

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY  
Faculty of Food Technology  
Philosophy and Socio-Humanities Department

**MODULE SYLLABUS**  
**EC 1. PHILOSOPHY OF SCIENCE**  
(compulsory)

**Implemented in the “Ecology” Academic Program**  
**Area of specialization 101 “Ecology”**

Field of knowledge 10 “Natural sciences”

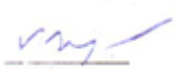
Qualification: PhD

Sumy-2021

Author:



**Perelomova O. S., PhD in Philology, Professor**

Module syllabus viewed and agreed at the Philosophy and Socio-Humanities Department meeting	Minutes № 12 dated June 23, 2021
	Head of the Department  _____ (signature) <b>Shevel A.O.</b> ( surname, initials)

**Approved by:**

Guarantor of the Academic program



I. M. Kovalenko

Dean of the Faculty

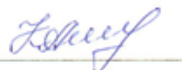


I. M. Kovalenko

Syllabus review (attached) is provided by :



V. G. Skliar



G.O. Klymenko

**Syllabus review data:**

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

### 1. 1. MODULE OVERVIEW

1.	Title	PHILOSOPHY OF SCIENCE		
2.	Faculty/Department	Faculty of Food Technologies, Philosophy and Socio-Humanities Department		
3.	Type (compulsory or optional)	<u>Compulsory</u>		
4.	Program(s) to which module is attached	Academic program “ Ecology ” Area of specialization 101 “ Ecology ”		
5.	Module can be suggested for (to be filled in for optional types)	-		
6.	Level of the National Qualifications Framework	8 level		
7.	Semester and duration of module	1 semester, 5 weeks		
8.	ECTS credits number	4 credits (120 hours)		
9.	Total workload and time allotment- 120 hours	Directed study		Self-directed study
		Lecture	Practicals/seminars	
		24	16	80
10.	Type of control autumn semester	Exam		
11.	Language of instruction	Ukrainian, English		
12.	Module leader	Perelomova Olena Stepanivna, PhD in Philology, Professor, Professor of Philosophy and Socio-Humanities Department Official consulting hours – every Tuesday, 12:15p.m., room 327 main building		
13.	Module leader contact information	helen.perelomova@gmail.com		
14.	Module description	The philosophy of science is designed to provide graduate students with output knowledge on the organization of research work in the use of general methods of scientific cognition and the application of formal logical laws and philosophical principles in processing, understanding and generalizing the results of scientific research.		
15.	Module aim	the formation of general ideas among PhD students about the history of a particular branch of science development and the philosophy of scientific knowledge in general, about the methodology of scientific creativity, about the main provisions characterizing research work as a qualified scientific search in a particular field of science.		
16.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	The educational component is the basis for further scientific creativity in all branches of science.		
17.	The policy of academic integrity	The PhD Student must follow the rules of academic integrity when performing practical work, writing modular, attestation, test and examination works. For violation of the rules of academic integrity, students are brought to such academic responsibility as re-assessment (test, exam, test, etc.)		
18.	Link in Moodle	<a href="https://cdn.snau.edu.ua/moodle/course/view.php?id=3965">https://cdn.snau.edu.ua/moodle/course/view.php?id=3965</a>		

## 2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the PhD students will be able to:	PLOs (indicate the number according to the numbering given in the AP)			How assessed
	<b>PLOs2</b> Demonstrate mastery of general scientific concepts of modern science	<b>PLOs4</b> Formulate, research and solve problems of ecology, environmental protection and sustainable use of land using the scientific method of cognition	<b>PLOs 5</b> Independently develop innovative comprehensive research projects in the field of ecology, environmental protection and optimization of nature management.	
MLOs 1. Know the history of formation and development of science as a socially significant phenomenon, basic concepts, principles and categories of scientific knowledge; philosophical and ideological foundations, scientists guided in creating their innovative theories	X	X	X	Report, discussion, polls, group work. Carrying out modular control and certification control
MLOs 2. Be able to defend their scientific position based on the theoretical and methodological basis of the basic sciences	X	X	X	Preparation of multimedia presentations, essays, abstracts
MLOs 3. Be able to analyze the most important theoretical problems of modern science.	X	X	X	Dispute, philosophical quiz, brain-ring, preparation of multimedia presentations, essays, abstracts
MLOs 4. Be able to link the development of science with the development of spiritual and creative potential of mankind, aimed at the formation and practical use of innovations	X	X	X	Presentation of projects, round table discussion
MLOs 5. Apply the acquired knowledge in scientific activity, apply practical skills of analysis of one or another method of scientific research	X	X	X	Discussion with elements of oral presentation of one's own position.

### 3. MODULE INDICATIVE CONTENT

Topics. (List of issues to be addressed within the topic)	Distribution of hours			Learning resources <sup>1</sup>		
	Directed study		Self-directed study			
	Lectures	Practicals	Labs			
<b>Autumn semester</b>						
<b>Topic 1. Philosophy of science as a branch of philosophical knowledge.</b> Plan 1. Subject area of the philosophy of science. The phenomenon of science in the structure of the philosophy of science. 2. Historical types of worldview. 3. Correlation of philosophy and science, common and distinctive features of philosophy and science. 4. Historical types of relationship between philosophy and science. 5. The phenomenon of science in the structure of the philosophy of science. 6. Epistemology. Methodology of science. 7. Sociology of science Specifics of philosophical problems of science.	4	3		14	1, 2 4, 8, 13, 16, 20	
<b>Topic 2. The phenomenon of science. The main forms of science.</b> Plan 1. Genesis of scientific knowledge, classical, non-classical, post-classical science. 2. Science as a specific type of knowledge, attributive characteristics of scientific knowledge. 3. Science as a cognitive activity. 4. Science as a social institution. Systemic nature of science. 5. The main functions of science.	4	3		14	1, 2 4, 8, 9, 11, 12, 16, 20	
<b>Topic 3. Structure and methods of scientific knowledge</b> Plan 1. Levels of scientific knowledge. 2. The structure of empirical knowledge. 3. Methods of empirical research: scientific observation, comparison, measurement, experiment. 4. The correlation of empiricism and theory. 5. Methods of theoretical cognition: idealization, formalization, mathematical modeling. 6. The structure of scientific theory. Metatheoretical level of scientific knowledge.	4			3	14	13, 14, 16, 24

<sup>1</sup> Certain source from the key or additional recommended resources

7. Scientific picture of the world, ideals and norms of scientific research and philosophical foundations of science.					
<b>Topic 4. Theory and practice of science as a social institution. Ethics of science.</b>  Plan 1. Science and morality. Ethics and deontology, a professional code of honor for a scientist. 2. The main topics of ethical discussion of scientific and technical activity (goals of science, means of scientific activity. Consequences of scientific activity. The meaning of scientific activity). 3. Scientific knowledge: freedom and control. Ethical issues of the special sciences. 4. The influence of science on the formulation of new ethical problems. 5. Scientific and technological progress and its moral problems.	4	3		14	1, 2, 4, 6, 7, 8, 13
<b>Topic 5. Theories of origin and development of life.</b>  Plan 1. The specifics of philosophical and methodological problems of biology. 2. Reductionism vitalism in the history of biology. The essence of the living. Scientific concepts of life origin. 3. The idea of development in biology (transformism, saltationism, evolutionism). 4. Global problems of mankind and ways to solve them	4	2		14	2, 11, 15, 19, 23, 24
<b>Topic 6. The phenomenon of innovation and its research.</b>  Plan 1. The phenomenon of innovation and its research. 2. Methodological individualism. 3. The social nature of innovation. 4. Motivation and personality	4	2		10	5, 8, 9, 13, 15, 20, 21, 22, 23
<b>Total hours/semester</b>	<b>24</b>	<b>16</b>		<b>80</b>	

#### 4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
<b>Autumn semester</b>				
MLOs 1. Know the features of philosophy as an integrative type of knowledge, as a deep foundation of worldview	- conducting lectures with multimedia presentations on each of the topics; - moderation of the discussion based on the results of the reports; - conducting a survey, testing (multiple choice test)	8	- preparation of materials for reports, discussions, debates; - preparation for the survey, testing (multiple choice test)	16
MLOs 2. Know the main stages of philosophical thought development; the features of Ukrainian philosophy development	- conducting lectures with multimedia presentations on each of the topics; - moderation of the discussion based on the results of the reports; - conducting a survey, testing (multiple choice test) - consultations; - checking multimedia presentations, essays, abstracts;	8	- preparation of materials for the report; abstracts - essay preparation - preparation for the survey, testing (multiple choice test)	16
MLOs 3. Theoretically comprehend social life, universal values.	- conducting lectures with multimedia presentations on each of the topics; - moderation of the discussion based on the results of the reports; - conducting a survey; - organization of debates, preparation of philosophical quizzes, brain-rings	8	- preparation of materials for the report; - preparation for a philosophical quiz, intellectual game "brain-ring" - preparation for the survey, testing (multiple choice test)	16
MLOs 4. Know the features of globalization in the modern world.	- moderation of the discussion based on the results of the reports; - conducting a survey, testing (multiple choice test) - consultations;	8	- preparation for the survey, testing (multiple choice test)	16
MLOs 5. Defend own position; to express your thoughts, to formulate a conceptual vision of the main problems	- carrying out lectures to take with multimedia presentations to skin topics;	8	- preparation of materials for additional discussion;	16
<b>Total hours</b>		<b>40</b>		<b>80</b>



## 5. ASSESSMENT

### 5.1. Summative assessment

5.1.1. To assess the expected learning outcomes provided

No	Summative assessment methods	Grades	Deadline
<b>Autumn semester</b>			
1.	Practical task on topic 1 Philosophy of science as a branch of philosophical knowledge. Report	8 grades /8%	Up to 4 weeks
2.	Practical task on topic 2 The phenomenon of science. The main forms of science. Discussion	7 grades /7%	Up to 5 weeks
3.	Practical task on topic 3 Structure and methods of scientific knowledge. Essay	10 grades /10%	Up to 6 weeks
4.	Testing on the studied topics (multiple choice test)	10 grades / 10 %	Up to 8 weeks
5.	Practical task on topic 4 Theory and practice of science as a social institution. Ethics of science. Philosophical discussion.	10 grades /10%	Up to 9 weeks
6.	Practical tasks on topic 5 Theories of origin and development of life. Intellectual game “Brain - ring”	5 grades /5%	Up to 10 weeks
7.	Testing on the studied topics (multiple choice test)	10 grades / 10%	Up to 11 weeks
8.	Practical task on topic 6 The phenomenon of innovation and its research.	10 grades /10%	Up to 12 weeks
9.	Exam	30 grades /30%	After 12 weeks
	Total	100	

### 5.1.2. ASSESSMENT CRITERIA

Component <sup>2</sup>	Unsatisfactory	Satisfactory	Good	Excellent <sup>3</sup>
<b>Autumn semester</b>				
<b>Practical task on topic1</b>	<i>0 grades</i>	<i>1- 6 grades</i>	<i>7 grades</i>	<i>8 grades</i>
Philosophy of science as a branch of philosophical knowledge. Report	PhD student did not prepare a report, did not participate in the discussion.	PhD student did not disclose the topic of the report, did not argue his position, did not answer additional questions, did not show activity in the discussion.	PhD student disclosed the topic partially, insufficiently convincingly argues his position, did not answer some additional questions, participated in discussions, debates.	PhD student fully disclosed the topic of the report, convincingly argues his position, answered additional questions, actively participated in discussions.

<sup>2</sup> Indicate the component of summative assessment

<sup>3</sup> Indicate the distribution of grades and the criteria that determine the level of assessment evaluation

<b>Practical task on topic 2</b> The phenomenon of science. The main forms of science. Discussion	<i>0</i>	<i>1- 4</i>	<i>5</i>	<i>7</i>
	PhD student did not prepare a report, did not take part in the discussion	PhD student took a passive part in the discussion	PhD student took part in the discussion in the form of separate remarks	PhD student took an active part in the discussion, independently formulated and expressed opinions on the topic
<b>Practical task on topic 3</b> Structure and methods of scientific knowledge. Essay	<i>0</i>	<i>2-4</i>	<i>5-8</i>	<i>9-10</i>
	PhD student did not prepare an essay	An essay prepared by a PhD student contains significant errors, does not correspond to the topic, or does not reveal it.	The essay prepared by a PhD student generally reveals the topic, but contains some mistakes	The essay prepared by the PhD student is an original work that fully reveals the topic and contains his own thoughts.
<b>Testing on the studied topics (multiple choice test)</b>	<i>0-3</i>	<i>4-6</i>	<i>7-8</i>	<i>9-10</i>
	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test
<b>Practical task on topic 4</b> Science theory and practice as a social institution. Ethics of science. Philosophical discussion.	<i>0-3</i>	<i>4-6</i>	<i>7-8</i>	<i>9-10</i>
	PhD student did not take part in the discussion	PhD student took a passive part in the discussion	PhD student took part in the discussion in the form of separate remarks	PhD student took an active part in the discussion, independently formulated and expressed opinions on the topic
<b>Practical task on topic 5</b> Theories of origin and development of life. Intellectual game “Brain - ring”	<i>0</i>	<i>1-2</i>	<i>2-3</i>	<i>4-5</i>
	PhD student did not participate in the intellectual game	PhD student did not show activity in teamwork	PhD student participated in teamwork, gave some correct answers	Active participation in the game, accurate and complete answers to questions
<b>Testing on the studied topics (multiple choice test)</b>	<i>0</i>	<i>2-4</i>	<i>5-8</i>	<i>9-10</i>
	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test
<b>Practical task on</b>	<i>0</i>	<i>2-4</i>	<i>5-8</i>	<i>9-10</i>

<b>topic 6</b> The phenomenon of innovation and its research.	PhD student did not participate in the intellectual game	PhD student did not show activity in teamwork	PhD student participated in teamwork, gave some correct answers	Active participation in the game, accurate and complete answers to questions
	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test
<b>Exam</b>	<i>0-5</i>	<i>5-15</i>	<i>15-27</i>	<i>27-30</i>
	PhD student is not sufficiently oriented in the theoretical material The PhD student has the material at a satisfactory level	PhD student has a satisfactory level of knowledge of the material	PhD student is well enough oriented in the theoretical material	PhD student is well oriented in the theoretical material

## 5.2. Formative Assessment

№	Formative Assessment elements	Date
<b>Autumn semester</b>		
1	Express survey after studying of the topics 1-2,3-4, 5-6. Oral feedback from the tutor during classes	4 week, 6 week , 11 week , 12 week
2	Passing the current control test with feedback from the teacher	According to the schedule of the educational process
3	Self-assessment	1-3, 12 week
4	Oral feedback from the tutor during classes	Throughout the semester
5	Mutual assessment	5, 9, 10 week
6	Written feedback on essays, abstracts, multimedia presentations	6, 12 week

## 6. LEARNING RESOURCES

### 6.1. Methodological support

1. Корнієнко О.М. Філософія науки. Конспект лекцій для Аспірантів денної і заочної форм навчання ОКР «Магістр» / Суми, СНАУ, 2016 рік, 106 с.
2. Корнієнко О.М. Філософія науки. Методичні вказівки щодо проведення семінарських занять для Аспірантів спеціальності Ns 7.130102 «Агрономія» ОС «Магістр»/ Суми, СНАУ, 2017 рік 14 с.
3. Переломова О.С. Філософія. Етичні пошуки вітчизняної філософії. Методичні вказівки для проведення семінарських занять / укл. Переломова О.С.– Суми, 2020. – 20 с.
4. Переломова О.С. Філософія. Походження моралі, її сутність і функції. Категорії етики: Методичні вказівки для проведення семінарських занять / укл. Переломова О.С.– Суми, 2021. – 29 с.

## 6.2. Key resources

1. Абдеев Р.Ф. Философия информационной цивилизации / Р.Ф. Абдеев. – М., 1994. – 336 с.
2. Агацци Э. Научная объективность и ее контексты. - М., 2017
3. Йонас Г. Принцип відповідальності. У пошуках етики для технологічної цивілізації. / Г. Йонас. – К.:Лібра, - 2001. – 400 с.
4. Карнап Р. Философские основания физики. Введение в философию науки. М., 1971
5. Кастельс Мануэль. Галактика Интернет: Размышления об интеллекте, бизнесе и обществе / Пер. с англ. А. Матвеева под ред. В.Харитоновой / Мануэль Кастельс. – Екатеринбург: У-Фактория (при участии изд-ва Гуманитарного университета), 2004. – 328 с.
6. Краткий философский словарь / Отв. ред. А. Алексеев. – М. : Проспект, 2008. – 496 с.
7. Кузнецов В. Философия / В. Кузнецов, И. Кузнецова, В. Миронов, К. Момджя. – М. : ИНФРА-М, 2004. – 519 с.
8. Кун Т. Структура научных революций. – М., 1985.
9. Кэмпбелл Д. Модели экспериментов в социальной психологии и прикладных исследованиях / Д.Кэмпбелл. М.: Прогресс, 1980. – 260 с.
10. Маслоу А. Мотивация и личность. – СПб.: Евразия, 1999. – 478с.
11. Мертон Р. Социальная теория и социальная структура – М., 2006.
12. Мизес Л. Человеческая деятельность. М.: Экономика, 2000. – 878 с.
13. Основи методології та організації наукових досліджень: Навч. Посібник/ за ред.. А.Є.Конверського. – К.: Центр учбової літератури, 2010. – 352 с.
14. Переломова О.С. Мовна картина світу українців в екзистенційному вимірі: художній дискурс // Моделі соціокультурного розвитку територій: перспективи та можливості у світлі історичної спадщини сучасного та майбутнього: Матеріали міжнародної науково-практичної конференції (м. Суми, Україна, 25-27 вересня 2019 року). – Суми: Сумський національний аграрний університет, 2019. – 278 с.
15. Переломова О.С. Відображення в літературних творах еволюції духовних пошуків українського народу в добу реформації // Реформація –500: загальноєвропейський та український контекст: Альманах / Упоряд. О.Киричук, М. Омельчук, І.Орлевич.– Львів : видавничий відділ Львівського музею історії релігії, Логос, 2018. – С. 62 –68
16. Поппер К. Логика и рост научного знания / Поппер К. — 1983.
17. Поппер К.Р. Знание и психофизическая проблема. — М., – 2008.
18. Поппер, Карл. Злиденність історизму: Пер. з англ. Лісового. – К.: АБРИС, 1994. – 192 с.
19. Шумпетер Й. Капіталізм, соціалізм і демократія. – К.:Основи, 1995, - 528 с.
20. An Encyclopedia of Philosophy / [general editor G.H.R. Burke]. – London: Routledge, 1988. – 935 p.
21. Bentley John E. An Outline of American Philosophy / John E. Bentley. – Paterson, N. J.: Littlefield, Adams and Co., 1963. – 208 p.
22. Copleston F.Ch. A History of Philosophy: Vol. 1-11. / F.Ch. Copleston. – Great Britain: Continuum, 2003. – 5 344 p.
23. Russell Bertrand Arthur William. A History of Western Philosophy and its Connection with Political and Social Circumstances from the Earliest Times to the Present Day / Bertrand Arthur William Russell. – London: Routledge, 1993. – 916 p.
24. The Cambridge Dictionary of Philosophy / [general editor Robert Audi]. – [2nd. ed.] – Cambridge, UK: Cambridge University Press, 1999. – 1001 p.

## Information resources

1. Артюнов В.Х., Свінціцький В.М.Філософія глобальних проблем сучасності / В.Х. Артюнов, В.М. Свінціцький: Навчавльний посібник. - [Електронний ресурс]. - К.: КНЕУ, 2003. - 90 с. - Режим доступу: [http://ualib.com.ua/b\\_144.html](http://ualib.com.ua/b_144.html)

2. Бойченко І.В. Філософія історії / І.В. Бойченко: підруч. для вищ. навч. закл. - [Електронний ресурс]. - К.: Знання, 2000. - 724 с. - Режим доступу: [http://libfree.com/149170412-filosofiyafilosofiya\\_istoriyi.html](http://libfree.com/149170412-filosofiyafilosofiya_istoriyi.html)
3. Васильєв В. Філософія / В. Васильєв: Учебник для вузов. [Електронний ресурс]. - М.: Академический Проект, 2005. - Режим доступа: [http://royallib.com/book/vasilev\\_v/istoriya\\_filosofii\\_uchebnik\\_dlya\\_vuzov.html](http://royallib.com/book/vasilev_v/istoriya_filosofii_uchebnik_dlya_vuzov.html)
4. Гатальська С.М. Філософія культури / С.М. Гатальська. - [Електронний ресурс]. - К.: Либідь, 2005. - 328 с. - Режим доступу: [http://libfree.com/134399148-filosofiyafilosofiya\\_kulturi\\_gatalska\\_cm.html](http://libfree.com/134399148-filosofiyafilosofiya_kulturi_gatalska_cm.html)
5. Кремень В.Г. Філософія: мислителі, ідеї, концепції: Підручник / В.Г. Кремень, В. В. Ільїн. - [Електронний ресурс]. - К.: Книга, 2005. - 528 с. - Режим доступу: <http://studentbooks.com.ua/content/view/1356/1/>
6. Касьян В.І. Філософія / В.І. Касьян. - [Електронний ресурс]. - К.: Знання, 2008. - 347 с. - Режим доступу: [http://libfree.com/125922051-filosofiyafilosofiya\\_kasyan\\_vi.html](http://libfree.com/125922051-filosofiyafilosofiya_kasyan_vi.html)
7. Огородник І.В. Історія філософської думки в Україні / І.В. Огородник [Електронний ресурс]. - К.: Вища школа; Т-во «Знання», КОО, 1999. - 543 с. - Режим доступу: [http://libfree.com/174683975-filosofiyaistoriya\\_filosofskoyi\\_dumki\\_v\\_ukrayini\\_\\_ogorodnik\\_iv.html](http://libfree.com/174683975-filosofiyaistoriya_filosofskoyi_dumki_v_ukrayini__ogorodnik_iv.html)
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13. Інституційний репозиторій СНАУ (наукові статті, автореферати дисертацій та дисертації, навчальні матеріали, студентські роботи, матеріали конференцій, навчальні об'єкти, наукові звіти, тощо). Режим доступу: <http://repo.snau.edu.ua/>.
14. Національної бібліотеки України ім. В. І. Вернадського. Режим доступу: <http://www.nbu.gov.ua/> (Київ, проспект Голосіївський, 3, +380 (44) 525-81-04) та інших бібліотек.

### **Computer Applications and soft**

1. Microsoft Word
2. Microsoft Excel
3. Microsoft PowerPoint

Academic Program (Syllabus) Review  
PHILOSOPHY OF SCIENCE

Parameter by which the educational program (syllabus) of the educational component is assessed by the guarantor or a member of the project team	Yes	No	Comment
Learning outcomes according the educational component (MLOs) correspond to the NQF	+		
Learning outcomes according the educational component (MLOs) correspond to the stipulated PLOs (for compulsory EC)	+		
The results of training in the educational component provide an opportunity to measure and assess the level of their achievement	+		

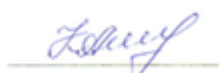
Member of the project group Ecology Academic Program



V.G. Skliar

Parameter by which the educational program (syllabus) of the educational component is assessed by the teacher of the relevant department	Yes	No	Comment
General information about the educational component is sufficient	+		
Learning outcomes for the educational component (MLOs) correspond to the NQF The list of training resources contains the necessary software products to achieve DRN	+		
Learning outcomes for the educational component (MLOs) provide an opportunity to measure and assess the level of their achievement	+		
Learning outcomes (MLOs ) relate to the students competencies, not the content of the discipline (contain knowledge, skills, abilities, not topics of the curriculum of the discipline)	+		
The content of the EC is formed in accordance with the structural and logical scheme	+		
Learning activity (teaching and learning methods) allows students to achieve expected learning outcomes (MLOs)	+		
The educational component involves learning through research that is appropriate and sufficient for the corresponding level of higher education	+		
The assessment strategy within the educational component is in line with the policy of the University / faculty	+		
The provided assessment methods allow to assess the degree of achievement of learning outcomes in the educational component	+		
The workload of students is adequate to the volume of the educational component	+		
Recommended learning resources are sufficient to achieve learning outcomes (MLOs)	+		
The literature is relevant	+		
The list of training resources contains the necessary software products to achieve MLOs	+		

Reviewer



G.O. Klymenko