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*Erasmus+KA2 DEFEP project  
Distance Education for Future: best EU practices in response to the requests of  
modern higher education seekers and labor market*

# STANDARD REGULATION ON DISTANCE COURSES AND THEIR CERTIFICATION IN AN INSTITUTION OF HIGHER EDUCATION



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## PREAMBLE

- The Standard Regulation is not an original text and the compilers do not claim authorship and original source.
- The Standard Regulation was developed within the framework of the Erasmus+KA2 DEFEP project "Distance Education for Future: best EU practices in response to the requests of modern higher education seekers and labor market".
- The Standard Regulation was created on the basis of existing European and domestic practices, regulatory documents, methodological developments of individual institutions of higher education, as well as materials and cases of the Ministry of Education and Science of Ukraine, the National Agency for Higher Education Quality Assurance, etc.
- The Standard Regulation takes into account the experience of partner universities in the DEFEP project from Ukraine, Moldova, Germany, Spain, Italy, the results of a sociological survey, an analytical report and a monograph carried out within the framework of the project.

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## 1. GENERAL PROVISIONS

1.1. The Regulation on distance courses and their certification in an institution of higher education (hereinafter – the Regulation) is one of the documents of normative and legal support for obtaining higher education in the distance form in institutions of higher education.

1.2. The Regulation defines the procedure for creating and using distance courses on the university-wide distance learning platform and recognition of distance courses of academic disciplines as educational and methodical works (electronic textbooks, study guides, workbooks) and regulates the procedure for their certification (expertise).

1.3. The Regulation was developed in accordance with the Law of Ukraine "On Higher Education", the Law of Ukraine "On Copyright and Related Rights", the Law of Ukraine "On Protection of Information in Information and Telecommunication Systems", the Law of Ukraine "On the National Informatization Program", the Regulation of the Ministry of Education and Science of Ukraine on electronic educational resources, the Regulation of the Ministry of Education and Science of Ukraine on electronic textbooks, the Regulation of the Ministry of Education and Science of Ukraine on distance learning.

1.4. The main terms related to distance learning:

- ***asynchronous learning*** – a type of interaction between participants of the educational process, during which educational communication takes place with a time delay indirectly both on the basis of the use of electronic learning technologies and without their use;

- ***hybrid learning*** – the organization of educational activities, in which some students are present in specially equipped university classrooms, and other students join using cloud services of video communication organization;

- ***distance education*** – one of the forms of obtaining education, according to which the mastering of a certain level in a particular speciality is carried out in the process of distance learning;

- ***distance higher education*** – the main institutional form of obtaining higher education, which is an individualized process of obtaining education, which takes place mainly through the mediated interaction of remote participants in the educational process in a specialized environment functioning on the basis of modern psychological and pedagogical and information and communication technologies;

- ***distance learning*** – learning that takes place through the mediated interaction of remote participants in the educational process in a specialized environment functioning on the basis of modern psychological and pedagogical and information and communication technologies;

- ***distance course*** – a systematic collection of information and educational and methodical tools necessary for mastering an academic discipline, which is united by a single pedagogical scenario and placed in the educational content management system / on the distance learning platform;

- ***distance format of learning*** – a method of temporary organization in institutions of higher education of the educational process in full-time and part-time

forms of higher education, which ensures the implementation of distance learning for certain categories of seekers (for example, those who participate in academic mobility programs, have special needs regarding the conditions of education organization, etc.) and/or under special circumstances;

- **electronic learning, e learning** – learning that takes place using modern information and electronic technologies and can be implemented both in conditions of geographical remoteness of the participants of the educational process, and directly at the university;

- **electronic publication** – a document that has undergone editorial and publishing processing, has original information, contains information in the format of electronic data or programs (or their combination), for the use of which digital devices are required;

- **electronic textbook** – an electronic educational publication with a systematized presentation of educational material that corresponds to the educational program, contains digital objects of various formats and provides interactive cooperation. The components of an electronic textbook include empirical, theoretical, practical and demonstration components, means of search, display, verification of knowledge, etc.;

- **electronic study guide** – an electronic educational publication that supplements or partially (completely) replaces a textbook **Помилка! Джерело посилання не знайдено.**;

- **electronic workbook** – an electronic educational publication containing a set of practical tasks and/or exercises from a certain academic discipline, which contribute to the formation of competencies and contain interactive elements;

- **blended learning** – a form of education organization that is based on a combination of conducting educational activities in traditional (offline, classroom-based) and distance (online) formats with extensive use of electronic learning in the educational process;

- **inclusive learning** – a comprehensive process of ensuring equal access to quality education for seekers with special educational needs by organizing their education in educational institutions based on the application of personally oriented teaching methods, taking into account the individual characteristics of the educational and cognitive activities of such seekers;

- **multimedia content** – a set of interactive content data, presented in the formats of video, animation, virtual and augmented reality objects, computer models (simulators), as well as their combination with audio information, text, images;

- **lifelong learning** – a set of means, methods and forms of acquiring, deepening and expanding general education, professional competencies, culture, upbringing, civic and moral maturity. For each person, continuous education is a lifelong process of formation and satisfaction of cognitive requests and spiritual needs, development of talents and abilities in a network of educational institutions of various forms of ownership or through self-education;

- **special / force majeure circumstances** – circumstances of irresistible force arising at the state (regional, local) level (natural disasters, quarantine measures, legal regime of martial law, other force majeure circumstances, etc.), under which the possibilities of physical attendance of an institution of higher education by seekers are

temporarily limited partially or completely, which requires changes in the methods and formats of organizing education, in particular in the part of organizing all forms of educational activities and in the need to desynchronize the educational process in the full-time form of education;

- *role in the distance course "author-developer of the distance course"* – a participant of the distance course who organizes the educational process during the mastering of the academic discipline in the distance format, forms and administers the structure of the distance course and fills it with the author's educational content;

- *role in the distance course "developer of the distance course"* – a participant of the distance course who has rights to administer the distance course (adding, hiding elements, setting restrictions, enrolling / dismissing students);

- *role in the distance course "assistant of the distance course"* – a participant of the distance course who has the rights only to view unhidden educational content, check and evaluate the seekers' works;

- *synchronous learning* – a type of interaction among participants of the educational process, in which educational communication takes place in real-time either in face-to-face or in a remote (distance) format;

- *Learning Management Systems – LMS* – software that includes a learning content management system and a system for organizing the educational process and monitoring learning via the Internet and/or a local network;

- *Learning Content Management Systems – LCMS* – software for creating, storing, accumulating, and transferring educational web resources, as well as for providing authorized access of distance learning subjects to these web resources;

- *distance learning technologies* – a complex of educational technologies, including psychological and pedagogical and information and communication technologies, which enable the implementation of the process of distance learning in educational institutions and scientific establishments.

1.5. Distance course materials must adhere to the principles of academic integrity in accordance with the Regulation on Academic Integrity in an institution of higher education.

## **2. TYPES OF DISTANCE COURSES, PROCEDURE FOR THEIR CREATION, ADMINISTRATION AND STORAGE**

2.1. To organize the educational process in the distance form of higher education for ensuring a uniform format of access to educational materials of all educational components (academic disciplines, components of the practical training cycle) of all educational programs, according to which the institution of higher education trains higher education seekers, a unified distance learning platform should be defined.

2.2. A distance course placed on the university-wide learning platform is the fundamental element of distance learning. It should include educational material, the high-quality processing of which by the seeker will ensure the formation of learning outcomes envisaged by the relevant educational program.

2.3. The main types of distance courses are:

- ***distance course of an academic discipline*** – a distance course intended for seekers to master a certain academic discipline. Taking into account the peculiarities of organizing the educational process in different forms of higher education, distance courses of academic disciplines for different forms of education are developed separately. A distance course of an academic discipline for seekers:
  - *of full-time form of education* – provides online asynchronous/synchronous support for studying an academic discipline, in particular, under the conditions of organizing the educational process in special circumstances;
  - *of part-time form of education* – provides online asynchronous/synchronous support for studying an academic discipline in the examination period and independent mastering of the educational material, completion and submission of educational tasks in the interexamination period;
  - *of distance form of education* – a fully functional distance course that provides distance asynchronous and synchronous (if synchronous sessions in the distance mode are available) learning of the academic discipline during the semester and conducting final control for seekers of the distance form of education;
- ***distance course for preparation and defense of qualification work*** – contains methodical recommendations for preparation and defense of qualification work; topics of qualification works; a scan copy of the order on approval of the topics of qualification works and academic advisors; a calendar plan-schedule of preparation and defense of qualification works; samples (templates) of structural elements of qualification works and accompanying documents; a recommended list of main publications of scientific schools of institutions of higher education on the topics of qualification works; requirements for checking the presence of academic plagiarism in the qualification works of seekers of higher education, etc.
- ***examination distance course*** – a distance course that contains only information messages and an exam test, and which can be used:
  - during the final control of academic disciplines in the form of an exam in full-time and part-time forms of education;
  - during attestation of seekers in the form of a qualification (attestation) exam;
  - during entrance exams and oral individual interviews.

2.4. The structure and content of distance courses of academic disciplines must meet the unified requirements determined by approved institutional norms. The unified requirements contain a description of the unified general structure (for example, regarding the presence of mandatory elements (sections *Developers*, *Methodical materials*, *Recommended literature*) and sections with educational material, divided by sessions, weeks or topics) and framework requirements that determine the minimum set of mandatory elements in sections with educational material depending on the form

of education (full-time, part-time, distance) and the format of organizing the educational process (face-to-face, blended, distance, etc.).

2.5. A general description of the structure and content of a distance course is provided in Appendix 1. An example of framework requirements for the structure of a distance course of an academic discipline of the distance form is provided in Appendix 2.

2.6. A unique name is formed for each distance course of an academic discipline, which, as a rule, contains the name of the academic discipline, the surnames of the authors-developers of the distance course and a code, which should include the mark of the form of education for which this distance course is used. Distance courses of other types should also have their own naming system.

2.7. Administration of the structure of distance courses on the distance learning platform (creation of distance course shells, their placement in the appropriate categories of structural departments, creation of copies, cleaning, archiving, removal of distance courses, etc.) is carried out by the staff of the Department of Distance Education based on the official request of a scientific and pedagogical employee or department of the institution of higher education in accordance with the normative documents of the University.

2.8. The creation of shells for distance courses takes place no later than a month before the start of teaching the corresponding academic discipline.

2.9. The content of the distance course is developed and formed by the authors-developers of the distance course – scientific and pedagogical staff of the departments of the institution of higher education.

2.10. The authors-developers of the distance course and the head of the relevant department are responsible for the content of the distance course, its quality, literacy, compliance with educational standards, educational programs and curricula, and compliance with norms of academic integrity.

2.11. The responsibility for the organization of direct training of the seekers through the distance course is borne by the scientific and pedagogical staff who have an appropriate educational workload and who are connected to the distance course with the roles "developer" and "assistant" by the authors-developers.

2.12. The enrolling of distance course participants and their dismissing takes place according to the procedure determined in the institution of higher education.

### **3. PROCEDURE FOR CERTIFICATION OF A DISTANCE COURSE OF ACADEMIC DISCIPLINE AND ITS RECOGNITION AS AN EDUCATIONAL AND METHODOLOGICAL WORK**

3.1. *Certification of a distance course* is a process of expert evaluation of a distance course in order to determine the level of its preparation, compliance with the established requirements and the possibility of using it in the educational process in the distance form of higher education.

3.2. Only distance courses of academic disciplines tested in the educational process are subject to certification.



3.3. The result of the certification of the distance course is its recognition as an educational and methodical work (electronic textbook, study guide, workbook) and the issuance of a corresponding certificate of the approved sample at the level of the institution of higher education to the team of authors-developers of the distance course.

3.4. The process of expert evaluation of the distance course takes place in an electronic format and does not involve printing the educational content.

3.5. To recognize a distance course as an educational and methodical work, it must meet the general requirements for:

- quality and completeness of the content (the compliance with the curriculum and the educational program, methodical and didactic support, pedagogical and scientific aspects, adherence to the principles of academic integrity, etc. are evaluated);
- technological capabilities (the structure of the distance course, the presence of necessary elements or parts according to the requirements defined for the distance course, the presence of elements of programmed learning, etc. are evaluated);
- approbations (teaching for at least one semester to seekers who study in distance learning conditions: seekers of distance form or seekers of full-time form, for whom the educational process is organized in blended or distance formats);
- review (the presence of two reviews from experts in the relevant field of knowledge).

3.6. **The expert opinion on the quality and completeness of the content** is provided by experts selected from among the scientific and pedagogical staff of the department and approved at the department meeting.

The expertise involves assessing the compliance of the distance course content with educational standards, assessing methodical and didactic support, the authors' compliance with the principles of academic integrity, assessing the pedagogical scenario, assessing the novelty of the involved scientific and scientific-methodical sources, assessing compliance with the requirements for the formatting of text materials and presentations, requirements for video content, etc.

Preliminary comments and suggestions from experts must be justified, clearly formulated and aimed at improving the distance course.

The authors-developers of the distance course must eliminate the identified shortcomings before receiving the final expert opinion.

3.7. **The expert opinion on technological capabilities and approbation** is provided by experts selected from among the employees of the Department of Distance Education – experts in relevant specialties for which distance learning is conducted, who have significant experience in pedagogical and methodical work in the field of distance learning technologies.

The expertise involves assessing the compliance of the distance course with the established unified requirements for the structure and content, the presence of an interactive component, the use of programmed learning technologies, established time limits, the structuredness of the gradebook of result evaluations of the mandatory approbation of the distance course in the educational process.

Preliminary comments and suggestions from experts must be justified, clearly formulated and aimed at improving the distance course.

The authors-developers of the distance course must eliminate the identified shortcomings before receiving the final expert opinion.

3.8. **Reviewing** of the distance course is carried out by qualified experts in the relevant field of science. The review should provide a detailed and motivated conclusion regarding the suitability of the distance course for use in the educational process and recognition as an educational and methodical work (electronic textbook, study guide, workbook).

Comments and suggestions from the reviewer must be justified, clearly formulated and aimed at improving the distance course.

The head of the department is responsible for the appointment of reviewers, the quality of reviewing and the improvement of the distance course by the authors-developers, taking into account the comments of the reviewers.

To review a distance course, reviewers are connected to it with the appropriate role, which provides access to any elements and their content.

3.9. After adjusting the distance course by the authors-developers in accordance with the comments and recommendations of experts and reviewers, the **expert commission**, which consists of representatives of the Department of Distance Education and the Educational-Methodical Department, makes a final decision on the basis of expert opinions and reviews.

If the quality of preparation of the distance course of the academic discipline corresponds to the level of educational and methodical work (electronic textbook / study guide / workbook) and the distance course has been approbated for at least one semester in the conditions of distance learning, the expert commission makes a decision on the recommendation of the distance course for its certification and approval as educational and methodical work by a collegial advisory body of the institution of higher education (academic council, scientific and methodical council, etc.).

3.10. In case of a positive decision of the expert commission, to obtain a decision of the collegial advisory body of the institution of higher education on the certification of the distance course, the authors-developers of the distance course submit to this body:

- approved work program of the academic discipline for which the distance course has been developed;
- two reviews;
- expert opinion on the quality and completeness of the content and an extract from the minutes of the department meeting, by which the opinion was approved;
- expert opinion on technological capabilities and approbation signed by the head of the Department of Distance Education;
- extract from the minutes of the meeting of the expert commission.

3.11. Based on the positive decision of the collegial advisory body of the institution of higher education, the distance course of the academic discipline is recognized as an educational and methodical work (electronic textbook, study guide, workbook) and is recommended for use in the educational process, and the authors-

developers of the distance course are issued a certificate of the standard established by the institution of higher education.

3.12. Regulation of relations between the authors-developers of distance courses (or their separate elements) and the institution of higher education regarding the provision of copyright and property interests of both parties is carried out in accordance with the current legislation.

#### **4. ANTI-CORRUPTION WARNINGS**

4.1. Participants of the educational process and employees of the Department of Distance Education fully adhere to the fundamental principles of corruption prevention, ensure regular assessment of corruption risks in their activities, take appropriate measures to prevent and resolve conflicts of interest and corrupt actions that may arise in the performance of their duties.

4.2. Participants of the educational process and employees of the Department of Distance Education are obliged to comply with the requirements of the Law of Ukraine "On Prevention of Corruption".

4.3. Participants of the educational process and employees of the Department of Distance Education are strictly prohibited from directly or indirectly using their official powers or opportunities related to them to receive an unlawful benefit or accepting such a benefit or accepting a promise/offer of such a benefit for themselves or other persons or make promises/offers or an unlawful benefit to a person, specified in the first part of Article 3 of the Law of Ukraine "On Prevention of Corruption", or at their request to other individuals or legal entities with the aim of inducing this person to unlawfully use the official powers granted to them or related opportunities.

4.4. For the commission of corruption or corruption-related offenses, participants of the educational process and employees of the Department of Distance Education are subject to criminal, administrative, civil and disciplinary liability in accordance with the procedure established by law.

#### **5. FINAL PROVISIONS**

5.1. The Regulation on distance courses and their certification is approved by the University Academic Council and enters into force by the order of the rector of the University or a person authorized to perform his/her duties.

5.2. Changes and/or additions to the Regulation are considered and approved by the University Academic Council and enter into force by the order of the rector of the University or a person authorized to perform his/her duties.

## **Appendix 1.**

### **General Description of the Structure and Content of a Distance Course of Academic Discipline**

1. The structure of the distance course is developed by a scientific and pedagogical employee – the author-developer of the distance course in accordance with the work program of the academic discipline (syllabus) based on the general principles of distance learning didactics.

2. **Informational and instructional block.** The content of the distance course should begin with the general part, which contains informational, instructional and auxiliary materials for seekers with clear general information about the sequence and terms of mastering the educational material, forms of control (current and final), criteria for evaluating knowledge, skills and abilities, as well as forms of interactive cooperation with a scientific and pedagogical employee.

This block should include:

- information about the authors-developers of the distance course and information on advanced training in the field of distance technologies, data on the certification of the distance course and its copyright;
- abstract, in particular, the objective and tasks of the distance course;
- work program (syllabus) of the relevant academic discipline;
- general scenario of the distance course (with an indication of the main components of the distance course and the conditions of access to them);
- evaluation criteria for each type of educational activity provided by the work program (syllabus) of the academic discipline (maximum and minimum number of points);
- list of recommended literature (main and additional), as well as electronic information resources;
- glossary (dictionary of basic terms for the distance course and/or basic unclear concepts, which are explained by the teacher during the study of the educational material);
- forum for solving organizational issues;
- chat for conducting online consultations and individual sessions.

3. **Content block of the distance course.** The educational content of the distance course should be distributed either by content sections and topics according to the work program (syllabus) of the academic discipline, or by weeks of the semester. The content part should include:

- methodical recommendations for studying each topic;
- texts of lectures by topics;
- multimedia presentations, audio and video materials;
- links to additional information sources;
- questions for self-control;
- methodical recommendations regarding the performance of practical and laboratory sessions, control papers, preparation for seminars;
- tasks for current and final knowledge assessment.

4. **Final assessment block.** The **final assessment** of knowledge, abilities and skills for seekers of the distance form of education is carried out in accordance with the work program of the academic discipline using the capabilities of information and communication technologies provided that the student/seeker is authenticated.

This block should include:

- methodical recommendations for preparing for the final assessment;
- list of topics and/or questions for the final assessment;
- example of a task for the final assessment;
- methodical recommendations for performing the tasks of the final assessment and/or example of the correct answer to the final assessment tasks;
- final test with open and closed type questions.

## Appendix 2.

### Example of Framework Requirements for the Structure and Content of a Distance Course of Academic Discipline

Distance learning platform: Moodle.

Type of distance course: distance course of the academic discipline.

Form of higher education: distance.

Additional information: the distance course is submitted for certification.

No.	Component of the distance course	Corresponding Moodle element
<b>1.</b>	<b>General section:</b> displayed on the main page of the course	
1.1.	<b>Greetings</b> to the seekers, general information on organizing the study of the academic discipline, links to web conferences of distance sessions in synchronous mode, etc.	Moodle element <i>Text and media area</i> <sup>1</sup>
1.2.	<b>Terminological dictionary.</b> Contains a list of terms used in the educational materials of the respective topic, including keywords (can also be placed in the section Recommended Literature)	Moodle element <i>Glossary</i>
<b>2.</b>	<b>First section / tile <i>Developers of the course</i></b>	
2.1.	Photos of the developers of the distance course, general information about them and hyperlinks to personal web pages on the University website	Moodle element <i>Text and media area</i>
2.2.	Photos of Certificates of advanced training in the field of distance technologies	Moodle element <i>Text and media area</i>
2.3.	Photos of Copyright Certificates (if available)	Moodle element <i>Text and media area</i>
2.4.	Photo of Course Certificate (if available)	Moodle element <i>Text and media area</i>
<b>3.</b>	<b>Second section / tile <i>Methodical materials</i></b>	
3.1.	<b>Video recording of the teacher's introductory speech</b> , presentation of the academic discipline, information about the technology of working with the distance course	Moodle element <i>Text and media area</i> (Google presentation implemented)
3.2.	<b>Map of the seeker's educational work .</b> Dates and points should be relevant for the current semester	Moodle element <i>Page</i>
3.3.	<b>Methodical materials</b> for the study of the academic discipline. The file of methodical materials should meet the requirements for formatting text documents	Moodle element <i>File</i> (pdf-file)
<b>4.</b>	<b>Third section / tile <i>Entrance control</i></b>	
4.1.	<b>Entrance test / survey</b> (preferred) For control and self-control of the seeker's readiness to master the course material	Moodle element <i>Quiz</i> (closed type questions) / Moodle element <i>Feedback</i>
<b>5.</b>	<b>Fourth and subsequent sections / tiles</b> <b>Study material for each topic / each session / week</b> Structured according to the Map of the seeker's educational work	
5.1.	<b>Title of the section / tile.</b> Starts with the number of the session / topic / date range of the corresponding week and contains a shortened title	section / tile
5.2.	<b>Summary of the section / tile.</b> Topic and purpose of the session	section / tile
5.3.	<b>Instruction for the seeker</b> on the procedure for processing the educational material of the respective section, indicating the maximum number of points and the final (approximate) deadline for completing the tasks	Moodle element <i>Text and media area</i>
5.4.	<b>Theoretical material of the section / tile.</b> The teacher, in accordance with the peculiarities of the academic discipline, selects the appropriate, in his/her opinion, format(s) for presenting theoretical material Presented as one of the following elements or their combination:	

<sup>1</sup> According to Moodle version 4.2, in previous versions — element *Label*

	<ul style="list-style-type: none"> <li>programmed learning element</li> </ul>	Moodle element <i>Lesson</i>
	<ul style="list-style-type: none"> <li>links to sections of the Moodle e-book</li> </ul>	Moodle element <i>Text and media area</i> + hyperlink to the Moodle element <i>Book</i>
	<ul style="list-style-type: none"> <li>video lectures and video instructions</li> </ul>	Moodle element <i>Text and media area</i> + embedded YouTube video
	<ul style="list-style-type: none"> <li>dynamic multimedia presentations of lectures</li> </ul>	Moodle element <i>Text and media area</i> + embedded Google presentation
	<ul style="list-style-type: none"> <li>author's reference pdf-summaries of lectures, built on the use of structural and logical schemes</li> </ul>	Moodle element <i>File</i>
	<ul style="list-style-type: none"> <li>PDF documents with the texts of the author's lectures that meet the requirements for formatting text documents</li> </ul>	Moodle element <i>File</i>
	<ul style="list-style-type: none"> <li>links to third-party video materials posted on the Internet</li> </ul>	Moodle element <i>Text and media area</i> + hyperlink
	<ul style="list-style-type: none"> <li>links to textbooks, articles and other publications, etc., placed on external sources</li> </ul>	Moodle element <i>Text and media area</i> + hyperlink
5.5.	<b>Self-control</b> (preferred) Closed type tests of the level of familiarization and the level of reproduction	Moodle element <i>Quiz</i>
5.6.	<b>Tasks for practical implementation</b> (according to the Map of the seeker's educational work) – essays, educational tasks, calculation works, etc., should provide the variability	Moodle element <i>Assignment</i>
5.7.	<b>Current control of seekers.</b> Closed/open type tests of skill level (according to the Map of the seeker's educational work)	Moodle element <i>Quiz</i>
6.	<b>Section / tile <i>Intermediate modular control</i></b> (if provided by the Map of the seeker's educational work)	Separate section / tile in the structure of sections of sessions / topics / weeks
7.	<b>Section / tile <i>Final assessment</i></b>	Separate section / tile
7.1.	For academic disciplines that end with <i>credit</i> , it contains instructions and tasks for the final control paper	Moodle element <i>Text and media area</i> + Moodle element <i>Quiz</i> and/or Moodle element <i>Assignment</i>
7.2.	For academic disciplines that end with <i>exam</i> , it contains instructions and an exam test with closed and open type questions	Moodle element <i>Text and media area</i> + Moodle element <i>Quiz</i> and/or Moodle element <i>Assignment</i>
8.	<b>Section / tile <i>Academic difference and academic debt</i></b> is created to organize the submission of academic debt and academic difference; contains one comprehensive assignment and/or one comprehensive test worth 100 points. Restricted access to the section is established exclusively for students who have academic debt	Section / tile after the previous section
9.	<b>Section / tile <i>Recommended literature</i></b>	Section / tile after the previous section
9.1.	<b>E-books:</b> either one for the entire course or several from each educational module. Contains structured educational material for each topic and subtopic of the academic discipline with a branched navigation system (through hyperlinks), built-in presentations, videos, pictures, etc.	Moodle element <i>Book</i>

9.2.	<b>List of recommended literature</b> with added hyperlinks to sources	Moodle element <i>Text and media area</i> + hyperlink
<b>10.</b>	<b>Section / tile Appendices (optional)</b>	Section / tile after the previous section
	<b>Empty sections / tiles</b> should be removed or hidden	
	<b>The question bank</b> should have a formed hierarchy of categories, the upper level of which corresponds to the main topics of the academic discipline <b>All tests</b> should be randomly generated to ensure their uniqueness for each seeker	
	<b>The gradebook</b> should be organized, and the maximum number of points for the tasks should correspond to the <i>Map of the seeker's educational work</i>	