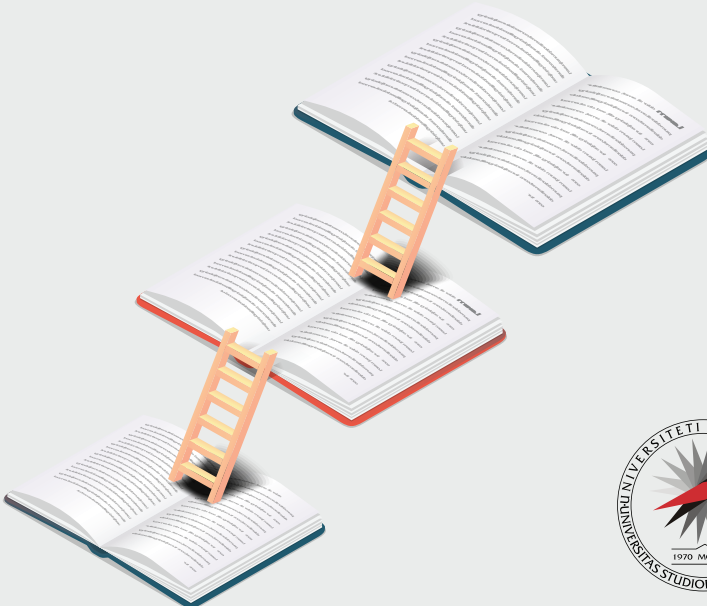# CURRICULUM DEVELOPMENT GUIDELINES

## UNIVERSITETI I PRISHTINËS
## UNIVERSITY OF PRISHTINA
## "HASAN PRISHTINA"

# CURRICULUM DEVELOPMENT GUIDELINES FOR TEACHERS AND STAFF WHO SUPPORT AND SUPERVISE CURRICULUM DEVELOPMENT

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# 1.  THE BOLOGNA PROCESS

By signing the Bologna Declaration, 40 European countries have pledged that by 2010, a dynamic and competitive higher education area (European Higher Education Area-EHEA) will be established. The Bologna process is oriented towards the implementation of the comparability of educational levels, and not in principle in their equalization.

## - The Bologna process is the responsibility of the University

The basis of this process is established at the European level with the signing of the declaration, as well as by the conference of the European Ministers of Education, which are regularly held every two years. At the national level, in most states, the corresponding legal framework for the entry into force of the reforms has been issued, while the implementation of the reforms and their goals are the responsibility of the universities themselves.

## - Structural harmonization

The European "Study Structure" with the levels of basic studies (Bachelor), post-graduate (Master) and doctorate (PhD) should serve the structural comparability and harmonization of University degrees. The aim is not to create similarity content, but diversity of study programs in Europe.

## - Ten areas of action

The fields of action of the Bologna declaration (1999) are included in the conferences held in Prague (2001), Berlin (2003), Bergen (2005) and London (2007). These fields contain:

1.  The inclusion of easily understandable systems and comparable levels - the inclusion of the so-called "diploma supplement" ;
2.  The inclusion of systems established in two cycles: basic and post-graduate;
3.  The inclusion of the European Qualification Framework (EQF);
4.  The inclusion of the grading system for the wider promotion of student mobility (ECTS-European Credit Transfer System);
5.  Learning throughout life (LLL-Life Long Learning);
6.  Promotion of European cooperation in the field of Quality Assurance in terms of the development of comparable methods and criteria;
7.  Promoting the mobility of students, teachers, researchers and administrative staff;

8. Promotion of the European dimension for Higher Education, especially in terms of curriculum development, inter-institutional cooperation and mobility;
9. Increasing the attractiveness and competitiveness of the European Higher Education Area; and,
10. Doctoral studies and the establishment of the European Higher Education and Research Area.

The establishment of the relevant legal framework is a prerequisite for achieving the goals which imply transparency of the various European structures and strengthening the competitiveness of the European Higher Education and Research Area.

Increasing student mobility contributes to the development of comparability of programs, which enables the qualification of students for the international labor market.

## - Bologna Process in UP

The harmonization achieved in Europe with the inclusion of the educational model in two levels/cycles within the Bologna process contributes to the development of this model outside of Europe. Thus, the University of Pristina wants to present itself as a "welcoming" institution with an offer that will be competitive at the international level.

## - The Bologna process is a reform of the study structure

The success of the Bologna process at the University of Prishtina can be measured by the extent to which this university has managed to adapt the most important elements, standards and orientations of the Bologna process. As an example, we can mention the inclusion of the ECTS credit accumulation system, the transition to the system based on main cycles, the adaptation of study offers, the development of joint programme studies with international partner universities, the maintenance of the teaching process in several languages, the conduct and implementation of international perspective in studies, research and further education.

## 2.1.    Pattern of cycles

Regular basic studies consist of 180 or 240 ECTS credits, which corresponds to the study duration of six semesters. Regular studies in basic education are aimed at training, respectively preparing students for their future profession. The basic studies should exist independently from the post-graduate ones, which represent their advancement, in which case two models are highlighted:

### - General education in a discipline

The first model: educational goals are created through broad study models, which provide general education from a given subject (such as Biology) or from certain fields (such as Natural Sciences). The direct aim of education according to this model for the labor market is about general competences and academic qualifications, which enable students to act. Such studies are based on reflective education and aim to "teach students the learning process".
The potential labor market is heterogeneous and there is an opportunity to respond to its demands with additional, flexible education focused on the needs of practical work. Such basic studies, conceived in this way, give a different profile to the university: it brings it closer, in terms of practically applicable studies, to Universities of Applied Sciences.

### - Applied Studies in a professional field

The second model: education during basic studies is professional and offers high specialization. The direct connection with practice is aimed at training students for the specific field of work, the requirements of which are reflected in the qualifications they acquire with this study. This model of studies provides academic education, which qualifies for further profession. These study offers in Europe should pay special attention to the offers that exist in the Universities of Applied Sciences.

### - Post-graduate studies

Post-graduate studies (Master's) include 60 to 120 ECTS credits, which corresponds to the duration of studies of two to four semesters. Such studies represent a continuation of studies or may exist independently of the previous level of education and may be concentrated in a completely independent field of study in principle of high specialization.

## - Interprofessional and research orientations

The goal of post-graduate studies qualifications should be scientific-research and deeper, or directly oriented to the relevant profession. Professionally oriented studies are particularly interesting for students who, after completing their basic studies and after their employment, wish to acquire additional qualifications. The content of the studies can be related to the specific scientific discipline, or conceived in an interdisciplinary way.

## 2.2. Professions, competences, qualification profile and educational goals

University study programs serve both general education and professional education, which distinguishes them from high-profile professional studies at Universities of Applied Sciences. The quality of university education is the relationship with the research that is done in universities. Therefore, it is now traditional that the professional knowledge gained through participation in research is decisive for the substantive preparation and for the structuring of studies. In connection with this, we can talk about the top-down model; the curriculum is designed in such a way that the content of certain subjects is defined and the same are then offered during certain study periods.

However, the Bologna process has had an impact on substantial changes in these processes. According to the rules, basic studies must provide qualifications for the professional field during the development of the concept of studies where, in addition to the professional direction, special importance must be given to the competencies and qualifications necessary for the relevant professional fields. In this way, in the center of attention are no longer only the data factors, namely the input factors of certain subjects, but also the output factors, namely the knowledge that is offered through studies and with which students should be equipped in any case after graduation.

## - Through the labor market to the qualification profiles

The first phase of curriculum development for such a study (bottom-up model), includes the research of the specifics and needs of the given professional field, and that through conversations with students, employers and institutions that deal with these fields of action. Based on the results of such research, the qualification profile is developed, which defines the competencies and qualifications that a graduate student must possess. This profile includes not only professional competencies but also social ones, otherwise known as "soft skills".

## - Definition of educational goals

Based on the qualification profile and in accordance with the professional needs, the educational goals of the general study and its special phases, respectively the modules, are defined. Only on the basis of these decisions related to the content of the study, it is possible to take concrete steps in the structuring of the studies (allocation of the certain number of ECTS-credits of special modules and subjects, determining the form of the lectures and the way of evaluating knowledge and skills).

## 2.3.    Competence formulation through learning goals and outcomes

The inclusion of the two-cycle model system causes numerous changes in the learning and teaching process. The application of the ECTS system, which promotes comparability in studies, foresees the volume of time invested in learning and includes the qualitative description of the competencies and skills that must be acquired. The planning and implementation of teaching is now oriented towards the students.

## - The difference between competences and learning outcomes

In the European Higher Education Area[1], competence means the proven ability to use knowledge, skills and personal, social and methodological skills, in work or study situations and in professional and personal development. Competences can be general or specific. The equipment with competences is the object of a learning process according to an educational program.

Learning outcomes express the level of competencies obtained by the student and verified through assessment. They express what he/she knows, understands and is able to do after completing a learning process. They are formulated by academic staff, including students and other stakeholders.

## - Changing the direction of study

These changes, respectively "the change in the direction of studies, from those who lecture to what they learn, respectively to the goals that must be achieved with learning", bring with them the fact that now the goals of learning are at the center of the curriculum.

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[1]*E*CTS users' guide 2015 - Publications Office of the EU (europa.eu)

During their studies, students gain:

1. Professional competence,
2. Methodological competence,
3. Social competence, and
4. Personal competence.

## - The goal of learning is to acquire knowledge related to professional content

The goal of learning, first of all, is described by the combination of specific professional contents and the form of acquiring knowledge related to them (identification, analysis, deepening, comparison, understanding, interpretation, etc.). These contents are different at different levels of study (in-depth, general and initial knowledge related to the subject). The learning objective does not describe the activities of the professor, but only describes the goals to be achieved by the student.

Educational goals are the direction of the curriculum. They, however, describe the goals of the studies as professional and general competences, which the students should acquire and build through the studies. These goals in the curriculum are divided into levels included in separate semesters, or in qualification levels and finally in separate modules.

## - Identifying goals and testing/examining through summary

Such a structure and derivation of goals can be measured by the logical connection of goals. Despite this, there is also summative testing, which asks whether the learning outcomes match the curriculum objectives.
Example:

| Subject | Competences | The aim of learning | Example |
| --- | --- | --- | --- |
| Chemistry | Understanding and reproduction of knowledge | The fundamental aspects of chemical technology, nomenclature, conventions and units | Introduction to chemistry |

## 2.4.  Modular system

The modular system is a thematic unification of special learning contents in study units, which have been reviewed and defined in advance. Unification is oriented towards the competences to be achieved.

The modular system of studies represents an instrument for structuring studies and examining intra-university and inter-university mobility, thus opening the possibility of completing the modules or their components in any other faculty or university.

### - Learning objectives as orientation

The module is defined with the learning objectives, with the competencies and skills that the students should acquire. This is a structured content unit, which consists of several lectures. The module is measured by ECTS-credits.

### - Goals of the modular system

Several goals are related to the modular curriculum system:

1. On one hand, the construct of the modular system of studies is increasingly turning into a European model of studies, the aim of which is to achieve student mobility and facilitate mutual recognition of studies and their parts.
2. On the other hand, the modular system aims at the substantive integration of subjects, and in this way offers new synergies in terms of compatibility and concentration of particular/separate lectures within a module.

### - Exchange of modules

On the organizational side, the modular system enables the exchange of learning content between two different curricula. One of the basic conditions for the exchange of modules between several curricula is the agreement of the commissions responsible for their size/capacity and content.

### - The module as a partial result of the study

Completion of a module can be accepted as a qualification independent of the general study. Therefore, the completion of each module should be documented with certificates, so that students can present their qualifications even outside the university from which they obtained them.

## 2.5. Example of the general module applied by the University of Graz, Austria

### - Orientation in basic studies

In the development plan of the Karl-Franzens University in Graz, the general module is defined as one of the 16 strategic projects. The general module offers significant innovations in the field of learning and belongs to degree studies at this University. The general modules are the lectures for those who start their studies and to follow these lectures it is not necessary to fulfill any specified conditions. In terms of content, these lectures are delivered in forms that are easy to understand. They facilitate orientation during degree studies, while those who pass it to the end, manage to be provided with a certificate for their successful completion.

The general module includes a total of 30 ECTS-credits, of which 6 ECTS-credits belong to courses that are within free electives and which can be chosen by all students of the respective university. The remaining 24 ECTS-credits remain available for other professional, interdisciplinary subjects and for other subjects. In each faculty there are one or more general modules, which provide basic knowledge for professional content or for general content. In this way, students are enabled to acquire knowledge in various professional disciplines and acquire additional competences, both in the professional content of their studies, as well as in various other topics. With the general module, the "penetration" of studies is improved and the eventual transfer to courses in other faculties is facilitated.

For the committees and bodies that make decisions about the curriculum, the implementation of the general module means mutual compatibility of the related subjects and of the common offer.

## 2.6. The possibility of using mediums

New media can be integrated in different ways in learning that is based on the presence of students. Therefore, different concepts are also available.

### - The concept of knowledge enrichment

The concept of knowledge enrichment enables classical learning, based on the presence of students, to be assisted with materials that are accessible on the Internet (online) and materials that have information about the content of the subjects and administrative information. These materials are prepared by professors. Communication between students and professors does not take place through the use of mediums. The teaching content is still developed with lectures,

which imply the presence of students. In this case, an important value for students is the flexible access to materials and support for gaining knowledge.

> Examples: learning materials are available online, presentation slides, self-testing exercises.

The integrated concept means the existence of both the stage of presence in the lecture and the online , based on which they undertake specific tasks that are mutually compatible. Interactive communication processes are no longer limited to the lecture part, which means the presence of students, but together with the distribution of information, they also present the central element, the online phase. If this concept is used, courses cannot be completed successfully without regular use of the Internet.

> The integrated concept complements the concept of complementing knowledge:
> Examples: communication between students, between students and professors, group selection of tasks, assessment of students' work and knowledge through the use of media.

## - Virtual concept

The virtual concept means limited phases of participation/presence in the lecture/teaching. The presentation of the virtual lecture is recommended only in cases where it is difficult to organize the participation in the lecture, due to the geographical distance of the students, or due to time constraints caused by the employment of the students.

> The virtual concept extends the embedded concept.
> Examples: virtual conferences and lectures.

# 3. THE PROFESSIONAL AND CONTENT FORMATION OF THE CURRICULUM

## 3.1. Educational requirements research

Scientific teaching in universities is held for the purpose of educating students. Its task is to provide an education with basic scientific bases and methods which are necessary for the professional activity of students after their studies. For this

reason, first, it is necessary to research the educational requirements so that, based on them, the teaching adapts to the requirements of science and the requirements of the labor market.

Educational requirements should be researched on the basis of some well-known methods such as the "Delphi Method" (known as the Delphi study, or Delphi research). However, it is possible to use other methods of empirical assessments.

## 3.2. The three pillars of a curriculum

The three pillars of a curriculum are presented in the example of the University of Pristina. The subjects are divided into compulsorysubjects and elective subjects. Compulsory subjects are what define the studies. Elective subjects are those subjects that students can choose according to the conditions defined in the curriculum (total elective subjects), or they can choose them at any accepted university (free elective subjects). In terms of content, each curriculum consists of three pillars:

- Main subjects,
- Subjects for deepening/expansion/advancement or determination of importance, and
- Complementary subjects.

### - Main subjects

Core subjects comprise the core vocational content of the curriculum. They consolidate basic and professional knowledge. Their additional elements are central theoretical, research and practical concepts, as well as methods of generating scientific knowledge.
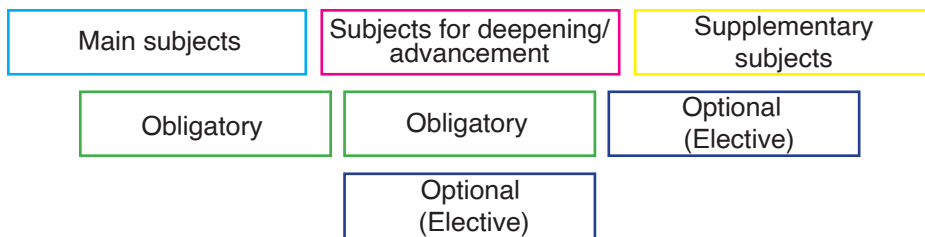
### - "In-depth" subjects

In-depth or emphasis courses are focused on more specialized knowledge, certain special areas and/or research questions. In principle, the diploma thesis, at the end of the studies, both in terms of content and form, is related to the subjects for deepening or for emphasizing the importance.

### - Complementary subjects

Additional subjects include areas such as techniques/methods of scientific work and special methods of relevant disciplines, content of similar disciplines, general basic subjects, such as: foreign languages, mathematics, statistics, social subjects, learning strategy, individual knowledge management, etc. In addition,

supplementary subjects also include some subjects, which are also offered in other faculties.

| Main subjects | Subjects for deepening/ advancement | Supplementary subjects |
|---|---|---|
| Obligatory | Obligatory | Optional (Elective) |
| | Optional (Elective) | |

The part of ECTS credits provided for elective courses can not exceed half of the ECTS credits provided for certain studies.

## 3.3. Developing the module

### - Definition of ECTS according to the European ECTS Guide

ECTS-credits mean the volume of learning based on certain learning outcomes and related workload. Thus, 60 ECTS-credits are allocated for learning outcomes and workload for a full academic year, which normally includes a number of educational components for which credits are allocated. ECTS-credits are mainly expressed in whole numbers.

### - Volume of modules: ECTS credits

The volume of each module is documented with the number of ECTS credits it contains. Each component within a module has been defined certain competencies and skills (learning outcomes) as well as ECTS credits, in order to ensure transparency due to the requirements, qualification levels and the volume of work expected from students.

### - Principles of separation

Recommended module sizes are divided into e.g. in 6 - 8 - 10 - 12 ECTS credits. Modules of more than 15 ECTS credits are not comprehensive. The modules must be taught in the expected period of time, in the organizational and didactic form, which is the best for the students.

### - Approximate module sizes

Equating module sizes is not possible, it would not make sense, but there may be

an agreement on their approximate size. This is recommended in cases where there is the possibility of switching modules and their components between similar curricula, as well as in the part of elective modules and common modules that are more similar in curriculum.
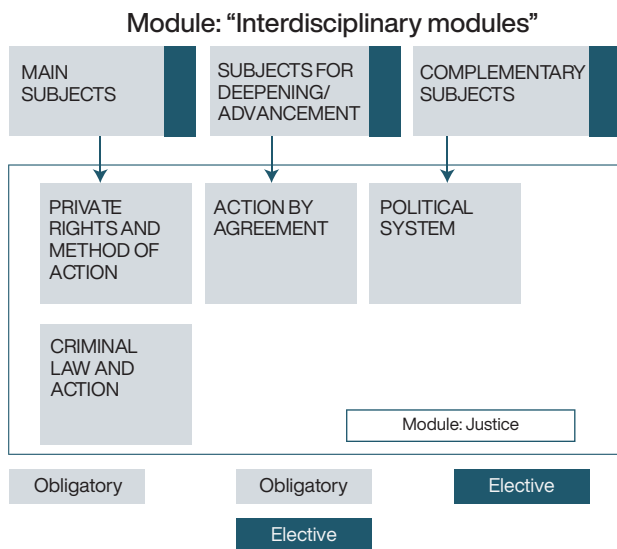
## - Description of the curriculum in modules

The content of the module should be classified into the following categories: main subjects, subjects for "deepening/advancement/expansion" and complementary-additional subjects. The description of the module within the curriculum includes: the name of the module, the subject of the module, the competence, the learning goals, the number of ECTS credits, the number of "Contact" hours, the classification of the content of the module, the level, the semester of keeping the module, methods of asking.

## - "Mobility Window"

In order to start the international dimension of the study during the conception of the curriculum, it is recommended that within the planning of the semester leave time space for mobility and determine which modules, namely which lectures are recommended to be conducted abroad.
The same lectures can be used in several modules. During this, must be taken care for the consistency of the level of studies, their content and ECTS credits.

## - Examples of module development

Module: "Interdisciplinary modules"

| MAIN SUBJECTS | SUBJECTS FOR DEEPENING/ ADVANCEMENT | COMPLEMENTARY SUBJECTS |
|---|---|---|
| PRIVATE RIGHTS AND METHOD OF ACTION | ACTION BY AGREEMENT | POLITICAL SYSTEM |
| CRIMINAL LAW AND ACTION | | Module: Justice |

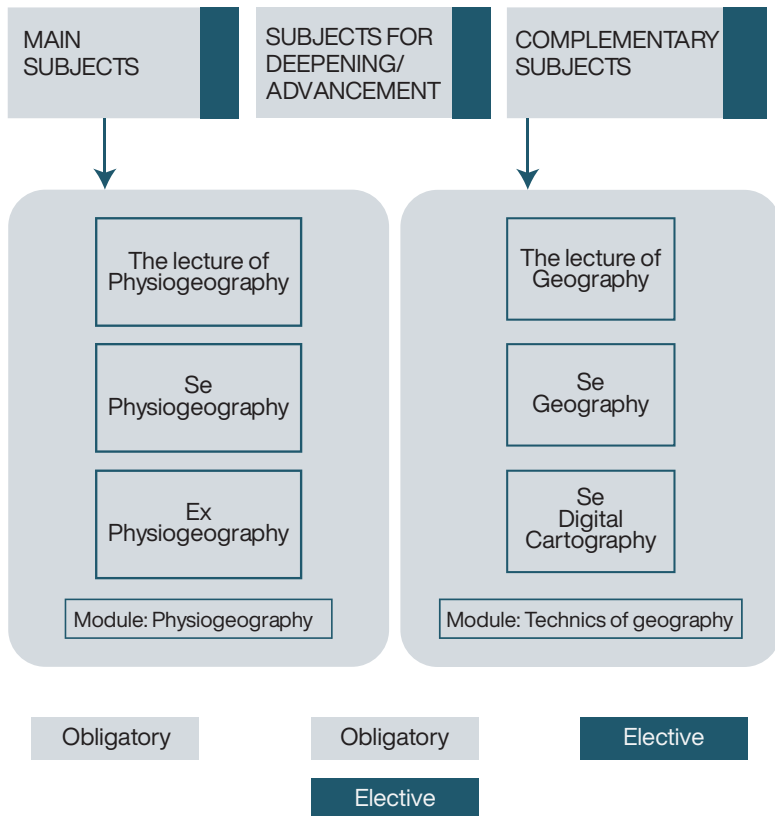| Obligatory | Obligatory | Elective |
|---|---|---|
| | Elective | |

The interdisciplinary module is characterized by the integration of the module's content from different areas of the curriculum.

Two subjects, from the fields of the main subjects, are combined with a corresponding subject from the field of subjects for deepening (or goal setting) and with a complementary subject. In order to shape the profile of the curriculum, interdisciplinary modules are particularly suitable for the formation of a practical or content focus.

Module: "Professional Module"

| MAIN SUBJECTS | SUBJECTS FOR DEEPENING/ ADVANCEMENT | COMPLEMENTARY SUBJECTS |
|---|---|---|

| | |
|---|---|
| The lecture of Physiogeography | The lecture of Geography |
| Se Physiogeography | Se Geography |
| Ex Physiogeography | Se Digital Cartography |
| Module: Physiogeography | Module: Technics of geography |

| Obligatory | Obligatory | Elective |
|---|---|---|
| | Elective | |

This type of module consists of two modules focused on professional subjects, one of which is the main module, while the other is a complementary module. The purpose of the main module is to provide professional knowledge from certain fields, while the complementary module deals with work techniques. The combination of different subjects offers different didactic and methodical

approaches to the professional content. Some lectures within these modules may complement each other, but it does not mean that they do so anyway.

### 3.4. Prerequisites for entering the modules and lectures within the modules

The curriculum may contain a request for proof of prior knowledge (positive evaluation in one or more subjects, i.e. any other form of proof for pre-qualification) as a prerequisite for appearing for lectures, for the delivery of which special conditions are required. If prior knowledge is required for certain subjects, then the type of arguments must be defined in the curriculum, or other evidence must be given regarding the prior knowledge necessary to follow these subjects.

Their testimony, together with the registration of the semester, is a prerequisite for the admission of students to these lectures, namely for their approach to similar subjects.

## 4. STUDIES WITHIN THE ECTS SYSTEM (EUROPEAN CREDIT TRANSFER SYSTEM AND ACCUMULATION SYSTEM)

The European system of certification, tracking and accumulation of ECTS-credits is a student-oriented study system. It is based on the so-called Workload and is necessary for achieving the goals of a certain learning program.

### - Definition of workload

Workload is an estimate of the time it usually takes an individual to complete all the learning activities including lectures, seminars, projects, practical work, and individual studies required to achieve the learning outcomes defined by a formal system of learning. In most cases the workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit is equivalent to 25 or 30 hours of work.

### - ECTS system

The ECTS system began to be applied in 1989, within the ERASMUS program (which meanwhile became part of the SOCRATES program). In the beginning, it was used for the acceptance of the study results. The system has served to facilitate proof of residency in the outside world within the framework of studies and to improve student mobility in Europe.

### - ECTS: System for transfer and accumulation

With the signing of the Bologna Declaration, in June 1999, ECTS was created as one of the main elements of harmonizing the structure of European studies. ECTS has been developed as an instrument for the transfer and accumulation of results achieved during studies.

### - Student-centered orientation

The new results of the ECTS function have radically changed the perspective of understanding university education and set the goals of the studies from the students' perspective and, as a prerequisite, the completion of the studies is measured by the time that the students themselves dedicate to the study.

### - Political-educational goals

The purpose of ECTS is transparency, comparison of study programs and degrees, as well as mutual recognition of degrees and qualifications.

ECTS fulfills two main functions:

1. Transfer, and
2. Accumulation.

### - Functions of ECTS: transfer and accumulation

On the one hand, ECTS is a system for the transfer of study results, which facilitates the mobility of students and improves the mutual exchange of universities.

On the other hand, ECTS is a system for accumulation of study results, ensures transparency and comparison of study programs. The division of ECTS-credits allows the comparison of students from different fields of study and ensures the academic recognition of study results and knowledge acquired outside of traditional studies (Life Long Learning).

### - The volume of studies expressed in ECTS-credits

Pln addition, ECTS defines the volume of studies and informs about the time needed by the average student to complete all studies. When the appropriate and proven qualifications are achieved, the student is granted the credits that belong to the specific subject or module. Studies are considered completed at the moment when all conditions are met and when all parts of ECTS-credits are determined.

## - The ideal of sustainability

In addition, the real volume of the subject, the expected commitment and the necessary results for the successful completion of a certain lecture, namely the module, must be in accordance with the time invested for their achievement.

## - Volume of work

The scope of work includes all activities that are part of a study and which are tested with the help of knowledge and skills verification:

1. Attendance of lectures (number of so-called "contact hours")
2. Practice
3. Self-study and learning
4. Exam preparation
5. Final papers and exams

## - Contact hours

The necessary time that must be devoted to a specific lecture, namely a module or subject, is estimated when developing the curriculum. Each lecture, i.e. each module/subject, is based on different activities that can be taken as a basis when calculating the necessary time:

1. Lectures
2. Educational content: mandatory attendance at lectures, continuous work during courses, exercises, laboratory exercises, technical work, writing papers, preparing reports, reading, etc.
3. Exam form: written or oral exams, reports, written works, reports, etc.

In each curriculum, the mechanism for evaluating the time invested should be defined, so that deviations from the time invested can be compensated.

## - Competencies and skills

For competencies and skills, three elements should be taken into account:

1. What knowledge does the student bring with him/her?
2. What knowledge and skills can the student achieve after 25 hours invested according to ECTS-credits within the scope of a defined study?
3. For which professions and for which roles in society should the particular study prepare the student?

## - Calculation of study results from the outside world

Within the framework of the Bologna Process, the ECTS system was introduced as an instrument that contains credits and assessments in order to evaluate academic study results in the outside world. While the credits reflects the time deposited, the grades inform about the quality of the work.

The ECTS evaluation system is developed in order to calculate the evaluation given by the university where the students were guests. It presents additional information about the results achieved, but does not replace the evaluation system based on criteria, such as the local criterion.

Since the national ECTS grading scale does not exist, the universities themselves decide on the ECTS grading system. The assessment of academic success in Graz is defined by the University Statute.

## - Summary

Calculation of ECTS-credits:

1. The distribution of ECTS-credits is based on the time invested by the student;
2. The time that students invest includes all activities that are part of studies;
3. "Contact hours" represent only a part of the deposited time;
4. The time invested is 1,500 hours per year (1 hour = 60 minutes).
5. 60 ECTS credits correspond to the commitment time of 1,500 annual hours;
6. 1 semester = 30 ECTS-credits;
7. 1 ECTS (the smallest dividing unit could not be below 0.5) = 25 hours.

Distribution of ECTS-credits:

1. The acquisition of knowledge and skills defined by the teaching units are defined, while the defined activities are listed;
2. Based on this, the number of hours to be deposited is determined. How much time does an average student need to complete the given tasks?
3. The "contact hours" (conducting lectures) are also calculated;
4. The sum of all necessary hours gives the total amount of hours, during which 1 ECTS-credit represents 25 working hours of commitment.

Example: 75 hours of work commitment represent 3 ECTS-credits

125 hours of engagement represent 5 ECTS credits.

In no case, the number of hours invested may not be calculated with the length of the lectures during the semester.

# 5. EXAMINATION REGULATIONS

The exam regulation is defined by the curriculum and presents its parts, defining the type of exam, the way of the question, the method of the question and roughly, the description of the way of the exam.

## 5.1. Types of exams

The curriculum defines whether exams are held during diploma studies and for postgraduate exams in the form of subject exams, professional exams or general exams.

### - Examination of the subject

The purpose of the course exam is for students to demonstrate the knowledge and skills gained from the given lectures. In the lectures, at the beginning of the semester, students must be precisely informed about the evaluation criteria. The subject exam is held by the lecturer of that subject. If necessary, the vice-dean may also appoint additional professional interviewers.

### - Professional exam

The purpose of the professional exam is to show skills and knowledge in a certain professional field, while the comprehensive exams aim to show knowledge and skills in more fields.

### - Individual and committee examination

The professional exam, as well as the joint exams, can be held in the form of an individual exam, held by an interviewer who questions the students in front of the committee.

## 5.2. Evaluation methods

### - Oral exams

Oral exams are exams in which students answer questions orally. Oral exams are public and the number of students present depends on the space available.

### - Written exam

Written exams are exams in which written answers are required.

### - Seminar papers

Seminar papers are practical, experimental, theoretical, or written in the framework of the exam.

## 5.3. The way of questioning

The way of questioning is roughly defined by the curriculum and is allowed even in cases where certain rules are defined by statute.

### - Submitting request for exams

The submission request for exams, for professional exams and for general exams, are taken into account when all the prerequisites are met: registration of the respective semester and other prerequisites defined in the curriculum for the appearance of the given exam.