



UNIVERSITY OF TRADITIONAL MEDICINE

PROFESSIONAL EDUCATIONAL PROGRAMS
DEVELOPMENT
METHODOLOGICAL GUIDE

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The purpose of this guide is to provide the UTM's administrative and lecturer staff, internal quality assurance responsible persons working groups developing educational programs provide future employers with clear notion and guidance on the basic requirements for educational programs in the UTM, as well as provide practical advices for the implementation of these requirements. The guidebook presents the fundamentals and criteria for designing and development of educational programs in the UTM.

UTM PEP DEVELOPMENT METHODOLOGICAL GUIDE

Introduction

New PEPs, Changes in existing PEPs can be offered by professors, students, international and local labor market and employers. The basis of the proposal may be the priorities of the UTM strategic development, the analysis of employers' supply, demand and needs, and the competitiveness of the PEP in the potential labor market.

A working group is created by the order of the Rector for review, development and creation of the PEP. The Working Group receives the coordinator status and organizes the process of elaborating and approving the PEP at the Scientific Council.

In formulating the PEP, it is necessary to take into account a number of requirements:

- The PEP's compliance with the UTM's mission and strategy,
- Compliance with NQF requirements, the demand for the graduates' labor market
- Its competitiveness with existing PEPs,
- Availability of educational outcomes,
- The knowledge, skills and abilities obtained from each course,
- The requirements of the certifying body,
- Presentation system,
- Assessment mechanisms,
- The specifications of the curriculum,
- Required material-technical and human resources.

The necessary documentation package for the establishment of a professional education program includes the conclusion of the project elaboration with relevant remarks and recommendations for improvement, specification of the program, typical and working curriculum.

The PEP specification is made in accordance with the UTM Uniform Forms. Course descriptions of the academic modules, educational outcomes, without thematic and assessment criteria.

The PEP is discussed and approved by the Scientific Council.

1. PEP review and development process organization

Proper designing and development of the educational programs is important for a number of reasons:

- to transfer the expected educational outcomes of the program to the students in an accessible form,
- successful implementation of the program approval, revision,
- to meet the needs of employers and students in terms of their compliance.

The best and most widely used methodology for planning, training, and assessment of educational process has offered a Tuning Program, the purpose of which was to propose specific approaches to rooting Bologna principles to higher education institutions. Accordingly, a methodology was proposed for the restoration, development, operation and evaluation of educational programs for each cycle (level) of higher education.

Educational outcomes are the programmatic expectations of the developers of the education program, in relation to the student, in particular, what they should know, understand and be able to reach at the end of the program. They, according to the Tuning program, form as the knowledge acquired by the learner. Competence, in turn, is a consistent combination of knowledge, interpersonal, intellectual and practical skills and capacities as well as the moral values. Its development takes place within the framework of all modules and classes included in educational programs and is evaluated at different stages of the educational programs.

Knowledge in the educational programs is classified in two main groups:

1. professional
2. general: for any general qualification program

Knowledge of UTM specialties should be divided into three groups: general, general professional and professional.

Educational outcomes for individual modules and classes are also compiled.

We present the procedures for the development and approval of professional education programs.

1.1 In general, the development of the educational program includes the development of the program, course descriptions, curriculum and its components - credits, the educational process, teaching / learning methods and assessment criteria.

Each educational program should consist of the following general descriptive components:

1. qualification awarded,
2. qualification degree,
3. special admission requirements,
4. admission of previous education,
5. general provisions, and brief description of the educational program,
6. main final outcome of education,
7. list of possible jobs for graduates/examples/,
8. providing further education opportunities,
9. credit curriculum (60 credits for each academic year)
10. student assessment system,
11. learning form, available,
12. modular map,
13. responsible person for the educational program.

1.2. Plan and development of the educational programs should be based on a number of fundamental principles.

- the program should have a clearly defined goal and expected educational outcomes,
- the development of the program should be based on both internal and external software guidelines and /or standards, including relevant course descriptions,
- European and National Framework for Higher Education Qualifications,
- the profession requirements of the employer,
- graduates should be given career opportunities in the future,
- should determine the forms and means of forming and assessing the expected educational outcomes of the project and necessary human and material resources.

The development of the educational program should answer the following three key questions:

- What should learn students (educational outcomes)?
- How should they learn it (teaching and learning methods)?
- How to find out the learning outcomes (assessment forms).

1.3. The development of the Professional Education Program (PEP) begins with setting goals, then the formulation of the educational outcomes of the program. Then, the forms that will allow the students to demonstrate the educational outcomes achieved **re determined** and measure them adequately. The next step is to select the most effective learning and teaching methods for students.

To formulate the PEP it's important the following three main elements mutual agreement:

- the program expected educational outcomes,
- academic and teaching methods that are designed to enable the student to successfully complete these outcomes,
- Assessment, which determines the level of acquisition of these outcomes.

When determining the educational outcomes of the program, it is necessary to take into consideration the

- specialty subject knowledge, ability, skill,
- the requirements of the European, national framework and professional organizations (employers) of higher education qualifications.

2. Definition of the program educational objectives

The objectives of the professional education program should meet the following basic requirements:

- The PEP and its subjects / modules should have clearly defined goals,
- the objectives should be brief and in understandable language to students,
- should point out the capabilities that will be achieved by participating in the program, should show the targeted capabilities that will be achieved by participating in the program,
- the objectives of the program should reflect the overall objectives of the component courses / training module.

Therefore, the objectives of the program differ from the educational outcomes and have two distinctive features.

1. The goals outline the educational achievements that students can take in the program.
2. The implementation of the goals cannot be assessed immediately during the education.

3. Formation of the program educational final outcomes

Educational final outcomes should be realistic and measurable: what the student should know, understand or be able to do at the end of the study, what is expected from the students, how they will show what they have learned, and what criteria will be used to assess them.

Unlike the course description/ course final outcomes the program educational final outcomes can't be assessed by direct methods, their achievement is most measured / assessed by indirect methods, through assessment of the educational outcomes of composite academic modules.

The program's educational final outcomes must meet the following basic requirements:

- All educational final outcomes of the program should be formulated at the minimum acceptable level.
- The achievement of all educational outcomes for the program should be assessed through the mapping of the educational modules outcomes assessment compilations/ **competence**, education and teaching methodologies, and assessment methods.
- To successfully complete the program, the student must master all educational outcomes of the program.

Educational final outcomes should be formulated / written so that it is understandable for all students and their assessment.

The educational outcomes of the program should be formulated according to the following categories:

- General final outcome
- Total professional outcome
- Professional outcome

Each of these contains the following three components:

- knowledge,
- skill,
- abilities.

According to this classification, the expected outcomes should have appropriate coding to make it easier to use in the future and to ensure comparability of learning outcomes.

4. Formulation of the course/academic module educational final outcomes

The course/academic module educational final outcomes provide information to students about what they should know, understand and be able to do, and indicate what should be evaluated at the end of the learning module.

Educational final outcomes of the academic module should meet the following requirements:

- All educational final outcomes of the academic module should be formulated at a minimum acceptable level.
- The program should describe only the educational outcomes which must be acquired by all students involved in the program,
- The acquisition of all educational final outcomes of the academic module should be assessed,
- In order to obtain a passing grade, a student must master all educational outcomes for the academic module.

5. Selection of teaching and educational methods

To succeed in achieving the expected educational outcomes, students must choose different forms of the education. From the chosen forms of education are also derived those teaching methods that will maximize and support their successful implementation.

Teaching and education methods should:

- Contribute the students' acquisition of knowledge, skills and abilities formulated by educational outcomes,
- Take into account the different levels of students' knowledge and abilities and be multiform,
- Encourage student activism in the classroom, independence, and provide teamwork opportunities wherever it needs.

The relevant section of the PEP specification should clearly demonstrate how selected teaching and education methods help students to achieve the expected educational outcomes of the program. For each final educational outcome (or it's group) presented in the specification, should be presented appropriate teaching and education methods.

6. The program guidelines usage

The PEP should comply with the existing external and internal program guidelines and / or criteria. The latter should be submitted in the program specification.

For the designing and development of the program, external guidelines may be the following official sources:

- RA Law on Higher and Postgraduate Professional Education,
- State educational standards of higher education,
- European Basis (range) for Continuing Education Qualifications,
- Qualifications of European Higher Education Area (Dublin Descriptors),
- National basis of higher education qualifications,
- Requirements and instructions of relevant professional organizations /structures, legislators and sector regulatory authorities (if any),
- Subjective orientation of foreign universities,
- NQAC program accreditation / assessment criteria.

As a internal guideline for elaboration of the PEPs, the following documents can be used as a basis:

- UTM Quality Assurance manual
- Current monitoring and review procedure of the educational programs,
- Students' knowledge testing and assessment procedures,
- The UTM educational process organization procedure on a credit basis
- Modular system for organizing UTM educational process,
- Procedure for developing and approving academic curricula for higher professional education programs in the UTM,
- Relevant provisions of the UTM Strategic Plan,
- Other documents related to the specific program.

7. Education Resources

The availability of appropriate resources is the precondition for the successful implementation of any PEPs.

The main learning resources required for the successful implementation of the PEP are:

- Lecturer staff and teaching aids: The program should be provided with quality lecturer staff and teaching aids,
- Educational-methodical materials (textbooks, magazines and multimedia resources),
- technical means,
- educational areas,
- organization and management of the educational internship,
- financial means.

8. The PEP document package

8.1. Program specifications

8.2. Course description

8.3. Typical curriculum

Appendix

PROCEDURE ON

TRADITIONAL MEDICINE UNIVERSITY

QUALITY ASSURANCE COMMISSION

PROFESSIONAL EDUCATIONAL SPECIALTY

DEVELOPMENT AND REVIEW

The PEP specification should include:

1. General provisions

- Educational program name and specialty digit

- The National Qualifications Framework Level
 - The PEP mastering term
 - Number of credits
 - Awarded Qualification
 - The higher education institution name
 - Educational program implementer faculty
 - The education program form
 - Educational activities are carried out
 - The presence of the educational program license and accreditation
- 1.1. Introduction
 - 1.2. PEP development Normative documents
 - 1.3. The general description of the professional education program
 - 1.3.1. The professional Educational Program Purpose / Mission /
 - The PEP purpose
 - The PEP objectives
 - 1.3.2. The PEP structure and description
 - a) Theoretical courses modules
 - b) Clinical courses modules
 - c) Other educational modules
 - Final Quality Graduation Examinations
 - 1.3.3. Requirements to the applicant
 2. The description of the graduate professional activity who has mastered the PEP
 - 2.1. The framework of the graduate's professional activity who has mastered the PEP
 - 2.2. The objects of the graduate's professional activity who mastered the PEP
 - 2.3. The types of the graduate's professional activities who have mastered the PEP
 - 2.4. Graduate professional activity issues:
 - medical activity
 - organizational and management activities
 - scientific research activities
 3. Description of professional activity as a result of mastering the PEP General outcomes
 - General professional outcomes
 - Professional outcomes:
 - Medical activity
 - Organizational and administrative activities
 - Scientific research activities
 4. Documents that regulate the contents and organization of the educational process during the PEP implementation
 - 4.1. Forming outcomes by the courses
 - 4.2. Curriculum

- 4.3. Annual calendar curriculum schedule
- 4.4. Subjects work programs
- 4.5. Education internships programs
- 4.6. State final certification program
- 5. Teaching and learning approaches
- 6. Standards and methods of assessing the quality of mastering the PEP
- 7. Terms of implementation of the PEP
 - 7.1. Staffing for the specialist preparation
 - 7.2. Educational-methodological and information providing of the educational process
 - 7.3. Material and technical provision of the educational process
- 8. The characteristics of the socio-cultural environment for the development of students' overall educational abilities.
- 9. Further education opportunities.