

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY**

**Department of Transport Technologies
Faculty of Construction and Transport**

MODULE SYLLABUS

Communications in the international environment

Implemented in the “Transport technologies (road transport)” Academic Program

Area of specialization J8 “Automobile transport”

at the second (master's) level of higher education

Sumy-2026

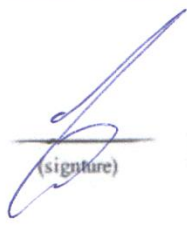
Developer:



(signature)

Solarov O.O., Ph.D, Associate

(clae: flannome)

Reviewed, approved and certificaed at the <i>Transports Technologies</i> (department name)	Protocol from
	Head of the departmnt  (signature) Savoiskyi Y.O. (signature, initilals)

Agreed:

Academic Program Guarantor



(signature)

Olexandr SOLAROV

Dean of the faculty he educationd program
is implemented at



(signature)

Olexandr SOLAROV

The person who provided the feedback on the
work program (appendis attached).



Олександр Соларов

Metodist of the Quality Departme nt,
responsible for accreditation

(sign ure)

Nadia BARANNIK

Registered in the electronic database:

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. MODULE OVERVIEW

1.	Title	Communications in the international environment			
2.	Faculty/Department	Department of Transport Technologies Faculty of Construction and Transport			
3.	Type	compulsory			
4.	Program(s) to which module is attached (to be filled in for compulsory types)	“Transport technologies (road transport)” Academic Program Area of specialization J8 “Automobile transport” at the second (master's) level of higher education			
6.	Level of the National Qualifications Framework	7			
7.	Semester and duration of module	1/15			
8.	ECTS credits number	5			
9.	Total workload and time allotment	Directed study			Self-directed study
		Lectures	Practicals	Labs	
		16	30		104
10.	Language of instruction	English			
11.	Module leader	Solarov Oleksandr			
12.	Module leader contact information	Department of Transport Technologies 408m, lmcsan@i.ua			
13.	Module description				
14.	Module aim	to form students' general idea of the project writing (proposal) and provide practical skills to develop their own projects.			
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	A well-targeted grant proposal has three parts perfectly in line: the target funding agency, the type of grant (or grant mechanism), and awareness of the identity of the evaluators. In this Module, we will outline some of the work that needs to be done to create these alignments before you begin to write. We will discuss identifying potential funders, identifying the right grant type, and talking with the program officers, both the how and the why.			
16.	The policy of academic integrity	Adherence to academic integrity in the course is based on the intra-university system of prevention and detection of academic plagiarism. The main requirements for the course include - links to sources of information in the case of the use of ideas, developments, statements, information; providing reliable information about the results of their own educational (scientific, creative) activities, used research methods and sources of information. Verification of texts for uniqueness is carried out by the same means for all applicants: - with the help of Unicheck software and MOODLE system tools; according to Internet sources - using the program Antiplagiarism.net. The applicant for higher education has the right to appeal the results of the assessment.			
17.	Link in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=4729			

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

MLOs: On successful completion of the module the learner will be able to:	PLOs				How assessed
	PLOs 1	PLOs 2	PLOs 4	PLOs 13	
MLOs 1. Grants search skills in the information environment, their analysis and classification	+	+			Discussion, group work Conducting a survey (testing)
MLOs 2. Possession of modern approaches, methods and basic tools for writing projects;		+	+		Discussion, group work
MLOs 3. Possession of organizational and managerial skills in project writing;			+	+	Conducting a survey (testing)
MLOs 4. Experience in filling out the application form and writing projects.		+			Project writing (proposal)

3. MODULE INDICATIVE CONTENT

Autumn semester

Topics	Distribution of hours			Learning resources
	Directed study		Self-directed study	
	Lectures	Practicals		
Topic 1. Getting Started Your proposal is a marketing document. Any marketing campaign requires a plan Target market: Funding agency, grant type, peers Competitive advantage: Idea development Seek Advice from Colleagues: The Banana Bread Principle Seek Advice from Colleagues: The Banana Bread Principle Match Your Idea to the Right Funding Opportunity Proposal structure, Budget	2	2	20	[1, 2, 3]
Topic2. Review Criteria and Review Process Every proposal should answer the review criteria Make it easy for the reviewers to review your proposal Process, Scoring, Reviewers		2	20	[1, 2, 3, 4, 5]
Topic 3. Strategic Planning and Time Lines	2	2	20	[1, 2, 5]

Keeping the proposal in context Planning a single proposal—smaller projects Pilot projects Planning a single proposal—larger research projects Getting Organized Time management				
Topic 4. Specific Aims/Overview/Intellectual Merit – the Framework Writing this page is a process more of thinking than of wordsmithing Start writing this page well in advance of submission Create a theoretical or conceptual framework for your proposal Flexibility in the framework		2	20	[1, 2, 4]
Topic 5. Turning the framework into a Specific Aims, Overview, or Intellectual Merit Page Key underlying problem Key foundational knowledge Key barrier to progress Key preliminary data/Relevant unpublished work Central hypothesis/Research question Specific aims/Objectives Impact of the work Research Proposal – one-page (flexible) outline	2	4	20	[1, 4, 5]
Topic 6. Significance (and the Scientific Premise) Significance and Scientific Premise for applicants to the NIH		2	15	[1, 2, 3,]
Topic 7. Innovation theoretical concepts approaches or methodologies instrumentation interventions		2	20	[1, 2, 4, 5]
Topic 8. Background and Preliminary Data Background Preliminary Data / Previous Work	2	2	15	[1, 2, 3, 4, 5]
Topic 9. Approach/Research Plan Planning vs. reality The Approach or Research Plan section is not a Methods section The Specific Aims/Objectives are your guiding touchstone Specific Activities Expected outcomes Potential Problems and Alternative Approaches Evaluation Plan, Time table/Milestones Summary and Future Directions	2	4	15	[1, 3, 4, 5]
Topic 10. Title and Abstract Title Abstract	2	2	15	[1, 2, 3, 4, 5]
Topic 11. The “Administrative Forms”	2	2	15	[1,4, 5]

Facilities & Other Resources Equipment, Facilities & Other Resources Resource or Data Sharing Plan Human Subjects Cover Letter and Assignment Request Form				
Topic 12. Budgets and Justifications Outline a project budget	2	4	31	[3, 4, 5]
Total	16	30	104	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLO 1	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes Conducting a survey (testing). Consultations	10	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work	26
MLO 2	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes Conducting a survey (testing). Consultations	10	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work	20
MLO 3	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes Conducting a survey (testing). Consultations	10	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work	20
MLO 4	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes Conducting a survey (testing). Consultations	16	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work, project writing (proposal)	38

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods:

No.	Summative Assessment Methods	Points / Weight in the Final Grade	Assessment Date (indicate the week number when the assessment will be conducted)
Module 1 – 40 points			
1	Completion and defence of practical work reports	25 points / 20%	During the semester, Weeks 2–7
2	Computer-based test for Module 1	15 points / 15%	Week 7
Module 2 – 60 points			
3	Completion and defence of practical work reports	25 points / 25%	During the semester, Weeks 8–15
4	Computer-based test for Module 2	15 points / 15%	Week 15
5	Preparation of a report and defence of a presentation according to the individual assignment	20 points / 20%	During Weeks 8–15

5.2.2. Grading criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Module 1 – 40 points				
Completion and defence of practical work reports	<i><15 points</i>	<i>15–18 points</i>	<i>19–22 points</i>	<i>23–25 points</i>
	The assignment requirements have not been met.	Most of the requirements have been met, but some components are missing or insufficiently addressed.	All assignment requirements have been met, but there are minor shortcomings in the completion of the assignment.	All assignment requirements have been fully met, and the student has proposed their own approach to completing the assignment.
Computer-based test for Module 1	<i><9 points</i>	<i>9–11 points</i>	<i>12–13 points</i>	<i>14–15 points</i>
	Fewer than 9 correct answers out of 15.	9–11 correct answers out of 15.	12–13 correct answers out of 15.	14–15 correct answers out of 15.
Module 2 – 60 points				
Completion and defence of practical work reports	<i><15 points</i>	<i>15–18 points</i>	<i>19–22 points</i>	<i>23–25 points</i>
	The assignment requirements have not been met.	Most of the requirements have been met, but some components are missing or insufficiently addressed.	All assignment requirements have been met, but there are minor shortcomings in the completion of the assignment.	All assignment requirements have been fully met, and the student has proposed their own approach to completing the assignment.
Computer-based test for Module 2	<i><9 points</i>	<i>9–11 points</i>	<i>12–13 points</i>	<i>14–15 points</i>
	Fewer than 9 correct answers out of 15.	9–11 correct answers out of 15.	12–13 correct answers out of 15.	14–15 correct answers out of 15.
Preparation of a report and defence of a presentation	<i><12 points</i>	<i>12–14 points</i>	<i>15–17 points</i>	<i>18–20 points</i>
	The assignment requirements	Most of the requirements have been met, but	All assignment requirements have been met, but there	All assignment requirements have been met.

according to the individual assignment	have not been met.	some components are missing or insufficiently addressed.	are minor shortcomings in the completion of the assignment.	
---	--------------------	--	---	--

5.3. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No.	Formative Assessment Elements	Date
1	Completion of laboratory and practical work according to the individual assignment during classes, with feedback from the instructor.	Throughout Weeks 1–15 of the course
2	Oral feedback from the instructor while students work on individual assignments during classroom sessions.	Throughout Weeks 2–15
3	Feedback from the instructor and students after computer-based testing.	Throughout Weeks 7–15, after completion of the tests
4	Oral feedback from the instructor and students during the preparation of reports and presentations according to the individual assignment.	Throughout Weeks 1–15

Self-assessment can be used both an element of formative and summative assessment.

6. LEARNING RESOURCES

Key resources

1. European Commission. Horizon Europe Programme Guide 2025. Brussels: European Commission, 2025.
2. European Commission. Horizon Europe Work Programme 2025–2027: General Introduction. Brussels: European Commission, 2025.
3. National Institutes of Health (NIH). How to Write a Successful Grant Application. Bethesda, MD: NIH, 2024.
4. National Science Foundation (NSF). Proposal & Award Policies and Procedures Guide (PAPPG NSF 25-1). Alexandria, VA: NSF, 2025.
5. The Grantmanship Center. Guide to Proposal Writing. Los Angeles, CA, 2024.
6. OECD. OECD Science, Technology and Innovation Outlook 2023: Enabling Transitions in Times of Disruption. Paris: OECD Publishing, 2023.
7. European Research Council (ERC). Information for Applicants to the ERC Frontier Research Grants 2025 Calls. Brussels: European Research Council Executive Agency, 2025.
8. United Nations Development Programme (UNDP). Project Design and Proposal Development Toolkit. New York: UNDP, 2022.
9. Research Professional News. Guide to Funding and Grant Writing for Researchers. London, 2023.
10. World Bank. Project Procurement and Project Management Guidelines. Washington, DC: World Bank, 2023.

Online resources

11. European Commission. Funding & Tenders Portal: <https://ec.europa.eu/info/funding-tenders/opportunities/portal/>
12. Horizon Europe: <https://research-and-innovation.ec.europa.eu/>
13. National Science Foundation: <https://new.nsf.gov/funding>
14. National Institutes of Health: <https://grants.nih.gov/>
15. Erasmus+ Programme: <https://erasmus-plus.ec.europa.eu/>
16. COST Actions: <https://www.cost.eu/>
17. Marie Skłodowska-Curie Actions: <https://marie-sklodowska-curie-actions.ec.europa.eu/>
18. European Research Council: <https://erc.europa.eu/>
19. UNDP Project Cycle: <https://www.undp.org/>
20. OECD Science and Innovation: <https://www.oecd.org/sti/>