectures | N hours | N hours |
| Seminars | N hours | N hours |
| Laboratory work | N hours | N hours |
| Practical assignments | N hours | N hours |
| Consultations | N hours | N hours |
| Contact work hours in total | N hours | |
| Individual student work | N hours | |
| Total: | N hours | |

Structure of cumulative score and value of its constituent parts

Recommended reference materials

| No | Publication year | Authors and title of publication (e-source) | Number of copies in University libraries or link to e-source |
|--------------------------------|------------------|---|--|
| <i>Basic materials</i> | | | |
| 1. | | | |
| N | | | |
| <i>Supplementary materials</i> | | | |
| 1. | | | |
| N | | | |

Course description designed by

**RELATIONSHIP OF TEACHER'S ACTIVITY WITH STUDY COURSE UNDER
ATTESTATION**

Teacher's name and last name:

Study course under attestation:

Activity* related to the study course under attestation (during the last 5 years):

| No. | Name and nature of the activity | Period |
|----------|---------------------------------|--------|
| 1. | | |
| 2. | | |
| <i>N</i> | | |

*The activity listed may include study courses taught and training conducted under the related topic, participation in conferences and training, expert and peer review activities, project activities, community and artistic activities, and other related activities. The name and nature of the activity are stated, these show the connection between the activity and the course.

METHODOLOGICAL RECOMMENDATIONS FOR THE PREPARATION AND UPDATING OF STUDY COURSES

I. Formulation of the aim of a study course

1. The aim is a statement describing the teacher's objective and intentions while teaching the course, expressed through study process-oriented actions: *to introduce students to ...; provide students with insight into ...; make sure students know...; provide students with conditions to try in practice ... ; help students to acquire ...* and so on.
2. The aim shall be short and clear, usually contained in one sentence.
3. The aim shall cover all the learning outcomes expected to be achieved by the course studies.

II. Description of the prerequisites for entering the course

4. This part specifies the study courses that must be completed by students in order to study the course in question.
5. If general education is enough to start the course, enter a dash (-) or not applicable in this part.

III. Determination of the outcomes of study course

6. Learning outcomes define what students should be able to do after completing a course.
7. Learning outcomes shall express the ability to perform certain actions, activities and demonstration of values and attitudes-based abilities.
8. The formulation of the learning outcomes shall begin with a verb describing the action that is performed by a student: to be able *to define, classify, measure, use, group, organize, prepare, match, take responsibility,* and so on.
9. The learning outcome shall be comprehensive - indicating the nature or context of the action, e.g. *To be able to interpret historical sources in their political and socio-cultural context.* The ending part of the sentence - "in their political and socio-cultural context" – shall give the completeness of this learning outcome.
10. Learning outcomes shall be expressed in measurable abilities while vague, non-measurable abilities are refused, such as: "to know", "to be familiar with", "to understand", "to have knowledge of", etc. Instead of "to know" or "to be familiar with" - *list, repeat, tell*; instead of "to understand" - *describe, explain, translate*; instead of "to have knowledge of" - *relate, solve, reveal,* etc.
11. The study course shall envisage 5-8 learning outcomes.
12. The outcomes of the study course shall be compatible with the outcomes of the study programme:
 - a. The outcome of the study course shall cover the same or a narrower object comparing to the outcome of the programme. For example, if a study programme outcome refers to the ability *to compare socio-economic processes in developing countries*, the study course outcome may include *social and/or economic processes*, but it will be too broad if it covers technological processes as well.
 - b. The outcome of the study course shall define the ability of the same or minor (but not greater) complexity as the outcome of the study programme. For example, if the outcome of a study programme expresses the ability *to explain the psychological regularities of a person's behavior*, the outcome of the study course may include the ability to name or explain the mentioned regularities, but it would be too complex if it included the ability to assess these regularities.
13. The complexity of the course learning outcome shall be influenced by the study cycle to which the study course belongs - higher level learning outcomes shall be included in master study courses than in bachelor studies.

IV. Identification of study content (topics)

14. Description of the study content shall include the listing of the main topics of the study courses.
15. Study topics shall be formed on the basis of learning outcomes - they shall include the objects that are included in the learning outcomes.
16. In the study course description, the topics shall be numbered in order to emphasize the order of their presentation.
17. The material of the topics shall be available in the study resources specified in the study course description.

V. Selection of study methods

18. The study methods shall define the methods of teacher and student activities during studies - the methods of didactic activities of teachers and student learning methods.
19. Study methods shall be compatible with learning outcomes. For example, a learning outcome *to demonstrate good oral presentation skills by presenting research findings to fellow students and the teacher* suggests that the study method could be *an oral presentation of research findings*.
20. Different study methods (teaching and learning methods) shall be chosen in different forms of study course delivery. E.g.:
 - a. Study methods often used during the *lecture* – narration, explanation, illustration, questions and answers, video review, summarising information, etc.
 - b. Study methods used in *seminars* – analysis of problem examples and questions, performance and summary of tasks, consulting, case analysis, discussion, debates, project preparation and presentation in groups, etc.
 - c. In *laboratory works* study methods – experimentation, observation, report preparation and presentation, etc.
 - d. In *practical work* study methods – task interpretation and solution, etc.
 - e. In *practice* study methods – description, interpretation and solution of practical tasks; analysis of professional activity; literature analysis; problem solving; consulting; debates; discussions; verbal self-reflection; preparation and presentation of reports, etc.
21. When describing students' individual work methods, specific types of student activities shall be identified, such as: writing a paper, project, essay, report, case study, etc.
22. Innovative study methods shall be foreseen - oriented towards active student participation, strengthening of student-teacher interaction, development of student-student cooperation, solution of real activity issues.

VI. Identification of assessment methods

23. Assessment methods shall include methods of collecting and analysing of information on student learning achievements.
24. Assessment methods shall detail how information is collected and analysed by different assessment tasks - during colloquiums and other midterm assessments, exams and other final assessments.
25. It is recommended to choose different assessment methods for different assessments.
26. It is also advisable to provide informal assessment methods used in classes, where no grade is awarded for student work, and the assessment aims to promote the consistent development of students.
27. Assessment methods shall be linked to study methods. The following links between study and assessment methods shall be identified:

| Study methods | Methods of assessment |
|--|---|
| Narration, explanation, illustration, questions and answers, analysis of documents and research resources | Testing or written survey |
| Analysis of problem examples and questions, solving of problem situations, demonstration of videos, consulting | Assessment of problem solving |
| Description, explanation, solution of practical tasks | Observation of practical tasks being performed |
| Description of practical tasks or problems and demonstration of solutions, task solving | Assessment of the performed practical tasks |
| Debates, discussions | Observation of debates and discussions |
| Preparation of a paper, project, essay, or report | Assessment of a paper, project, essay, or report |
| Presentation of a paper, project, essay, or report | Observation of a presentation of a paper, project, essay, or report |
| Case study | Assessment of case study |

28. One or more assessment methods can be used to assess one learning outcome, and on the other hand, one and the same method can be applied to assess the achievement of multiple learning outcomes.
29. The assessment method directly influences which assessment tool and tasks will be created. E.g.: 1) assessment method - testing, measure - test, tasks - questions in the test; 2) Assessment method - essay assessment, measure - essay, tasks - essay topics and questions.

VII. Description of criteria for learning achievement evaluation

30. The evaluation criteria shall define qualitative or quantitative attributes that determine the correspondence of the acquired skills to the learning outcomes. E.g., part of the qualitative criterion - *the report is prepared in an appropriate form, it is sufficiently concise, clear and well-organized*; part of the quantitative criterion - *the main features, advantages and disadvantages of more than half of the quality concepts are described*.
31. Criteria specify learning outcomes - criteria shall provide additional information about requirements for learning achievements. For example, learning outcomes - *ability to identify key factors of behaviour risky to health*; the criterion is *to identify the main demographic, socio-economic factors associated with behaviour risky to health*.
32. Criteria shall be developed to define a specific level of achievement. Criteria for the threshold level of achievement shall be defined in the study course descriptions, which describe the achievements for which the minimum positive grade is 5 (five). It is recommended that before the assessment (colloquiums, exams, individual work, etc.), the teachers would introduce the students not only to the criteria that characterize the threshold but also other levels of achievement as well.

VIII. Distribution of student workload by hours

33. Workload shall include the time that students typically need to complete all activities necessary to achieve learning outcomes.
34. The workload shall be divided into two main groups, depending on whether the studies are provided face-to-face or online. In the case of distance or blended studies, the distribution of hours shall be arranged in two columns of the table - under face-to-face and under online study hours. The two main workload groups shall be:
 - a. Contact time of students with teachers - lectures, seminars, laboratory works, practical assignments, consultations, etc.
 - b. Students' individual work - studying of learning resources during preparation for classes; doing of homework and other individual or group assignments; preparation for colloquiums, exams and other assessments, etc.
35. The number of contact hours of the study course shall be regulated by the Order of VMU Rector on the calculation of teacher pedagogical workload.
36. The number of hours of individual work shall be allocated according to the nature and content of the tasks, which depends on the complexity of the learning outcome.
37. Workload shall be expressed in ECTS, 1 ECTS corresponds to 26.67 hours of students work time.

IX. Determination of cumulative mark structure

38. Intermediate assessments in study courses shall make up 40-70% of the final mark, the rest - the final exam.
39. In intermediate work assessment, the marks of the colloquium shall be 15-35% of the final mark; laboratory works, tests, homework, other assignments shall be estimated at 15-35% of the final mark.
40. In foreign language courses, exams shall account for 30% of the final mark. The proportions in the intermediate work assessment shall be as follows: the mark of the colloquium makes 20% of the final mark; marks of tasks during the semester - 50% of the final mark.
41. The Council of the Faculty and the Academy may establish a different structure of the final grade and different proportions of intermediate work assessment for individual study courses.
42. If the course is taught in an intensive way, its achievements can be assessed only in the final examination. The exam shall be taken at the end of an intensive course.

X. Presentation of recommended material

43. The basic and supplementary study resources shall be indicated. The recommended number of the basic material shall be 5-7, supplementary - 2-5 resources.
44. Printed and electronic study resources shall be listed.
45. The number of printed resources in the University libraries shall be indicated.
46. Study resources shall be mainly material that is not older than 10 years.