**CONSTITUENT (faculty/department/academy)**

**DETAILED PROPOSAL OF THE LIFELONG LEARNING PROGRAMME**

**Full name of the programme**

SPLIT,

1. GENERAL INFORMATION ON THE LIFELONG LEARNING PROGRAMME

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| **Name of the programme** |  |
| **University constituent** |  |
| **Constituent/s providing the programme** |  |
| **Purpose of the programme** | Students' obligations for the purpose of changing study programmes and/or enrolling study, completion of already started study programme and acknowledging competences acquired elsewhere, which are mandatory for participating in the study. |
| Other programmes based on principles of lifelong learning |
| **Program level**  **(according to the CROQF with regard to the units of learning outcomes that are acquired upon their completion)** |  |
| **Total number of ECTS credits** |  |
| **Reasons for starting the lifelong learning programme** |  |
| **Lifelong learning outcomes** | Completing the programme, students will be able to: |
| **Duration of the programme** |  |
| **Target group of students** |  |
| **Minimal number of students** |  |
| **Cost of programme per student** |  |
| **Enrolment requirements for the programme** |  |
| **Requirements for completion of the programme** |  |

1. DESCRIPTION OF THE LIFELONG LEARNING PROGRAMME AND SYLLABUS
   1. List of lifelong learning programme courses

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **LIST OF COURSES/EDUCATIONAL ACTIVITIES\*** | | | | | | |
| **Name of the course/ educational activity** | | **Method of teaching\*\*** | | | | | **ECTS** |
| **Guided process of teaching** | | | | **Independent student activities** |
| **Lecture** | **Seminar** | **Exercise** | **Field work** |  |
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\* List of courses/educational activities applies to each individual unit (course or module).

\*\* Method of teaching-number of hours needed and number of ECTS credits (lectures, seminars, exercise (all forms), field work.

Due to the specificity of the realization of the lifelong learning program, instead of distribution (L – lecture, S – seminar, E – exercises (all types), F – field work), it is possible to describe the workload in such a way that it be specified in number of hours only for the GUIDED LEARNING AND TEACHING and INDEPENDENT STUDENT ACTIVITIES, if there are such.

* 1. Description of lifelong learning programme courses/educational activities

**\*The sheet needs to be copied for every suggested course**

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| **NAME OF THE COURSE** |  | | | | | | | | | | | | |
| Course professor | |  | | | Credits (ECTS) | | | |  | | | | |
|  | |  | | |  | | | | **Guided process of teaching** | | | | |
| Associates | |  | | | Method of teaching (number of hours) | | | | L | S | E | | F |
|  |  |  | |  |
| **Independent student activities** | | | | |
| Status of the course /educational activity | |  | | | E-learning percentage of application | | | |  | | | | |
| **COURSE DESCRIPTION** | | | | | | | | | | | | | |
| Course/educational activity objectives | | The aim is to enable students to: | | | | | | | | | | | |
| Course/educational activity enrolment requirements and entry competences required | | List if there are any | | | | | | | | | | | |
| Learning outcomes expected at the level of course/ educational activity (4 to 10 outcomes) | | Completing this course/educational activity, students will be able to:  Notes:  1. learning outcomes have to be in line with name of the course/educational activity, both in terms of logic and their contents  2. course’s learning outcomes have to be in line with those of the entire programme  3. course’s syllabus must stem from learning outcomes in such a way so that it is clear how they plan to be realised  4. whole course must be designed in such a way that methods of teaching, learning and grading be in line with learning outcomes, and that as much be visible from the course/educational activity’s description | | | | | | | | | | | |
| Course/educational activity’s syllabus broken down in detail by weekly class schedule | |  | | | | | | | | | | | |
| Format of instruction | | ☐ lectures  ☐ seminars  ☐ workshops  ☐ exercises  ☐ *on line* in entirety  ☐ partial e-learning  ☐ field work | | | | ☐ independent assignments  ☐ multimedia  ☐ laboratory  ☐ work with mentor  ☐       (other types, if there are any) | | | | | | | |
|
| Student  responsibilities | | In line with learning outcomes, this is where student obligations, which also have to be in line with procedures of grading their accomplishments, are listed in such a way that every student is clear on their obligations in the programme. | | | | | | | | | | | |
| Student work-participation *(name the proportion of ECTS credits for each activity, so that the total number of ECTS credits matches the ECTS value of the course/educational activity)* | | Class attendance |  | Research | | |  | Practical work | | | |  | |
| Experimental work |  | Workshop | | |  | (Other, specify what) | | | |  | |
| Essay |  | Seminar paper | | |  | (Other) | | | |  | |
| Tests |  | Oral exam | | |  | (Other) | | | |  | |
| Written exam |  | Project | | |  | (Other) | | | |  | |
| Grading and evaluating student work and accomplishments | |  | | | | | | | | | | | |
| Required literature | |  | | | | | | | | | | | |

3. REQUIREMENTS FOR IMPLEMENTING LIFELONG LEARNING PROGRAMME

3.1. Spatial requirements for implementing the programme

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| **University constituents’ buildings (state existing buildings, those under construction and planned)** | |
| **Building’s ID/name** |  |
| **Its location/address** |  |
| **Year of construction** |  |
| **Total surface in m2** |  |

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| **Lecture halls/laboratories/exercise classrooms used for implementing the programme\*** | | | | | |
| **Building’s ID** | **Lecture hall’s number or sign** | **Number of seats for students** | **Total area in m2** | **Number of hours of use per week** | **Grade its’ state of equipment (1–5)** |
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\* Every hall/laboratory/classroom should be listed

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| **Equipment needed for implementing the programme** | |
| **Name of equipment (instrument)** | **Procurement value** |
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3.2. List of professors and associates per course

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| **Course** | **Professors and associates** |
| List courses alphabetically | Name course professors and associates |
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3.3. Information on professors and associates

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| **Title, name, surname** | One sheet for every professor/associate in the course |
| **Course they teach in the suggested lifelong learning programme** |  |
| **GENERAL INFORMATION ON PROFESSORS IN CHARGE OF THE COURSE** | |
| **Phone** |  |
| **E-mail** |  |
| **Personal web page** |  |
| **Researcher ID in the Register** |  |
| **Research or art position and date of last appointment** |  |
| **Scientific research and teaching, art and teaching or just teaching position and date of last appointment** |  |
| **Area and field of appointment** |  |
| **INFORMATION ON CURRENT EMPLOYMENT** | |
| **Institution where employed** |  |
| **Date of employment** |  |
| **Name of position (professor, researcher, associate, etc.)** |  |
| **Field** |  |
| **Function** |  |
| **INFORMATION ON EDUCATION – highest degree** | |
| **Position** |  |
| **Institution** |  |
| **Place** |  |
| **Date** |  |
| **INFORMATION ON ADDITIONAL TRAINING** | |
| **Year** |  |
| **Place** |  |
| **Institution** |  |
| **Field of training** |  |
| **LANGUAGES** | |
| **First language** |  |
| **Foreign language and expertise, on a scale from 2 (sufficient) to 5 (excellent)** |  |
| **Foreign language and expertise** |  |
| **Foreign language and expertise** |  |
| **COMPETENCE FOR TEACHING THE COURSE** | |
| **Earlier experience in teaching similar courses (name the course or lifelong-learning programme)** |  |
| **Authorship of university/faculty textbooks in scientific area** |  |
| **Expert, scientific and art papers published in the last five years in that area (5 at most)** |  |
| **Expert, scientific and art projects carried out in the last five years (5 at most)** |  |
| **In what programme and to what extent they acquired methodological-psychological-didactic-pedagogical competences** |  |
| **RECOGNITION AND AWARDS** | |
| **Recognition and awards for teaching and scientific/art work** |  |

3.4. Assessment of programme’s cost (internal-not published on web page)

4. QUALITY ASSURANCE AND SUCCESFULL IMPLEMENTATION OF THE PROGRAMME

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| **Description of procedures for evaluating quality of lifelong-learning study programme implementation:**   * For each procedure of evaluating quality, method used needs to be described (most often questionnaires for students or teachers), | |
| Evaluation of the work of professors and associates | The evaluation process should contain at least answers to claims offered below, that can be asked online or using pen and paper, a Likert-type scale, where 1 indicates complete disagreement, 2 that the participant somewhat disagrees, 3 indicates participants’ inability to evaluate; 4 that he somewhat agrees with it, and 5 indicates complete agreement.  In addition to them, it is possible to add open-ended questions and other methods of (self-) evaluation that contribute to program’s quality.  - Professors realized the teaching content as the Program envisioned.  - Professors and associates perform their work professionally and responsibly.  - Communication with teaching staff is of high quality.  - Professors treat students correctly and with respect.  - Classes are held on time and regularly.  - Teaching is interesting and dynamic.  - It is well structured. |
| Realization of anticipated learning outcomes | The procedure should contain at least answers to following claims:  - Program’s learning outcomes have been achieved.  - Teaching and learning methods are in line with learning outcomes.  - Teaching methods are focused on students’ learning.  - The teaching process adapts to participants’ previous knowledge, their interests, experiences and needs.  - I am satisfied with the competencies acquired in the program.  - Teaching materials are clear and understandable. |
| Evaluation methods and procedures comply-agree with expected learning outcomes | The procedure should contain at least answers to following claims:  - Professors clearly stated the evaluation methods and criteria in the course/program.  - Methods of evaluation are in line with learning outcomes in the course.  - Process of evaluating students’ achievements is fair. |
| Evaluation of availability of resources (spatial, human, IT) in learning and teaching | The procedure should contain at least answers to following claims:  - Spatial resources for implementing program are of high quality.  - Professors are available for consultation whenever I approach them.  - Teaching materials are available to students (e.g. library, internet sources). |
| Student satisfaction with the programme as a whole | The procedure should contain at least answer to the following claim:  I am satisfied with the program as a whole. |
| Evaluating student traineeships, if there are any-Evaluation of student practical work, where applicable (short description of training, grading procedures and means of quality assurance) |  |
| **Description of procedures for informing external stakeholders about the lifelong learning programme** |  |