Objectives of the Lesson :

By the end of this lecture, learners will be able to:

- Provide an accurate picture of the higher educational system in Algeria.
- Develop a deep understanding of the LMD system constituents and its objectives.
- Explanation of terms: field, department and specialization
- Define the meaning of credits. credit, coefficients, individual work
- Distinguish between the four teaching units and their corresponding credits.
- Differentiate between the types of classes at university.
- Identify the success criteria at university.

Part1: LMD training system

1.1 Introduction

The word university is derived from the Latin universitas magistrorum et scholarium, which roughly means "community of teachers and scholars". It is well-known that a university's three primary roles are community service, scientific research, and education or training. However, the world's advances in society have transformed the university's function

1.1.1 The role of the Algerian university consists in:

- Improve the pedagogical quality, information, orientation and support of the student.
- Develop the professionalization of higher education.
- Providing quality training.
- Creating a real osmosis with the socio-economic environment.
- Educating and nurturing future leaders and innovators of the society.
- Doing research to generate and promulgate new knowledge and technology.

1.2 LMD system

1.2.1 General description of the LMD system:

Algerian universities have implemented a reform in (2004-2005) called the LMD system. For a number of years this LMD system existed alongside the old system (système classique). and this with the aim of ensuring a better quality of higher education and to deliver graduate degrees of international value that will allow a certain mobility of students.

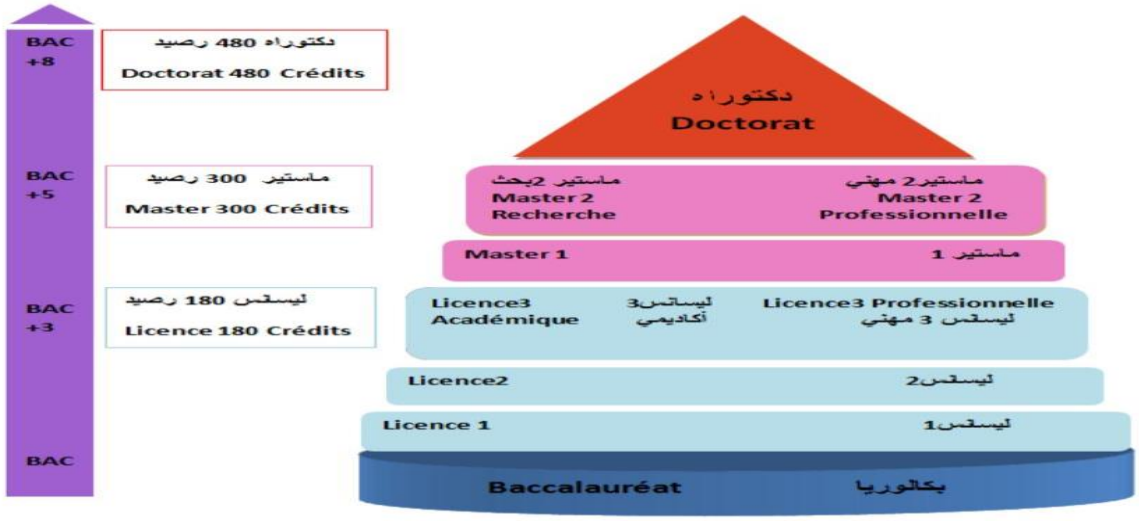
It is based on an architectural structure with three (03) training courses; each of which is awarded by an accredited degree internationally recognized. Its objectives include:

1.2.2 The Objectives of the LMD

- Promote student mobility.
- Offer training grades, approved and recognized worldwide.
- Promote student success with diversified and personalized training course
- To improve the quality of university training.
- To encourage the student's individual work.
- To facilitate the mobility and orientation of students by ensuring learning capitalization and transferability.

1.3 The training system in the Bachelor's, Master's and Doctorate

The LMD system is articulated in three training cycles:



The architecture of the L. M. D. system. Available on the UBMA website: (Consulted on 18/10/2024). https://www.univ-annaba.dz/formation/systeme-lmd/

1.3.1 A first cycle: The License (Bac +3):

A cycle organized in 6 semesters leading to the ***Bachelor's degree***

180 credits that must be met to obtain the License degree.

After the baccalaureate, the student can enroll in a training course that leads to the license. The License (L1, L2, L3) is held over six semesters. There are two types of licenses:

- ***An academic license*** leading to the preparation of a Master***.***
- ***A professional degree,*** with specialties that are more specialized and whose objective is to enter the workforce***.***

1.3.2 A second cycle: The Master (Bac + 5):

A cycle organized in 4 semesters leading to the ***Master's degree***:

120 credits that must be met after the License Degree to obtain the Master

The Master (M1, M2) is held over four semesters after the license. The Master has two orientations:

- ***The professional Master:*** who gives a qualification allowing the entry in the active life.
- ***The Master research***: which aims a continuation of studies towards the research, culminating in the doctorate diploma.

1.3.3 A third cycle :(The Doctorate) BAC + 8.

A cycle leading to the ***doctorate degree***:

The doctorate (D) whose thesis is prepared for six semesters at least is accessible after a research Master.

1.4 Explanation of terms: domain, field and specialization

Training content structured into *Domain*, Field and Specialization.

1.4.1 Domain:

the licenses in the new LMD reform are organized by domain of training, bringing together a coherent set of fields and specialties in the form of a course and under variable titles.

1.4.2 Field:

It is a subdivision of a domain of training, it determines within a domain, the specificity of teaching. A field can be mono or multidisciplinary.

1.4.3 Specialization:

Is a subdivision of a field. It specifies the training path and the competencies that the student must acquire.

Domain : Mathématiques et Informatique
Field : Informatique
Specialization: Mathématiques et Informatique appliquées aux Sciences Economiques

1.5 Educational unit:

LMD lessons are organized into educational units (UE) and consist of one or more subjects taught in the form of courses (courses, tutorials or practices, seminars, internships, ...). The educational units are distinguished into four categories:

- *Fundamental teaching unit (basic subjects):* It groups together the basic subjects of education necessary for the continuation of the studies of the concerned sector.
- *Methodological teaching unit (subjects complementary to a fundamental teaching unit)*: It includes complementary teaching subjects that enable the student to become autonomous.

- *Discovery Teaching Unit (enrichment of knowledge):* It includes teaching subjects that broaden the student's knowledge horizon and open up other perspectives in the event of a reorientation.
- *Common educational unit (transversal) (general culture, languages, IT)*: It includes teaching subjects such as modern languages, computer science, information and communication technologies, humanities ...).

1.6 Meaning of credit, coefficients, individual work

The teaching unit and its constituent subjects are assigned a coefficient and a value in credits.

1.6.1 The credits:

Credit is a unit of measure of lessons learned. Each teaching unit and each subject has a determined value in terms of credits. The value in credits is determined by reference to the "academic" semester volume and to the volume of the student's activities. The credit value of an EU is determined in relation to the total value set at 30 credits per semester.

According to the training's goals, the weight of UE units in a given semester of a training program should generally adhere to the following guidelines:

UEF: 60% of the semester's credits

UEM: 30% of the semester's credits

UED et UET : 10% des crédits du semestre

The value of all degrees is defined by the common reference credit.
License: 180 credits.
Master's degree: 120 credits.
PhD: 480 credits Minimum 3 years.

1.6.2 Coefficients

The coefficients measure and weight the importance of a subject in a given teaching unit compared to other subjects.

1.6.3 individual work

Working individually allows you to focus on what you want or need to accomplish a task. You have complete control of the direction and process of how you work. Being able to concentrate on your own work can help you focus on improving your work processes to become more efficient.

FTF: Face-to-face mode, ELEARN: eLearning mode, H: Hybrid mode (FTF/ELEARN)

Semester	Unit	Courses	Credit	Coef	Course	TD	TP	Evaluation		Teaching mode		
								Exam	Cont	Mode	FTF (%)	Elearning (%)
Semster 1	UFM1	Mathematic Analysis and Mathematic Logic	5	3	3H		1.5H	60%	40%	FTF	100	
		Introduction to Probabilities and Descriptive Statistics 1	4	2	3H	1.5H		60%	40%	FTF	100	
	UFC1	Machine Structure et Operating System Administration	4	2	3H	1.5H		60%	40%	FTF	100	
		Programming 1	5	3	3H	1.5H		60%	40%	FTF	100	
	UD1	Introduction to the Economic Sciences	3	2	1.5H		1.5H	60%	40%	FTF	100	
		Introduction to the Human and Social Sciences	3	2	1.5H		1.5H	60%	40%	FTF	100	
	UM1	University work	2	2	1.5H			100%		H	20	80
	UT1	Ethics and Professional Deontology	2	1	1.5H			100%		H	20	80
		English I	2	1	1.5H			100%		ELEARN		100
			30	18								

1.7 Nature of pedagogical assessment: lectures, practical work, Tutorial session

Students are required to attend lectures and some other different classes to attain some different purposes. No matter to which faculty or department the student belongs, lectures will not be the only formal learning opportunity offered. There are a number of different classes:

1.7.1 Lectures:

Lectures are large-group sessions where a lecturer presents course material through presentations and visual aids. They provide an overview of the subject matter and are typically followed by more in-depth sessions like tutorials or workshops. Students listen to the lecturer as an audience and take notes.

1.7.2 Tutorial session

Tutorials are smaller, more personalized sessions that allow students to ask questions and interact with the lecturer. They provide an opportunity to clarify concepts and deepen understanding of the subject matter. Tutorials may be conducted in small groups of up to 30 students.

1.7.3 Practical work

Practical work are task-oriented and require active participation from students. They provide a practical way for students to implement their learnings and develop practical skills. Workshops involve hands-on activities, group discussions, and problem-solving exercises. Practicals are often conducted in one of the University's specialised laboratories.

1.8 Success Criteria at University

The academic year is organised in 2 semesters. The progression from the first to the second semester of the same academic year is an automatic right for any student enrolled in the same course.

The progression from the first to the second year of the bachelor's degree, within the same training course, is a right if the student has acquired the first two semesters of the academic course.

Passing from one year to another is achieved when:

- The average of all educational units (UE) of the academic year is acquired,
- The overall average by compensation between the marks of all units is equal to or greater than 10/20.

A course can be validated by capitalisation or compensation. The validation of a unit is achieved when the student reach the average. The validation of course units is also achieved by compensation:

- Between the marks of the constituent elements of the same unit
- Between the marks of the different units in the same academic year, weighted by coefficients.

So, the student needs to consider that in order to pass to the next year, s/he should obtain:

- **Module:** ≥ 10 (i.e. Exam + Continuous Evaluation ≥ 10)
- **Unit:** 10 in all modules, or compensation (i.e., module1x coefficient + Module2xcoefficient +.....≥10)
- **Semester:** all the units (credits) or compensation between units
- **Year:** pass both semesters

Compensation means that the student has the average of 10 with 60 credits.

Old System	LMD System
• student's average > 10: student moves to upward course • student's average < 10: student drops	• Student's average > 10: student moves to upward course • Student's average < 10: check number of annual credits. Here, s/he may have two 2 cases: **Case 1:** Number of credits ≥ 30: student has a pass to the upward semester but is bound to retake one or more courses

	Case 2: Number of credits < 30: student drops

1.9 How to Succeed at University

In order to succeed at university, the student needs to :

- Manage his time and get guidance on a range of study skills including skills for research and examination success.
- Learn how to identify and develop key transferable skills that will stay with him throughout the professional life.
- Improve employability prospects and consider the advantage in the job market
- Benefit from other students' experience
- Explore the uses of digital technologies in learning and assessment
- Use what to learn right away, with handy downloadable checklists and worksheets.
- Strengthen critical thinking skills
- Develop problem-solving skills

REFERENCES :

• MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE. Guide pratique de mise en oeuvre et de suivi du LMD. Alger : MESRS, 2011